

Cultural Heritage

“ Auckland’s cultural heritage is rich, diverse, and all around us. Heritage links people to their places, their homes, and their land. It encompasses landscapes, ecosystems, all native plants and animals, archaeological sites, buildings, artworks, people - the lot. Auckland’s heritage is both rich and diverse, shaped by millions of years of natural forces and over 1000 years of human activity.

If we want a rich and diverse heritage to boast of in the future, we need to look after it as a community right now. The basic message is “we’re guardians of our heritage”. And that includes individuals, communities, small businesses, larger corporates and public agencies.”

(Region Wide, Issue 10, p.8, December 1999)

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**Teacher
information**

Cultural Heritage and Environmental Education

Through the exploration and development of the Cultural Heritage theme, and underlying issues within the Auckland region, it is hoped that students will develop:

- **awareness and sensitivity** to Auckland's cultural heritage and related issues
- **knowledge and understanding** of cultural heritage and the impact of people on it
- **attitudes and values** that reflect feelings of concern for our cultural heritage
- **skills** involved in identifying, investigating and problem solving associated with the issues related to cultural heritage
- a sense of responsibility through **participation and action** as individuals (and as members of a group) in addressing the issues of cultural heritage

(Ref. Guidelines for Environmental Education in New Zealand Schools. p.9)

Key concepts

- Diversity of Auckland's cultural heritage
- Personal heritage
- Local heritage
- Taonga - Treasures
- Threats to our heritage
- Conservation and preservation of our heritage
- Personal and community commitment and action to protect our cultural heritage

Links to other City Issues



Curriculum Area: Social Studies

PERSPECTIVES: CURRENT ISSUES / FUTURE

SETTING: NEW ZEALAND

Students will demonstrate knowledge and understandings of:

- How and why practices of cultural groups vary but reflect similar purposes (level 3)
- Why and how individuals and groups pass on and sustain their culture and heritage (level 4)

Place and Environment

Students will demonstrate knowledge and understandings of:

- How and why people express a sense of belonging to particular places and environments (level 3)
- How places reflect past interactions of people with the environment (level 4)

Processes

Students will demonstrate skills as they:

- Collect, process and communicate information about human society - Inquiry
- Explore and analyse values - Values Exploration
- Make decisions about possible social action - Social Decision Making

Essential Skills

(Highlight as appropriate)

Numeracy	Social / Co-operative
Communication	Self-management
Information	Problem Solving
Physical	Work and Study

Curriculum Links

English
The Arts
Science

Possible Learning Outcomes

Students will:

- Frame questions to discover the cultural diversity of the classroom
- Explain why people hold different heritages and how and why people pass on and sustain their heritage
- Investigate the many ways the past "tells a story"
- Identify the issues and problems associated with Cultural Heritage
- Collect and record information about the things that are important to their family
- Describe a personal taonga and explain the idea of an environmental taonga
- Communicate an understanding of Auckland's cultural heritage through writing, art, drama, talk.
- Co-operate in selecting items for a time capsule that reflect an awareness of cultural heritage

Assessment

Teachers may derive specific learning outcomes that are appropriate to the learning needs of their students. These learning outcomes will provide criteria against which student's achievement can be assessed. Some suggestions for assessment can be found in the Teacher Resource.

Background information

What is cultural heritage?

Cultural heritage is the knowledge, activities, and remnants of people and communities. It is linked with natural heritage and includes:

- historic sites
- place names
- historic places and areas
- waahi tapu and waahi tapu areas
- taonga
- buildings
- objects
- artifacts
- natural features of cultural and historical significance
- historical associations
- people and institutions

Cultural heritage is dynamic, changing over time as human activities impact on the environment. It is the product of successive migrations, occupations and conquests and forms a series of layers over the landscape. It is inherited from the past, enjoyed and protected in the present, to be handed on to future generations.

(Fact Sheet - Cultural Heritage 1 - What is Cultural Heritage? Auckland Regional Council)

Cultural heritage is important because it:

- helps us to learn about who we are
- makes links between people and places
- enables us to work out our place in history
- helps us to understand how cultures differ
- is unique to New Zealand - is found nowhere else in the world

Cultural heritage - What's the issue?

Auckland is the largest and fastest growing urban area in New Zealand and because of this our heritage resources are under pressure:

- Much of the cultural heritage of the coastal environment has been modified or destroyed because of development.
- Urban development contributes to loss of, or damage to, cultural heritage resources.
- Horticulture and farming practices can cause adverse effects on archaeological sites.
- Between 1979 and 1995, 395 archaeological sites within the Auckland region were destroyed or modified. Over 40 buildings of historic and cultural significance have been destroyed over the past 10 years.

What is the Auckland Regional Council doing about this?

- Researching and monitoring cultural heritage resources in the Auckland region, particularly within the coastal marine area.
- Educating and advocating through the production of posters, leaflets and evaluation guidelines.
- Providing information for, and ongoing development of the Cultural Heritage Inventory (CHI).
- Protecting and preserving the cultural heritage sites on regional parks and in the coastal marine area where appropriate.
- Working with local authorities to achieve appropriate levels of protection for historic resources of district and regional significance.
- Working with iwi on the conservation of places of Maori significance.
- Increasing the protection of cultural heritage resources through land acquisitions (new regional parks) and financial contributions (e.g. Otuataua Stonefields).

Other activities could include:

- Invite local iwi to speak to students about our heritage, our taonga. Ask for 'expert' help to explore the rich layers of Maori cultural heritage.
- Construct a computer database of heritage features of your local district. Keep it updated regularly and take action to protect sites if and when necessary.
- Students observe visitors and local people enjoying their heritage and write eyewitness accounts.
- Construct local heritage timelines showing how and when the community was created. Ask 'older' people who have lived in the local areas for a significant number of years to visit the class and talk about changes they have seen and experienced.
- Visit some of the midden sites around the Auckland region. Investigate what is being done to protect them. Find out what people should do if they discover a midden and whom should they contact.
- Ask students to design a web page about local heritage. It should be:
 - simple
 - short
 - have powerful key words
 - have a clear key message
 - be visually attractive
- Find out about projects where local authorities, through purchase and exploration, have protected historic places e.g.
 - Warkworth Lime and Cement Works (Rodney District)
 - Falls Hotel, Henderson (Waitakere City)
 - Otuataua Stonefields (Manukau City)
 - The Commemorative Seawall, Devonport restoration (North Shore City)
 - Town Hall and Civic Theatre restoration (Auckland City)
- "What makes Auckland, Auckland?" (see Student Activities, page 34). As alternative /additional activities - design a Grandparents Day Out/New Settlers Day Out/Parents' Day Out.
- Develop topics for debate/discussion /role play:
 - Old is boring. New is best.
 - History is part of who we are.
 - History is boring.
 - We should be allowed to do what we like to land and buildings.
 - Historic places are a waste of money.
 - What is happening now is more important than what happened in the past.

Suggestions for monitoring and assessment

Interactive approach

- observing
- working with small groups
- listening to discussions

Conferencing individuals - groups

- "Tell me about your....."
- "Explain your....."

Checklists

Use specific skills and objectives from given lists as criteria in checklists.

Peer support

Students give constructive/positive feedback to peers.

Self evaluation

Students complete an evaluation sheet that can include the following:

- In this study I enjoyed learning about.....
- The most interesting fact I learned was.....
- Four new words and their meaning I have learned are.....
- The most interesting sentence I read/learned about the topic was.....
- One thing I would like to find out more about is.....
- One thing I would like to find out more about is.....
- This picture/illustration shows.....

Completed activities from this resource:

- 'Take A Walk On The Neighbourhood Side' - page 42.
- 'Cultural Heritage. It's All About What Is Important To Us' - page 46.
- 'Taonga - Treasures' - page 52.
- 'You Need To Become A Teacher' - page 62.

- **Complete a poster** with set criteria e.g. a poster that increases people's awareness of cultural heritage and the need to be guardians of what we have now.
- **Draw a mind map** that reflects our cultural heritage and the things that are threats to our heritage. Students use cut out newspaper headings and words and pictures to show their knowledge and understanding.

Environmental Action Planner

What's the issue?

What's our goal?

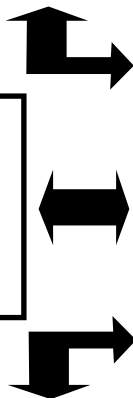
What skills will we need?



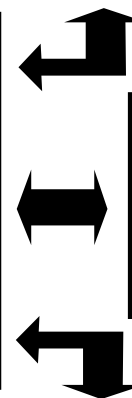
Who could influence the decision?

Who makes the final decision?

Evaluation of action



ACTION
What are we going to do?



Evaluation of plan

How will we find out what people think and feel about the issue?



How can we make people more aware of this issue?

What information do we need and where will we find it?

Resources

Included in City Issues - Cultural Heritage pack

No.	Type	Resource
1	Set of 8 Postcards	Mangere Lagoon Motukorea Maungakiekie Maungauika - Northhead Mangere Mountain Maungawhau Otuataua Stonefields Pukaki Lagoon
2	Poster	Maungauika
3	Poster	Maungakiekie
4	Poster	Mangere Mountain
5	Poster	Motukorea
6	Poster	Otuataua Stonefields
7	Poster	Pukaki Lagoon
8	Poster	Conserving Auckland's Maritime Heritage
9	Poster	Stonefields of South Auckland
10	Cultural Heritage 1	What is Cultural Heritage
11	Cultural Heritage 2	The Cultural Heritage Inventory (CHI)
12	Cultural Heritage 3	Guidelines: Assessing Cultural Heritage Significance
13	Tangata Whenua 1	Who are the Tangata Whenua
14	Tangata Whenua 2	Tangata Whenua Interests are your interests
15	Tangata Whenua 3	Tangata Whenua and the Resource Management Act

Further copies of ARC resources are available from:

Enviroline 09 366 2070

(for callers outside the toll free area please phone 0800 80 60 40)

Website www.arc.govt.nz

Other resources

Natural History of Auckland, edited by John Morton.

David Bateman Ltd. in association with Auckland Regional Council 1993.

A Field Guide to Auckland - Exploring the Regions Natural and Historic Heritage,

Ewen Cameron, Bruce Hayward, Graeme Murdoch. Godwit Publishing Ltd. 1997.

School journals

Burning the bush by Pat Earle 1982 2:1

Long ago, much of the country was covered by thick bush. Photos show how it was cleared to make open country for farms.

Children at work 1979 4:2

In the 1880s children often began work as soon as they were 13. Their parents, who earned so little themselves, were glad when their children could go out to work. Several extracts from a report made at the time tell about the conditions of child labour.

Clothes worn in Great-grandma's day 1979 1:3

Photos who people in their best clothes, and dressed for biking, and an old lady in cap and shawl.

The cushens of Northfleet 1989 3:1

The Cushen family came from England to Invercargill in the 1890s and built a home they called "Northfleet". Photos show how the pupils of Otatara School visited Northfleet and re-enacted a day in the life of the Cushen family.

Discovering Chinatown by Margaret Corner 1988 4:1

In the goldrush of the 1800s, Chinese gold miners lived near Cromwell, many of them in their own small town. An archaeologist tells how one of the biggest digs in New Zealand was organised so the town could be excavated to find out how the miners lived.

The duel on the Lyell by Alwyn Owen 1995 4:2

A West Coast gold-town tale of the 1860s.

Fire at Inglewood by Emily Cumming Harris 1982 2:1

Emily Cumming Harris lived in New Zealand a hundred years ago. She visits friends in Inglewood at the time of a forest fire.

Girl on the gumfields by Marie Anticich 1994 4:3

Eliza Robertson tells Marie Anticich about her life as a gumdigger's daughter in the gumfields of the far north during the early 1900s.

The great plague scare by Keren Cook 1982 4:1

An account of the Black Death, a plague that swept through Europe about six hundred years ago, and how nearly a hundred years ago it seemed as if bubonic plague was coming to New Zealand.

Great grandma and Great grandpa at play 1979 1:1

When Great grandma and Great grandpa were children, they liked to play at being grown up, wheeling a pram, riding a rockinghorse and travelling in a toy trap.

Great grandpa's beard 1980 1:1

A hundred years ago, men often wore beards. Photographs show that there were a lot more different styles than there are today.

Hospital in the kitchen by Norah Draper 1988 1:3

Fifty years ago poor people couldn't afford to go to hospital, so Amy and Heather's doctor comes to take their tonsils out in their own home.

Inspection day, 1917 by Janine McVeagh 1989 4:1

Bertha Jones, now ninety years old, tells about her first teaching job at Ora Ora School when she was only nineteen, had no training, and had left school herself when she was thirteen.

Jacob by Alan Bagnall 1989 4:2

Jacob returns from World War I and, along with other soldiers, settles on a bush farm. But while the others get to work, clearing land and growing grass for grazing, Jacob spends his day sitting in the bush, watching birds. Long after Jacob dies, the bush is still standing, with its giant trees and rare birds. Now people are glad he left his land untouched, and call it Jacob's Reserve.

Jimmy's story by Judith Evans 1988 3:3

It wasn't till 1930 when Jimmy Mason was an old man that he felt it was safe to tell his secret - that he was the last survivor of the ship "Orpheus" which was wrecked in 1863.

Kanga wai **by Henare Everitt** **1992** **3:2**

Not everyone likes to eat kanga wai. The author's dislike goes back to his childhood.

Letters to Dot **1979** **4:2**

During the First World War, the children's page of the "Otago Witness" was run by a person called "Dot". This is a selection from the letters that were sent in.

Life at Waitaiki **by Erana Reedy** **1993** **4:3**

Life on a dairy farm near Ruatoria in the 1940s was hard work. The children were up at 4 a.m. to work before they went to school, and had to work after school as well. But all the effort paid off, and Dad was able to send his three children to boarding school.

Lunch at a Japanese school **by Jenny Hames** **1993** **1:2**

A photo-article which shows how different Japanese school lunches are from those in New Zealand

Making a legend **by Maria Zajkowski** **1995** **3:2**

Some stories about family members become 'family legends'. Maria's father was seven when his quick thinking while stealing food for his family during World War 2 began this family legend.

My special father **by Elizabeth Pulford** **1994** **1:5**

After World War II, many children were left without a father. A group called Heritage was formed to help these children.

The old well **by Kene Martin** **1987** **2:2**

A true story of the 1920s about an old well which the children believe is tapu.

One hundred and twenty days at sea **by Jane Thomson** **1980** **3:2**

(Adapted) McLeod Orbell writes of a voyage to New Zealand with his family in 1849, when he was ten years old.

One hundred years ago **by Hardwicke Knight** **1979** **3:3**

Photographs show how one hundred years ago, children wore boots with buttons or laces.

Pioneers - poem **by Bernard Gadd** **1990** **4:2**

Roads in the making by Steven Waterman 1978 3:3

The development of roads and transport in New Zealand from the early Maori trails through to the roads built to provide access to the gold fields, to supply the troops fighting in the Waikato, and by settlers opening up inland farms.

Sewing Samplers by Jane Thomson 1983 1:1

Examples are shown of the samplers girls had to make a hundred years ago when they were learning to sew.

She, who must be obeyed by Phyllis Johnston 1984 4:2

A true story of a child's labour - and its meagre rewards - at the turn of the century.

The spies by Thomas McDonnell 1978 1:6

The experiences of two British soldiers sent to spy on the Maoris at Paparata during the land wars. To avoid meeting some Maoris they hide in a flax bush and then can't find the path again in the dark. When daylight comes, they find themselves almost in the middle of the Maori fort. Luckily, it rains most of the day, so they are not discovered and when darkness falls they are able to escape.

Staying in a Japanese home by John Bonallack 1994 1:3

A photo-article showing how living in a Japanese home is different from living in a New Zealand one.

Street vendors by Hardwicke Knight 1980 2:1

Photographs, taken about a hundred years ago, show people selling food and grinding knives in the street.

Sweeping the chimney by Barbara Beveridge 1984 1:2

Photos and text show how a chimney sweep of today sweeps a chimney in just the same way as his father and his grandfather before him. There is an accompanying account of the children who swept chimneys two hundred years ago.

Taku the top maker by Whaimatua Anaru 1990 4:1

A story from the 1930s about a quiet shy boy who surprises his schoolmates with his skill at making and spinning tops. There is an accompanying article on making a spinning top.

A tough life? Too right it was **by Christine Hunt** **1984** **3:3**

An account of life in Takaka in the early 1900s.

Whai's kiwi **by Whaimatua Anaru** **1989** **2:3**

A story of the 1930s, before kiwi were protected, of how a boy catches a young kiwi, raises it, and then loses it, also losing faith in this elderly relatives.

When Grandpa died **by Susan Dassler** **1983** **4:1**

When Grandpa dies in 1900, the whole family has to be dressed in black-mourning clothes which are all made at home.

When Great-grandma took tea **1978** **1:3**

A description of the social occasion of visiting and having afternoon tea.

When Great-grandma went to the beach **1979** **1:5**

People didn't sunbathe when Great-grandma was young. They wore their bathing costumes only for swimming. Before that they had 'bathing machines' to take them into the water.

When Great-grandma went to town **1978** **1:1**

Transport in Nelson in the early 20th century was by horse-drawn trams. Questions are included in the text to stimulate discussion.

When Great-grandpa used the telephone **1979** **1:2**

In Great-grandpa's day most people used a public telephone. At home they couldn't dial numbers for themselves, but had to tell the operator at the telephone exchange the number they wanted.

When Great-great-grandma did her washing **1979** **1:4**

Great-great-grandma didn't have a washing machine or hot water from a tap. She didn't have a drier or an electric iron. Washing and ironing clothes was hard work.

When Great-great-grandma made candles **by Brian Birchall** **1981** **1:4**

Great-great-grandma used candles instead of electric lights. She made them in a mould with six hollow tubes, using hard fat melted over a kitchen fire.

Winning the vote for women by Margaret Lovell-Smith 1991 2:3

The writer tells about the part her great-grandmother played one hundred years ago in getting things changed at election time.

The young life of Eruera Kawhia Stirling 1979 4:2

The story of the early life of a man who is now a highly esteemed elder of his tribe, Whanau-a-Apanui, and of his Maori and Pakeha community. How he lived with an old couple between the years of two and seven to learn the old way of life, and how he had to return to his parents to attend school, and learn Pakeha ways.

At my grandfather's tangi by Ben Popata 1998

Ben goes to Te Puke to join his relatives at grandfather's tangi. He describes the people and the funeral and the games he played with his cousins.

Tangi - poem by Tui Matelau 1999

Tangi means family by Bernard Gadd 1990 4:3

Trina goes with her family to the tangi of her mother's aunt. It is her first experience of a tangi and she finds it is her job to work in the kitchen, helping to feed all the visitors. It's hard work but she is glad to know that she has been a support to her mother and grandmother.



**Student
activities**

Welcome to the world of Auckland's cultural heritage!

(Part One)

You're about to launch into a mind-blowing learning experience about Auckland's cultural heritage so hold onto your hat, keep your Nikes firmly on the floor, take a slurp from your water bottle and...

READ ON!



Cultural heritage is all around us. It's here now.

It's about people, parks and places, boogie boards and buildings, animals and art, volcanoes and places special to our history.

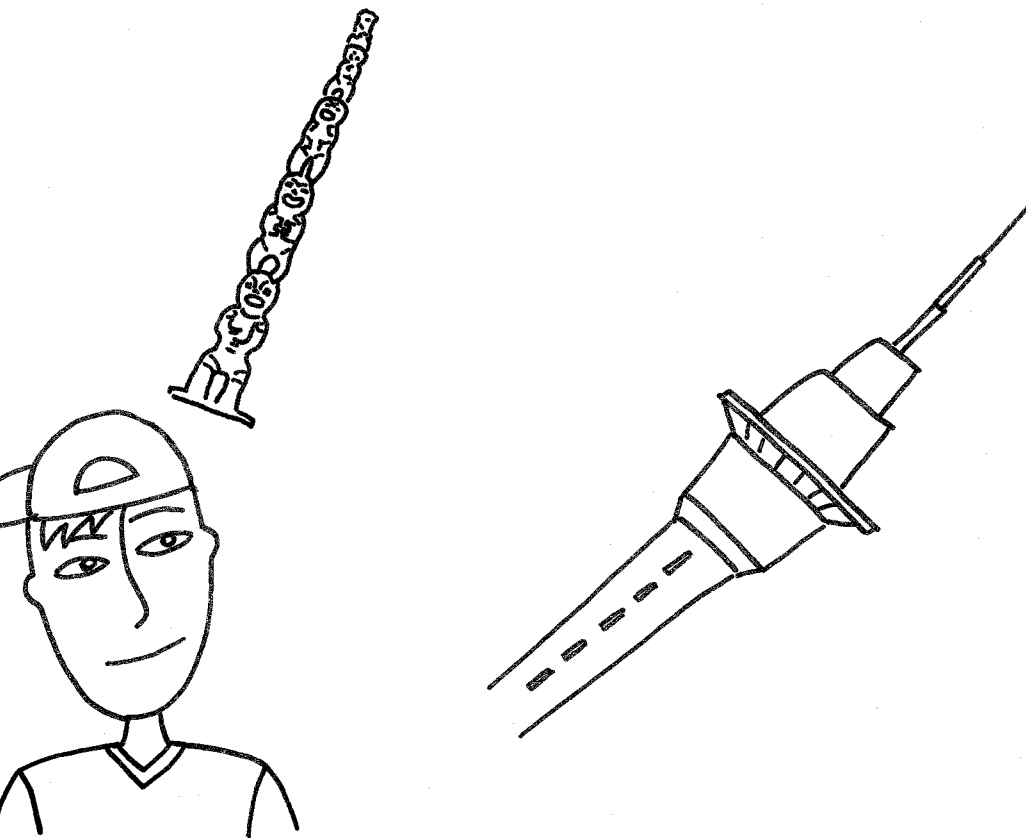
Cultural heritage is about **YOU** and it's about **ME** and it's about the things we do to change where we live.

Cultural heritage is big things and small things, old and new. It helps us to work out who we are and where we belong.

Cultural heritage is here **NOW**, it comes from the **PAST** and will be handed onto the **FUTURE**.

Are you confused? Don't worry.

There's some work for you to do to help you get your head around this topic so you'll need to find Part 2 of this activity.



Welcome to the world of Auckland's cultural heritage!

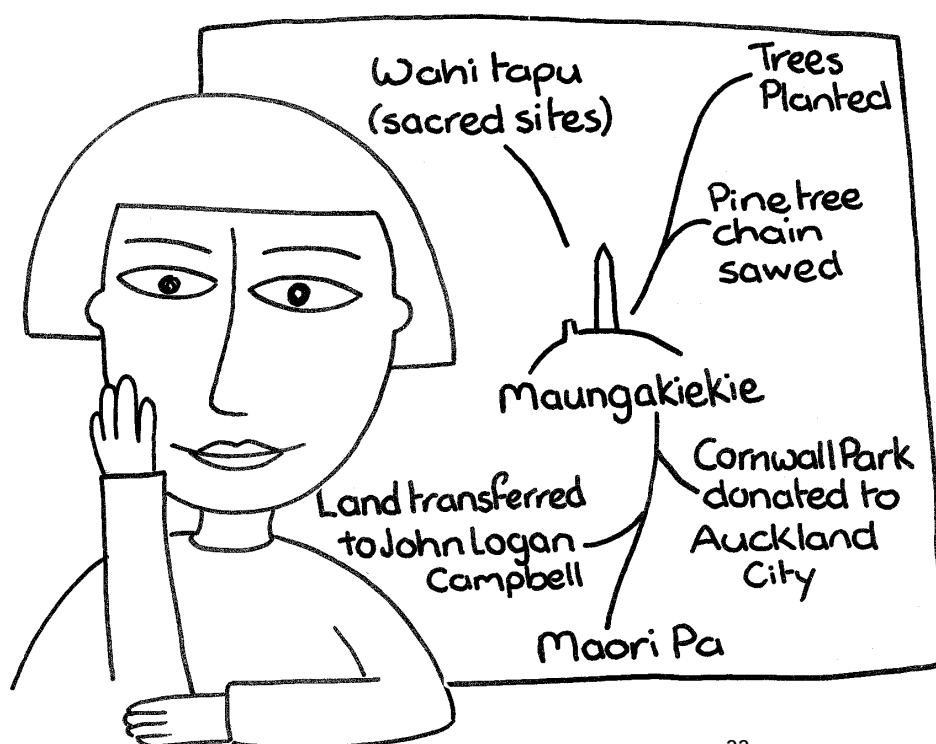
Part Two

The idea behind this activity is to get **YOU** to collect and record **YOUR** ideas about the things that are a part of Auckland's cultural heritage.

YOU WILL NEED

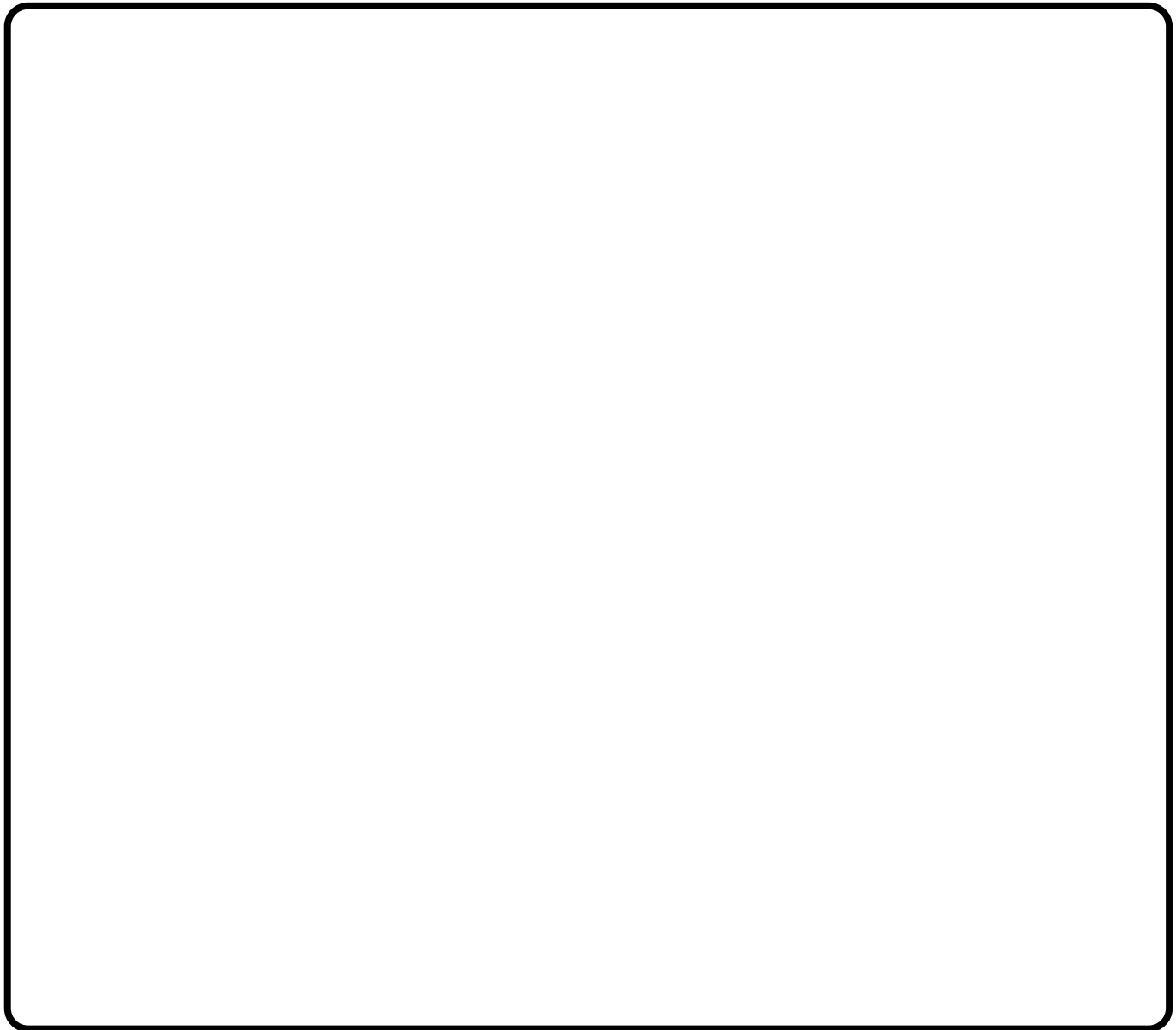


- a photocopy of the mind map sheet (if you think this size is too small ask your teacher to enlarge it to A3 size or make up your own mind map on a much bigger piece of paper)
- pens, coloured pencils, felts, crayons
- a timekeeper e.g. a watch, clock, stopwatch, a grandmother or 5 minute egg timer



- Use words, very short sentences and pictures to record what you know about Auckland.
- Spend no more than 5 minutes on each branch.
- Add your own branches.
- Use heaps of colour. A different colour for each branch might work well.

Mind Map - Auckland's cultural heritage

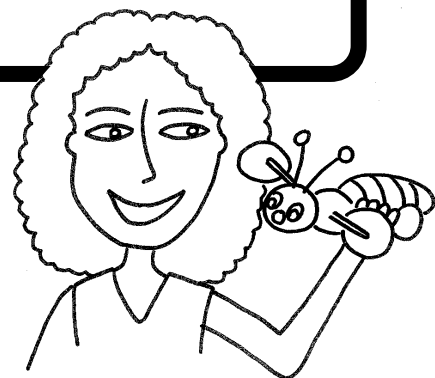


When you finish your mind map add it to a display of what Auckland's cultural heritage means to your class.

Cultural heritage bingo!

Rules

- Find one person for whom the statement is true.
- Write that person's name in the appropriate box.
- You may use the name of the same person no more than two times.



Heritage factors	Sign here
Has grandparents' born in another country	
Can speak another language	
Can spell 'pohutukawa'	
Can describe what happens at a powhiri	
Has visited the Sky Tower	
Has been on the ferry to Rangitoto	
Knows how to use chopsticks	
Once owned a 'Buzzy Bee' toy	
Knows the Maori name for Mount Eden	
Write your own name in this space	
Can complete this saying: "Auckland, City of....."	
Can name three things you can see at Auckland Museum	
Has attended any sort of performance at the Domain	
Has been to the Otara, Avondale, Victoria or Takapuna Market	
Can name three things that are special to Auckland	
Lives in a house older than 50 years	
Someone who knows the meaning of Rangitoto	
Knows the meaning of their own name	
Knows the meaning / background to the name of their street	



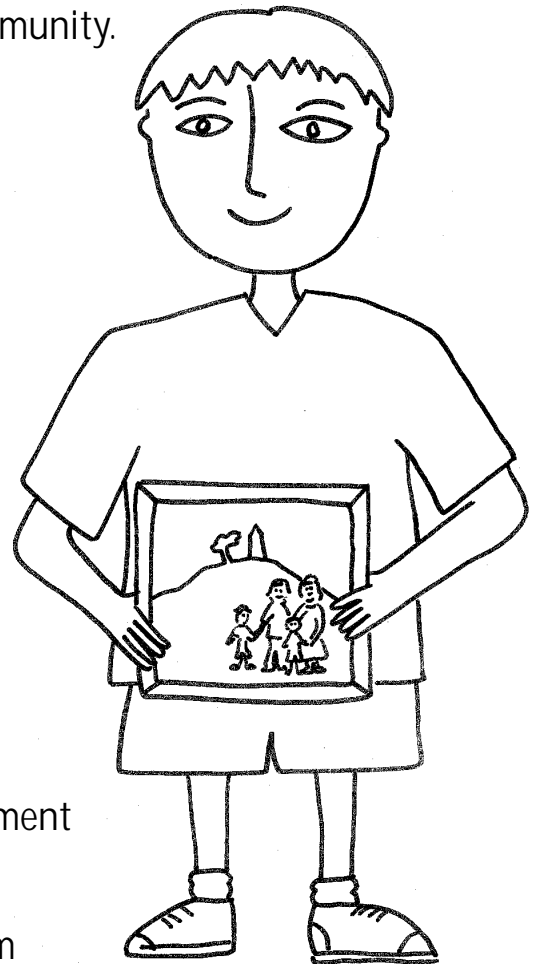
You are what you are

Everyone is different and we all have different experiences that make us the people we are. This activity is firstly about giving you a chance to share about yourself and then to learn more about your unique classroom community.

So get organised and get going!

Display the following on a wallchart:

- a poem you know
- the words to your current favourite song
- the title of your favourite book
- a photo of your family
- a description, photo or picture of a place in Auckland you most like visiting
- a photo, magazine cut-out or drawing of your favourite item of clothing
- a picture of something from the natural environment that is important to you
- a picture, description or photo of something from home that is important to you and to your family
- a picture of your favourite things in your local area or a picture of what you see that lets you know you're nearly home if you have been away
- a newspaper headline that has got something to do with Auckland
- a business card about yourself





On the business card write (in small writing):

- in the middle - your full name using capital letters
- in the top left-hand corner - your date and place of birth
- in the top right-hand corner - one thing you know you can do really well
- in the bottom left-hand corner - one challenge you are facing in your life
- in the bottom right-hand corner - three words that describe the kind of person you are.

Celebration time

Continue to celebrate the cultural diversity (differences) of your classroom by gathering and displaying information about your families.

There are two parts to this activity.

Part one - family map

- Each person in your class will need to complete a family map. This map should be done on an A3 size piece of paper. Put the name of your family in the middle of the paper and in bubbles around this write, or draw information about your family such as:
 - Where they come from
 - Where they work
 - Strong beliefs
 - Hopes and dreams for the future
 - Leisure activities
 - Things that have been important in the past
 - Things that are important to them now
 - What they like to do together as a family.(This may mean that you will have to spend time talking to your family!)
- Your completed family map could go on a wall display or be part of a Big Book about your classroom community. (See your teacher for further details.)

Part two - cultural diversity poster

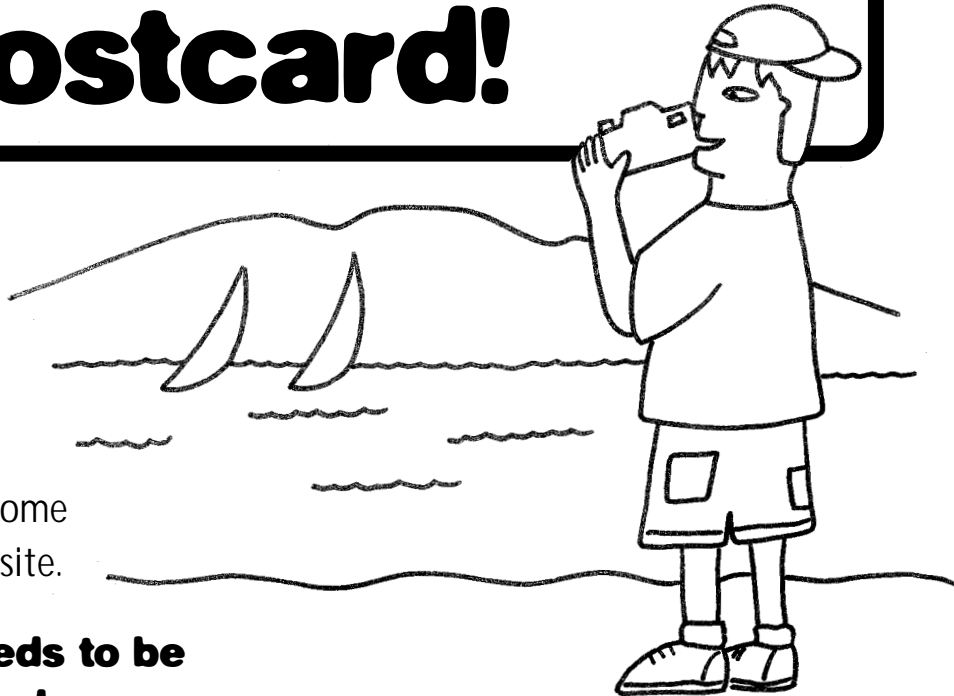
- Putting it all together.
- Look at what the rest of the class has contributed and use the information to **design a poster** that reflects the cultural diversity of your classroom.



Just send me a postcard!

Included in this resource is a set of eight postcards of landscapes within the Auckland region.

These cards are a celebration of our heritage and include some fascinating facts about each site.



Your postcard task needs to be done in the following order.

- 1 Locate the set of postcards.
- 2 Look at each one carefully. Examine the photo and read the information on the back. (Hey, you might learn something!) Find out where they are.
- 3 Think about your local area. Which places are special? Which part is important to you? What would you like to tell 'outsiders' about your neighbourhood? Now, make a list of these places in your head!
- 4 Here's a bit of work that you will find most enjoyable. You - yes you, have to design a set of postcards about these local places. You could do this by either drawing each site or by taking your own photo. (The problem here is that you'll need a camera and a bit of money for the film and developing.)

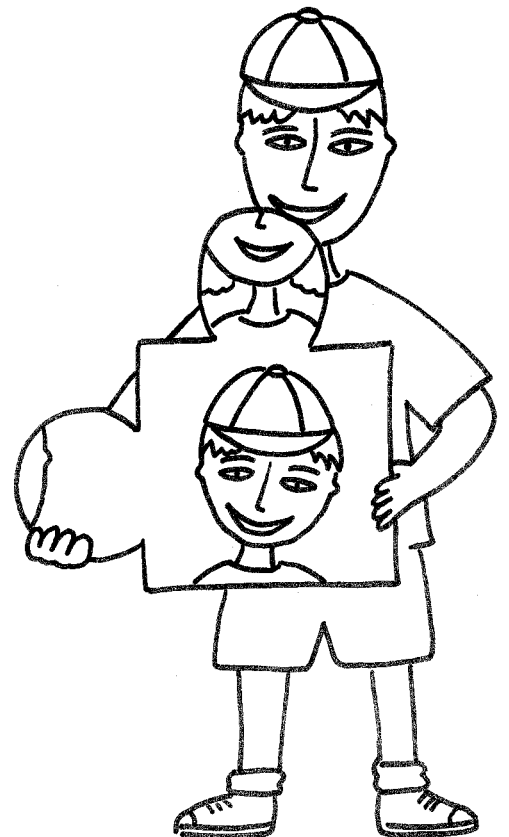
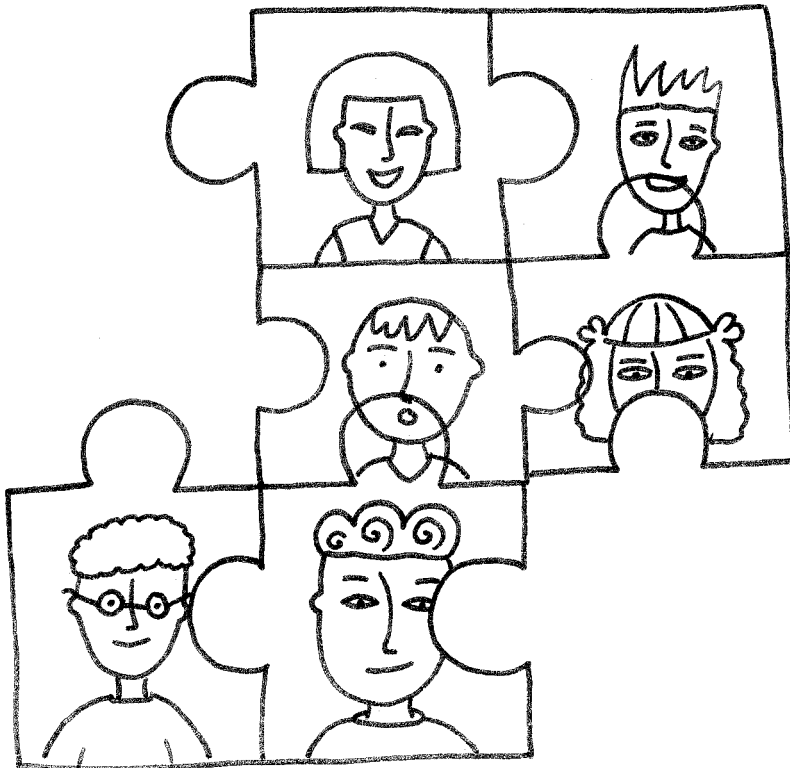
- 5 Once you've got the pictures research and then write the information that will go on the back of the postcard. Include facts and figures, opinions and statements - anything you think will be of interest to the person who receives the card.
- 6 Publish your work...beautifully, neatly, creatively.
- 7 If possible post your cards or add them to a classroom display.
- 8 **Put your feet up for half an hour. Give yourself a pat on the back for a job well done!**



I want to hear what you have to say

Each one of us has a story to tell about who we are, where we came from and what is important to us. Our individual stories are unique but the collection of our stories is a part of the huge jigsaw that is Auckland's culture. We are Auckland!

It's so important not to lose people's stories and therefore YOUR task is to spend time listening to and recording another person's story.



Who? A family member (including grandparents, aunts, uncles) or a neighbour you know well.

What? Ask them to tell you about who they are, where they've come from and about one particular thing that is special or important to them. It could be something that is sad, happy, funny or about a time when they were 'naughty', scared, excited, in trouble or when they had an accident.

Where? You'll need to do this in your own time and in a place where both parties feel comfortable. (Make sure a parent knows where you are and what you are doing).

When? As soon as you get yourself organised. This will mean asking permission, setting up a time for the interview, and preparing questions to ask.

Why? This task is about learning to appreciate some of the different people that live in Auckland. It should help to give you a better understanding of how different and yet how similar we are. Perhaps most importantly you'll get to know someone better by listening to what they have to say AND you will definitely help to 'save' a story from being lost!

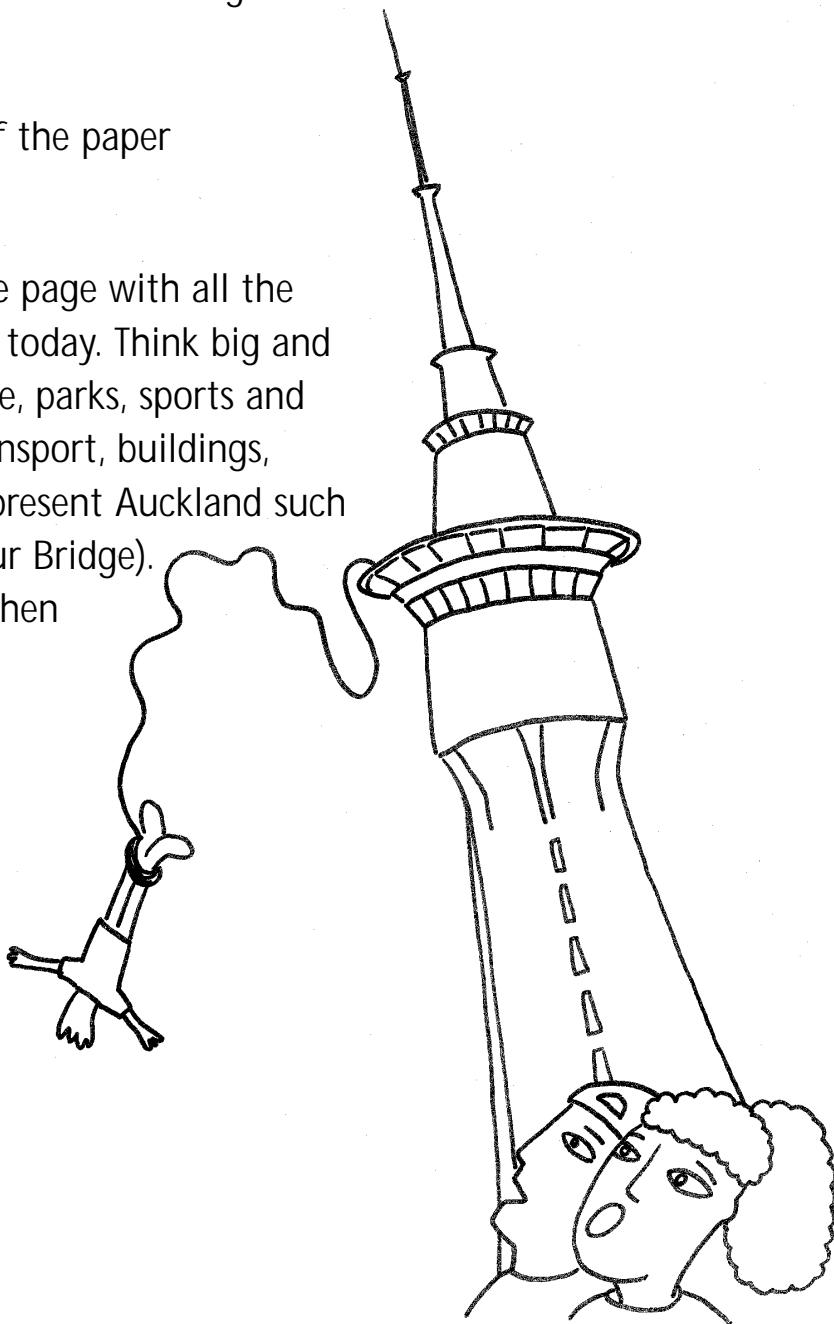
How? As you are carrying out your interview you could either make a tape recording of what is being said or you could jot down the most important points. Ask your prepared questions if necessary. Don't forget to thank the person for their time.

What then? Share this story with the rest of your class. How this will be done will be up to your teacher. You may be asked to retell the story orally or, make a tape recording or write (and illustrate) your interview in a report!



What makes Auckland, Auckland?

- Get yourself a piece of A4 paper and something to write with
- Sit down
- Write 'Auckland' in the middle of the paper
- Draw a 'cloud' around it
- Use words and pictures to fill the page with all the things that are part of Auckland today. Think big and small, old and new, places, people, parks, sports and sports teams, plants, wildlife, transport, buildings, volcanoes, icons (images that represent Auckland such as the Sky Tower and the Harbour Bridge). START with your local area and then move outwards!
- When you've finished...



You can choose to do either of the following:

● Kids Day Out

Your task is to draw a tourist map of Auckland designed especially for a Kids Day Out. Think about which parts of Auckland would be most interesting for people your age. Where do you think they would like to go? What would they like to do? What do you like to do? What are you proud of? What do you support? (Don't forget to use your 'Auckland' brainstorm to jog your memory).

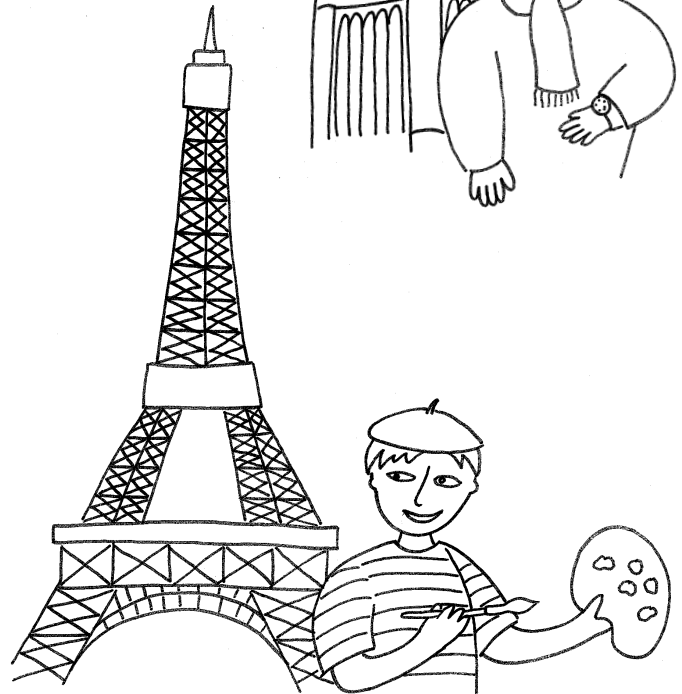
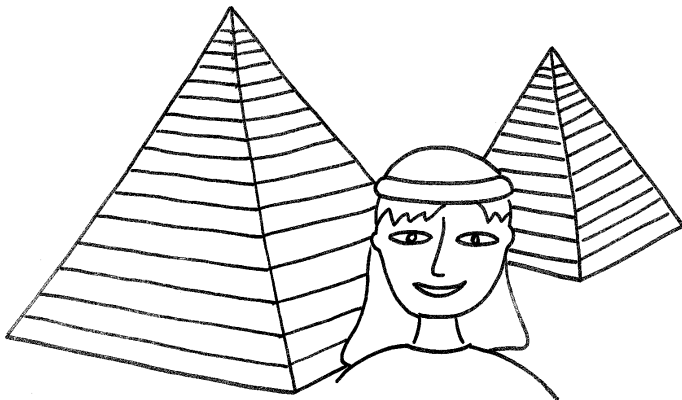
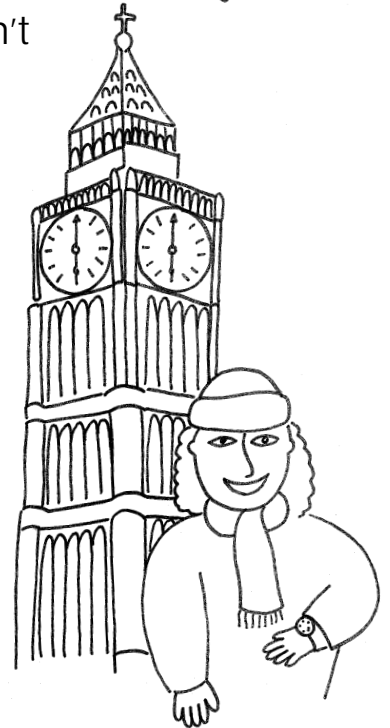
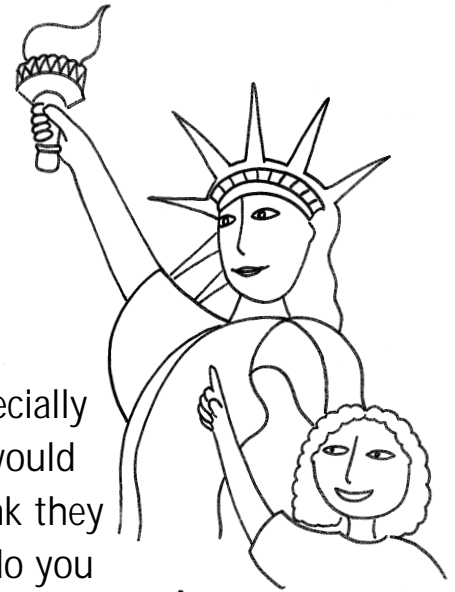
If you'd like a bit of extension work you could plan an Adults Day out as well. Just make sure you have fun and let your imagination run wild!

- **Design a set of symbols** that sum up BIG ideas about Auckland. Your symbols won't include details but will clearly represent a part of Auckland. Here are a few examples of symbols from other parts of the world.

GET CREATIVE

GET YOUR WORK MATERIALS

GET GOING!



When you've finished your work make sure you display it.

Peeling off the layers

Here's a riddle for you

Read the following statements and try to work out which place in the Auckland region is being described.

I am the largest and youngest of Auckland's 48 volcanoes

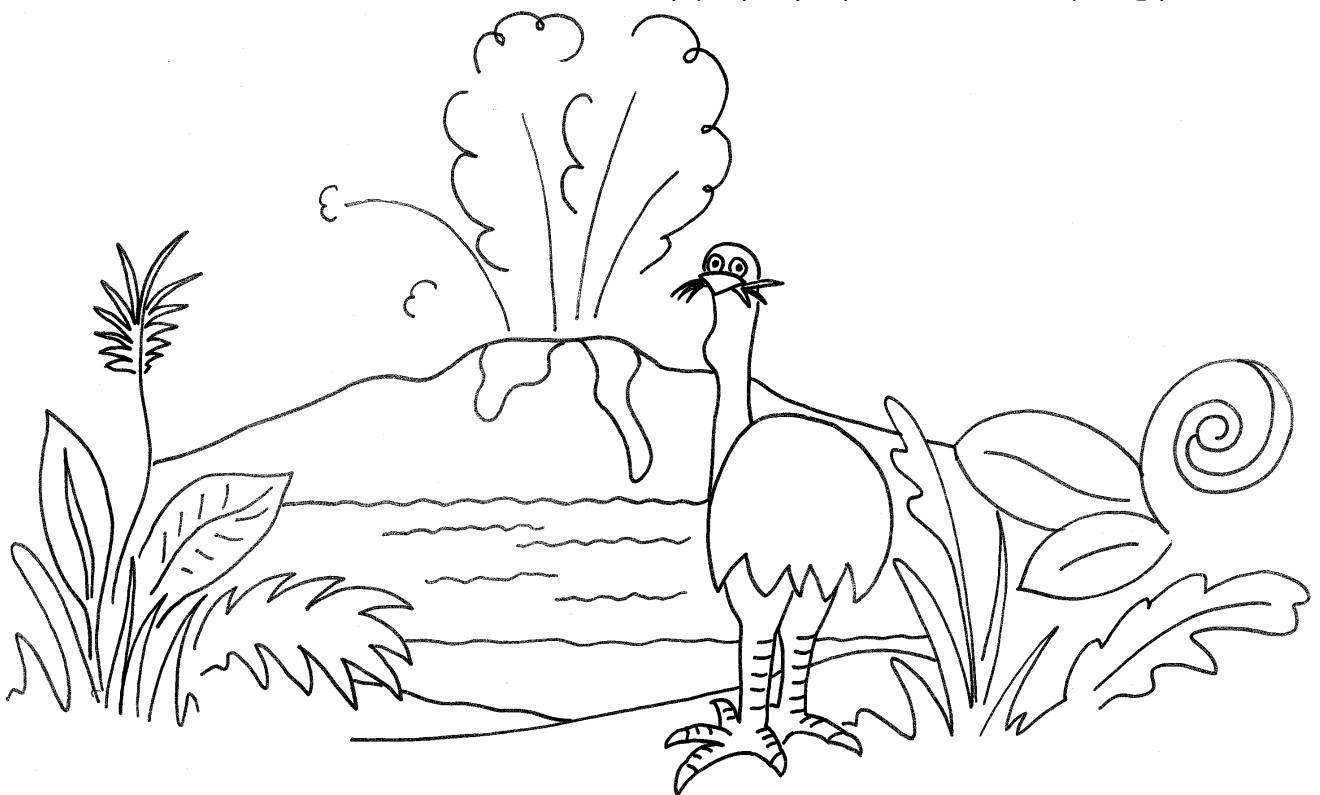
My eruption 600 years ago was witnessed by Maori living on Motutapu Island

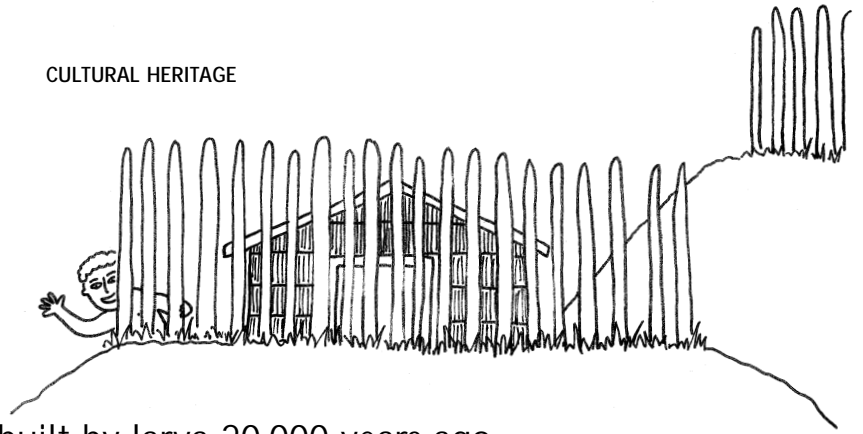
My name means "blood red sky"

It takes two hours to walk to the top of me.
(If you're feeling lazy you could take a tractor ride)

My name is _____

If you guessed Rangitoto you were absolutely right.





OK - Here's another

I am a scoria cone that was built by larva 20,000 years ago

Some say I was once the largest prehistoric fort in the world

I am also known as "Maungakiekie" which means, "hill of the kiekie vine"

A tree that was on top of me has been cut down

My name is _____

Did you work out that it was One Tree Hill? If so, well done!

Did you realise that there are often layers to the history of things around us? These layers might be about how something was created or about its shape or form or where its name came from. The layers are an important part of our cultural heritage. Each layer can tell a story in itself.

Layers of statements

YOUR TASK



is to make up layers of statements to reveal places that are important to you, or to your local or wider community.

- Choose a number of places (e.g. in school, your street name, local park).
- Think about 'uncovering' layers such as: What was in your school grounds before the school was built? Who lived / worked there? What about before that?...and before that? Did anyone famous go to your school? How did your school / street get its name?
- Search for the information you will need to write layers of statements. (This is the tricky bit).
- Write your statements and try them out on a number of different people.



Can I interest you in some local history?

A question to get you started:

How many places are there in your neighbourhood that were built before 1950? (ancient history!)

Don't know? Not sure? Haven't thought about it?

As you complete this task you will have the opportunity to:

- a** Discover (and appreciate) more about the historic places that are a unique part of your neighbourhood. These are your heritage!
- b** Make links with the past.
- c** Understand the importance of caring for these special places.
- d** Get involved in helping to preserve and protect another part of our heritage that might be threatened.

How are you going to do it? Easy!
Follow through the task step by step.

- 1 Go for a walk in your neighbourhood.** On a map mark all the 'old' buildings (built at least before 1950). These include houses, community centres, railway stations, churches, toilet blocks, shops, library etc.



2 Carry out some research about the buildings that you are most interested in. Use the following resources to help you:

- books and photo collections from your local library
- people who have lived in the area for a number of years
- the local museum
- The Historic Places Trust

In your search for information keep these questions in mind:

- What does this building tell you about the history of the neighbourhood?
- How different was life back then? How has the role of men and women changed? What was everyday life like then? What jobs did people have?
- Does the building have special features give clues about the history? e.g. small bedrooms at the rear of a house that may have been used for servants quarters or a path that may have lead to a separate 'outhouse'.
- What influenced the design of the building?
- Was the building used for a special purpose? Is it famous / significant?
- What is the building used for now? Is it under threat of being destroyed? Who is responsible for protecting the building? Will it be preserved in the future? If not, why not?

3 Present your information using one or more of the following:

- a fact file
 - storyboard
 - video clips
 - live or recorded interviews
 - digital camera
/computer presentation
 - drama
- Use photos, pencil sketches, prints, pictures, summarised notes and interesting graphics to make your presentation eye-catching and mind-blowingly interesting!

Fascinating rubbish dumps

(A word or two about middens)

What's a midden did I hear you say?

Middens are really 'rubbish dumps' where you might find things such as shells, fish, bird, seal and dog bones, fish hooks, stone scrapers, adzes (pre-European Maori middens) and glass, crockery and metal and the bones of sheep, cattle and pigs.

Middens are important because they have a story to tell. They can be found anywhere in New Zealand (including in and around the Auckland region) and give valuable information about where and how people lived. They help historians answer questions about our cultural heritage. They help to put together the story of New Zealand's history.

Imagine if in 200 years time a midden was found where your backyard used to be. What would people find? What story would the midden tell about the lives of the people who lived there?



Now, dig into these activities about middens.

YOU CAN CHOOSE TO



Make a collection of items that say something important about the way we live. Your collection must fit into a supermarket shopping bag (that's a bag - not a trolley!). Bring your collection to school and be prepared to talk about why each item is important.

OR



Draw a cross-section of a midden that might be found in your back yard. Your midden will have either whole objects or just fragments (small pieces) of particular objects such as, cooking utensils, animal bones, tins, plastic objects, shells, tools, toys etc.

YOU WILL NEED



To think about what the midden will have that will provide information about the way that you lived.

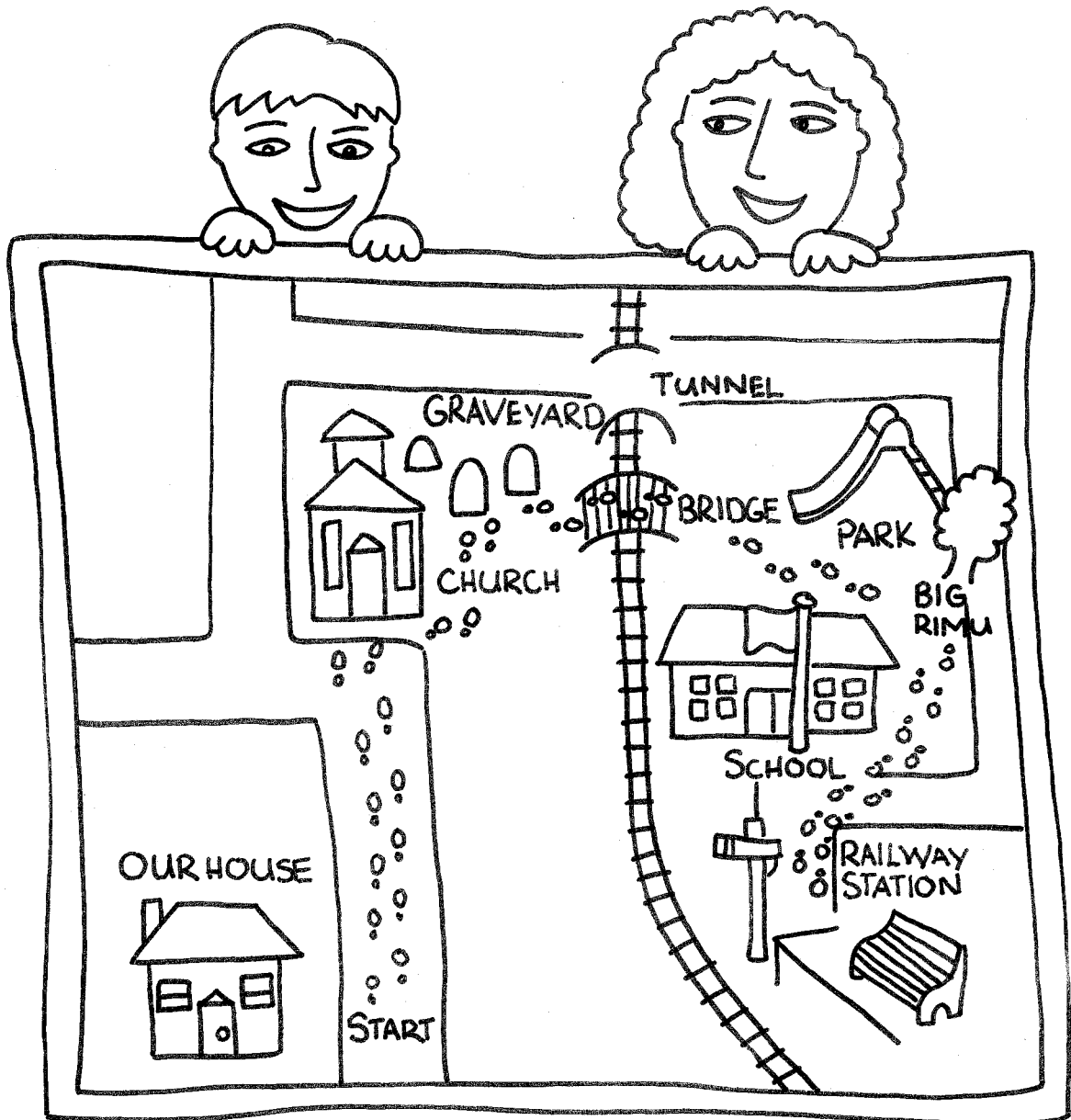
What objects will tell a story about your life?

What will they tell about life in Auckland?



Take a walk on the neighbourhood side!

Have you ever been on a heritage trail? You know, where you look around an area at whatever is **important - special - interesting - significant.**



Sometimes a heritage trail might have a guide who will 'interpret' the trail or the information about the area could be available in a brochure or from a sign.

Sometimes, places and objects just speak for themselves!

Have you ever stopped to think about why we have such trails? It's a fact that heritage trails help to 'uncover' layers of history for people. If we learn about what is around us, we might appreciate things more. This might cause us to look after (and preserve) what we already have.

Create a heritage trail

Your task is to create, promote and do a heritage trail around your neighbourhood. You'll want your trail to be exciting! You'll probably even want your trail to have a "WOW" factor! You will definitely want it to be a zany, fun and exciting!

How can you achieve this? Easy. Just follow these steps:

- 1 **Decide where** you want your heritage trail to be.
- 2 **Work out** what you want to focus on around your trail. What's important to you? (It could be a particular place that you have good memories about or a tree that has been standing for 'as long as anyone can remember'). Think about history. Think about how and where something started. Consider what it is that you want people to appreciate and care for?
- 3 **Draw a map** of your trail. Write notes for yourself. 'Practice' your trail. Time how long it will take.
- 4 **Produce a brochure** about the trail. Include a map and interesting information. Advertise it. Promote it.
- 5 **Personally invite** people to go on the trail with you - friends, family, neighbours.
- 6 **Make it happen.** Do it. Get people out there learning, appreciating and....maybe even thinking about how they can care for AND preserve what they've got.

Take time out

Take time out to sit quietly and read the following poem and as you read it try to picture the place that the poem describes.

Where are you from?

**Where am I from?
 I come from where
 The seas that lap our shores
 Know no boundaries
 Where trees lift their heads
 Above the cliff tops
 Where the mountains
 Reach out above the cloud
 That stretches along the land
 Where the Kea
 Calls from his rocky nook
 And the Tui sings
 From his flax perch
 Where the rivers meander
 And sing towards the sea
 Where the land has shaken
 In anger and in pain
 And the Kiwi calls his name
 To his own kind
 For that
 Is where I come from.**

Paul Knowles

When you've had enough time for reading, thinking and imagining, let the poem inspire you to create something about where you have come from or about a place that is special to you.

YOU CAN CHOOSE TO ➤

Write a poem. Think of sights, sounds, smells, memories, places of importance, and a place of belonging.

OR ➤

Use paints / crayon / chalk / dye to create a picture.



Cultural Heritage

It's all about what is important to us

YOU WILL NEED



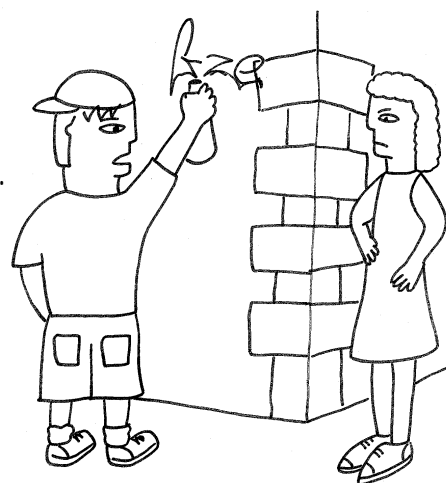
- the sheet (Cultural Heritage Wheel) photocopied and enlarged to A3 size (just so you've got room to write)



- pens, pencils, felts
- a brain that is focused on what is important to our cultural heritage

- Use words and pictures to fill in the four sections of the Cultural Heritage Wheel.

- 1 Things that are important to our cultural heritage.
- 2 Parts of our cultural heritage that could be threatened.
- 3 Ways we can help take care of our cultural heritage.
- 4 Ways we can damage our cultural heritage.



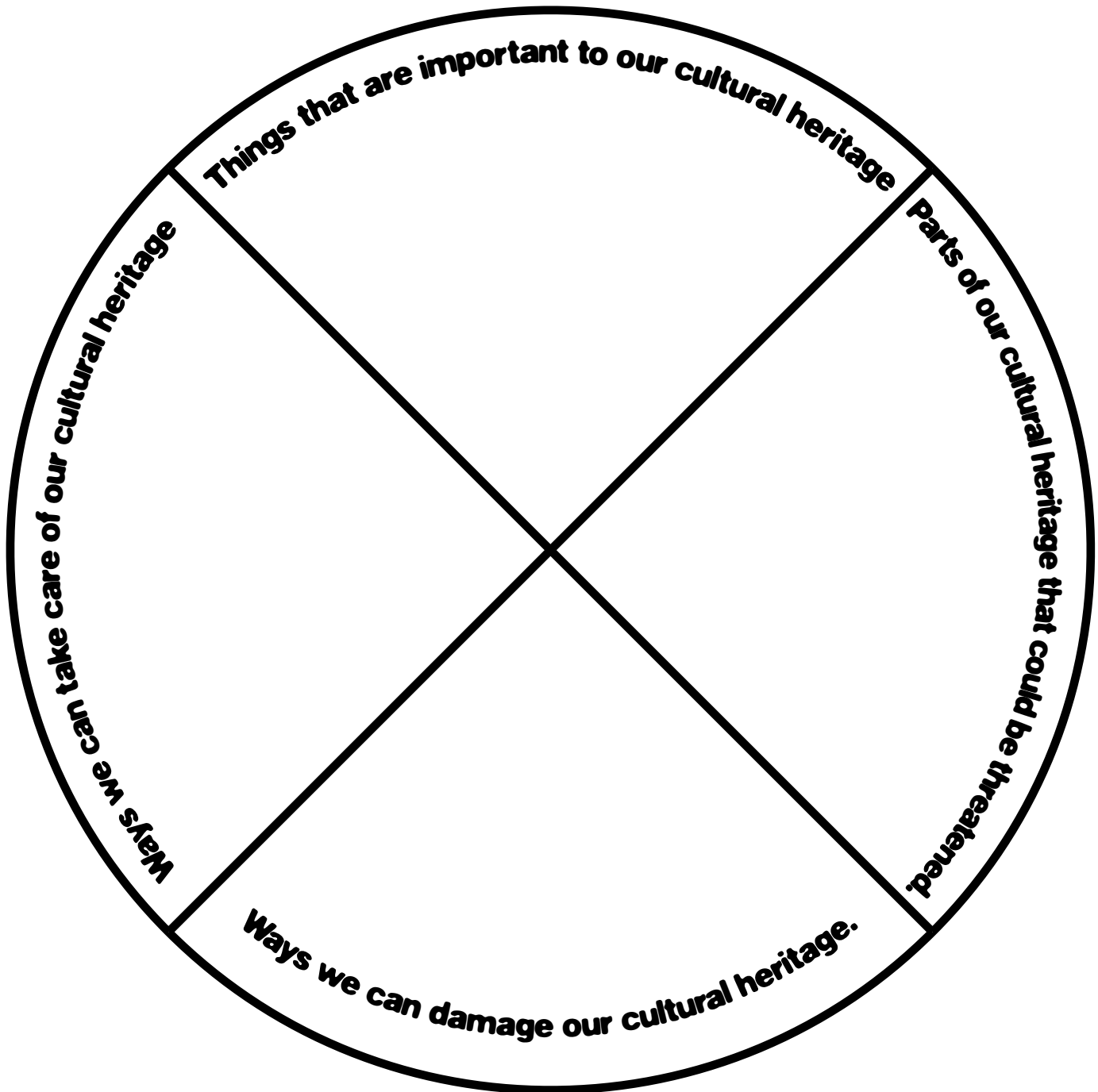
Plan of action

Write one thing YOU can actually do to treasure (or be a guardian of) some part of Auckland's cultural heritage. (This could be something in your own backyard, your street or in the school grounds). State the steps you will take (you could use a flow diagram).

Treasure what we are, what we have, what is ours.



Cultural Heritage Wheel



So, what's in the paper today?

The reason for doing this activity is to help us to become more aware of what has and what is happening in the Auckland region.

(Remember that saying from your Junior school days...

"The more you read the more you know"? Well, here's a chance to find out if that's true or not!)

You could do this activity with a friend or two or as part of a whole class exercise.

(See your teacher first).



YOU'LL NEED TO >

- Get hold of a copy of The New Zealand Herald every day for a week.
- Cut out anything to do with the Auckland region such as pictures, headlines, articles, letters to the editor etc.

- See if you can sort them into the following groups as you read them:
 - Positive
 - Negative
 - Controversial
(something people are debating, disputing or having a disagreement about)
- Make a display of your collection. You will need to write a caption or label for each category.



Check out the "One Hundred Years Ago" articles that are in the paper. Compare the issues of one hundred years ago with those of today. What were people concerned about then? What was life like? How do the articles seem to you?

**ADD SOME OF THESE TO YOUR DISPLAY,
ALONG WITH YOUR COMMENTS AND
REACTIONS.**

The grim facts

Please read this:

Our cultural heritage

- helps us to learn about who we are
- makes links between people and places
- enables us to work out our place in history
- helps us to understand how cultures differ
- is unique to New Zealand - it is found nowhere else in the world.

BUT it is also a sad fact that our cultural heritage is being threatened and destroyed by development. Read the following grim facts about the sort of things that are happening.

- Over 50% of pa within Auckland City limits have been changed or destroyed
- Of 8000 hectares of stonefield areas, less than 200 hectares remain
- 42 Auckland historic places have been destroyed in the last 10 years
- Between 1979 – 1995, 395 archaeological sites within Auckland were destroyed or changed

Now, here is some important work for you to complete



Your mission !

YOUR WORK IS TO ➤

Investigate one or more of the statements you have just read. Find out why these places are important and why we should work to protect them.

Invite people from the Historic Places Trust, Historic Societies or Auckland Regional Council Heritage department to talk to your class about these issues.

OR ➤

Find out about a campaign that has taken place in your own community to save something from being destroyed or radically changed. This could have been anything from a saving tree to restoring or repairing an old church. Talk to people who were actually involved in the project. Ask questions about who, what, where, when, why and how!

OR ➤

Use the internet to find out more about cultural heritage and what people have done to protect significant places. Compare with other areas in New Zealand / worldwide. Develop your own point of view – “What I think!”

Present your work as a report, speech, drama, videotape or wall-chart.



Taonga - treasures

Part one

There are a number of parts to this activity so please follow carefully!

1 Personally speaking

- Homework. Sit quietly in your bedroom. Think about what is special to you. What things do you treasure? What is important? What do you value?
- Make a list of these things.
- When you've finished writing this list add to it all the things that are special in your home and backyard.
- These are your personal treasures.
- Keep this list for later use.



2 Grouping together

YOU WILL NEED ➔

a BIG piece of paper, pencils, felts, active brains and excellent group dynamics! (This means you need to co-operate with each other).

- Draw a map of your local area. Show the things that are a special / important part of your local community. (Include a key if it helps to make your map easier to read.)
- These are the community's treasures.
- Compare your map with what others have done.

3 Getting classy

YOU WILL NEED ➔

a HUGE piece of paper and possibly a map of Auckland.

- Brainstorm all the things that are special / important to the Auckland region.
- These are Auckland's treasures.



Taonga - treasures

Part two

Taking care of business

By now you will have:

- a Personal lists of treasures
- b Group community maps
- c A class brainstorm

The big question

If you wanted to save / protect / take care of the treasures you have identified what would you do?

Draw flow charts to show the process you would go through to save / protect / take care of any of these treasures.

- 1 Start with your own personal list.
- 2 Work in your community groups once again.
- 3 Get together as a class.



Something to talk about.

"If we want a rich and diverse heritage to boast of in the future, we need to look after it as a community-right now. The basic message is "we're all guardians of our heritage". And that includes individuals, communities, small businesses, larger corporates and public agencies."

(Region Wide - Issue 10 p.8, December 1999)



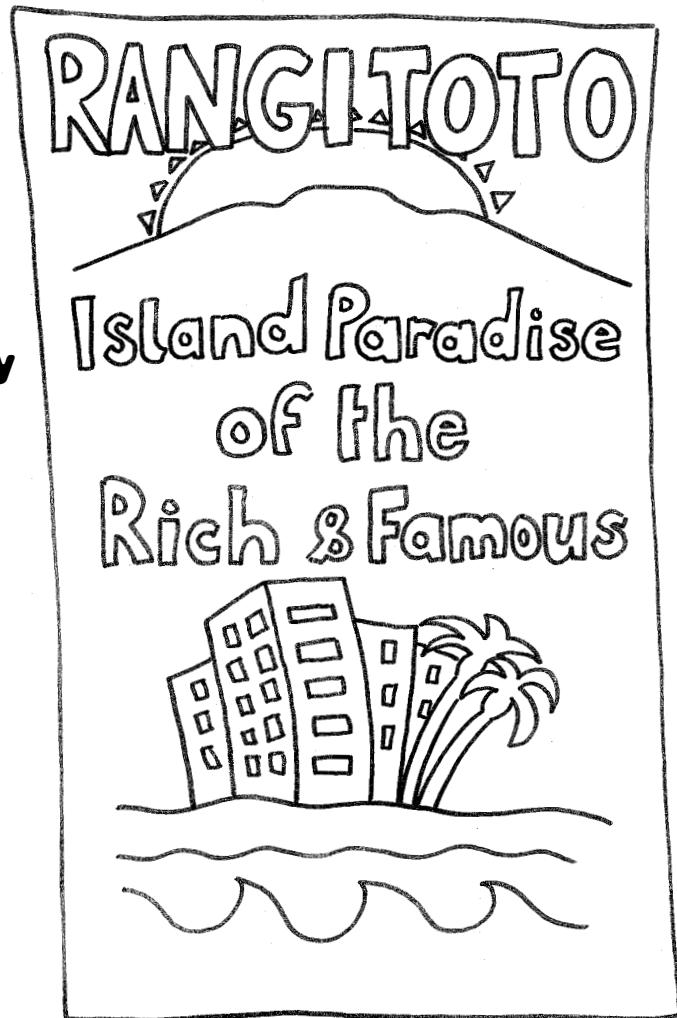
Please listen to what I've got to say

This activity is for the whole class.

Scenario

A developer has applied to the council to build a world class holiday resort on Rangitoto Island. The proposed site is predominantly covered with pohutukawa, old bach sites and some lava caves. The resort will have its own private berthing facilities for 'super' yachts and helicopter access. It is anticipated that it will only attract wealthy clientele.

Several different members of the community have requested to speak at the planning tribunal so they can present their views.



Opposite are just a few of the views that could be present in such a case.

- Divide the class into different groups.
- Each group should choose a viewpoint and research their case to gather more information to expand their argument.
- When the group is ready choose a spokesperson to give their argument.
- The class vote on what the final decision will be.

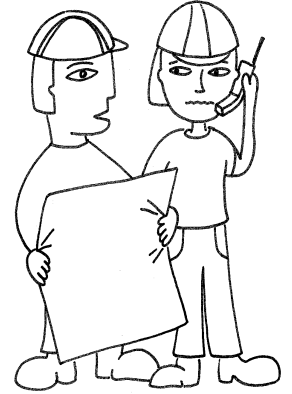
ARC Heritage Department

The volcano is a unique part of Auckland's natural and cultural heritage and must be preserved from any further development. The old bach sites themselves are a special part of our history and have their own array of garden remnants. Auckland has lost too many of its lava caves already and further destruction must be stopped!



The developer

Rangitoto is an incredible spot. Just think of the rich and famous who will stay and pump their money into Auckland. The City of Sails will be hailed as a Mecca! It is a perfect location- magic scenery (of course I'll make sure we keep the biggest trees), fantastic boat access and close to the casino, cafes and nightlife that Auckland has to offer.



Iwi representative

Rangitoto belonged to my ancestors. There are places that are tapu, that are sacred. It is an important island visited and used by my people for generations. There are many names and traditions that are part of our history. Development should not be allowed. It will destroy this special place and our links with the past will be broken.



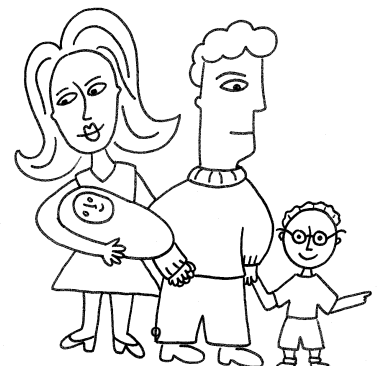
Downtown retailer

Just think of the money this resort will bring into our city. We had a taste of it in the Americas Cup and here's a chance to see more of the big bucks flowing our way. Another big berth made available for super yachts can only be a huge plus! The sooner it happens, the better for our economy.



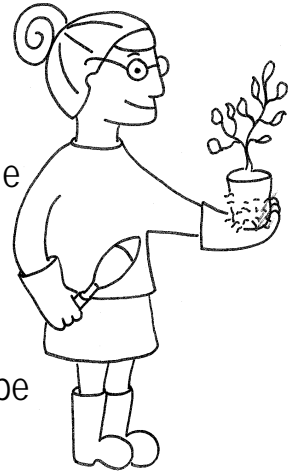
Citizen one

I think this development will benefit Auckland enormously. The tourism market has been depressed and the resort should boost it significantly. What about the job opportunities! Too many people are unemployed in New Zealand and here's a chance to do something about that. We can't stand in the way of progress for the sake of a few memories and crazy bird lovers and tree huggers!



Citizen two

I think Rangitoto should stay the way it is. It's one of Auckland's icons. Generations of people have had the opportunity to enjoy the island. I try to take my own family there at least once a year. We love to walk to the top of the volcano and really enjoy the amazing plant and bird life we see while we're there. It's such a great experience and an important part of who we are. I hope to be able to take my grandchildren there but that's a few years off yet!



Department of Conservation Officer

Rangitoto is botanically unique in New Zealand with trees growing directly out of the lava. There are an unusual variety of epiphytes (perching plants growing on the trees) and some interesting exotic plants brought in by early settlers. Native birds such as the fantail, grey warbler and the silvereye have made a home there. If the area is developed many of the plants will be destroyed and eventually the bird life will die out or will leave the island to seek another habitat. To build a berth for these super yachts is going to seriously damage the marine life, now and in the future. We must protect Rangitoto from any development.



Extension activity

When you have finished this activity read "The Motorway Debate" by Pat Quinn, School Journals 1992 4:1. This article gives both sides of the argument for and against extending the Wellington Motorway.

Past, present and future

Our cultural heritage is all about what comes from the past, it's about what we have now and it's about what we will pass on to the future.

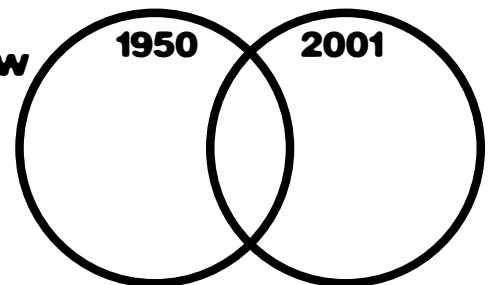
Here's a list of some of the things that are a part of our cultural heritage:

- food gathering / preparation ● language / music / songs
- leisure activities / sports / games ● housing
- traditions sports / celebrations ● buildings and monuments ● dress / fashion



● **PICK one of the topics and use a Venn diagram to present what you know**

(and will find out!) about the topic. Use words, pictures and symbols to record your information. (You may want to do this on a much bigger piece of paper. If so, get yourself organised!)



Your sources of information could include people (older), books, museum, the Internet, music videos, School Journals etc.

● **When you have finished** look carefully at your diagram and put a * beside the things that you think are worth taking into the future. What would you like your grand children to see / have / experience in 50 years time?

● **Finish this activity by completing this statement.**

If we want to pass things on to the next generation we will...

2050, 2051, 2052 ..Time capsules!

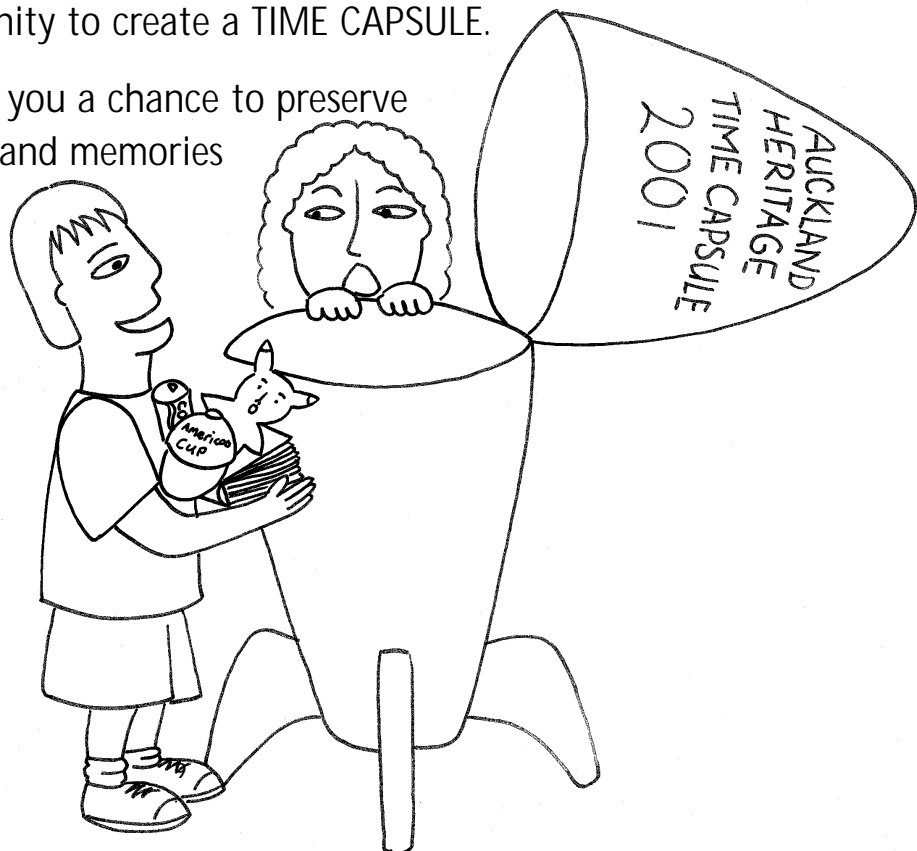
Fifty years from now you will be... ancient! (Well it might seem like that now!) You may have done all sorts of things with your life, you may have a family, you may have had an interesting career, you may have written a book or you may have invented a form of travel that solved Auckland's transport problems forever!

Imagine if one day, fifty years from now, you get a call from your grandchild on your audio-visual communication system. The big news is that tomorrow their Education Pod (class) is going to open a TIME CAPSULE that has been sealed in an old part of the school. You're told that it's been there for fifty years. Imagine that! Imagine if you had been involved in creating that capsule...

Being HIGHLY intelligent beings you would have worked out by now that you are going to be given the opportunity to create a TIME CAPSULE.

This activity is all about giving you a chance to preserve messages, information, stories and memories that are important to us now. It's a chance to put them aside for another generation of students.

Your class can create this TIME CAPSULE in one of two ways.



Time capsule one

- In this capsule will go a collection of the work you have been doing about cultural heritage. This could include class sets of work or individual examples of work.

Time capsule two

You create new work especially for the capsule. This will include:

- A photo and description of the people in your class. Give enough details so that in fifty years time whoever is reading the capsule will get a good idea of the variety of races, interests, beliefs and background of your class. (This is about the cultural diversity!)
- Highlights of the year - the special things you have done as a class - trips, activities, things achieved, whatever you are proud of.
- What the world is like now - what major things are happening in Auckland, New Zealand and the world.
- Lists / pictures of living creatures and plants found near your school.
- A list / pictures of endangered plants and animals.
- A list of plants and animals known to be pests.
- A montage of places, people, buildings, art and activities that Auckland treasures.
- Small reminders of what is popular now - photos, pictures, objects, games ...
- Your goals for the future.
- Some words of wisdom for the children of the future

When you have completed the contents for the time capsule

YOU WILL NEED

- To find a suitable container
- Arrange a safe and secure place for your capsule to be stored
- Have a special ceremony for it's sealing.

You need to become a teacher!

Yes you! You need to become a teacher.

("WHAT?" you scream!)

You do. You need to teach others about cultural heritage.

You've already got a head start on many people because by now you will know heaps about cultural heritage. Fact.

(That is unless you've been having a wee sleep in class).

You will have been reading, thinking, talking and debating about what cultural heritage means and about why and how our cultural heritage is being threatened and destroyed.

Some of you will be helping to look after our cultural heritage by having made a plan and by taking action to care for something that is important to you.



THAT'S GREAT



ALL of you can become teachers. You can teach others about cultural heritage.

Make people aware of what it means.

Help them to think about why it's worth taking care of and why we should work together to pass on a rich and diverse (with lots of variety) heritage to the future...

Help others to understand and to care.

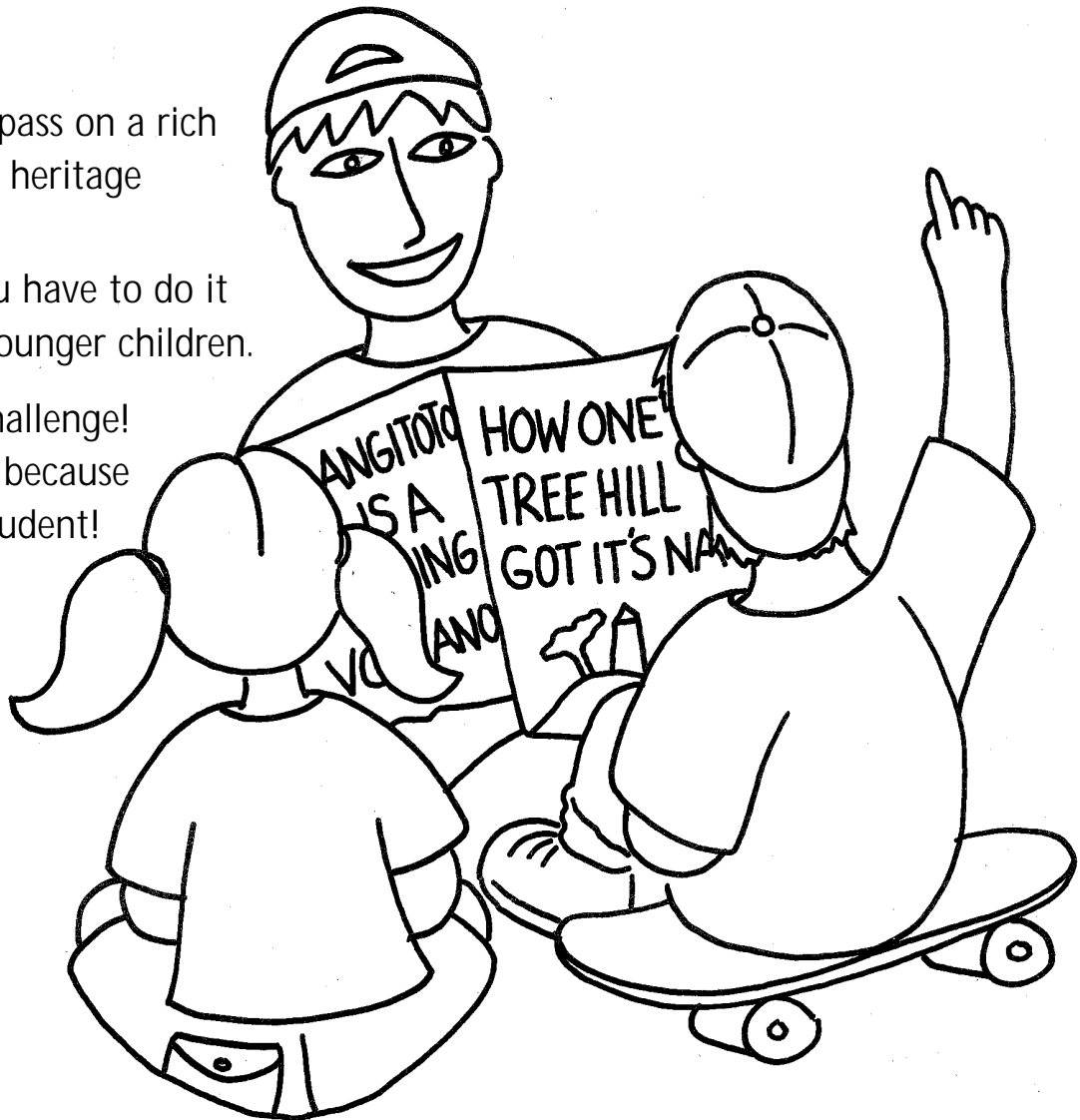
Start your teaching career by designing a game or a picture book about cultural heritage for much younger children.

To do this you'll have to sort out in your brain:

- what cultural heritage means and what it's all about (you'll need to give good examples)
- why it's important
- what we can do to pass on a rich and diverse cultural heritage

AND, AND, AND you have to do it in a way that interests younger children.

What a MAGNIFICENT challenge!
You can make it happen because you are a magnificent student!



Cultural Heritage is the knowledge, activities, and remnants of people and communities. It is linked with natural heritage and includes:

- historic sites
- place names
- historic places and areas
- waahi tapu and waahi tapu areas
- taonga
- buildings
- objects
- artifacts
- natural features of cultural and historical significance
- historical associations
- people and institutions

Cultural heritage is dynamic, changing over time as human activities impact on the environment. It is the product of successive migrations, occupations and conquests and forms a series of layers over the landscape. It is inherited from the past, enjoyed and protected in the present, to be handed on to future generations.

(Cultural Heritage One. What is Cultural Heritage? Auckland Regional Council)

CULTURE - understandings, patterns of behaviour, practices, and values shared by a group of people (Social Studies in the New Zealand Curriculum p.56, Ministry of Education)

HERITAGE - ideas, material goods, or other resources that are the right of a person or groups of people by birth and are often passed down through the generations (Social Studies in the New Zealand Curriculum, page 57, Ministry of Education.)