

**Mt Albert Grammar School**

**History Department**

**NAME: TEACHER:**

Achievement Standard History 91437: Analyse different perspectives of a contested event of significance to New Zealanders

Resource reference: The Waikato War

Resource title: Winners write the History

Credits: 5

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse different perspectives of a contested event of significance to New Zealanders. | Analyse, in depth, different perspectives of a contested event of significance to New Zealanders. | Comprehensively analyse different perspectives of a contested event of significance to New Zealanders. |

Student instructions

Introduction

You are an investigative journalist preparing an article for a history magazine. The article needs to analyse the different perspectives of a contested event of significance to New Zealanders.

**The submission date for this assignment is Week 9 - Thursday 3 July**

**Key assignment dates:**

**Week 6 Monday 9 June– assignment given out, both classes briefed**

**Week 7 Monday 16 and Tuesday 17 June – both classes on field trip to Waikato Wars sites**

**Week 8 Work at home on assignment plus time in class ( Log of progress signed by teacher)**

**Week 9 Work at home on assignment plus time in class (Log of progress signed by teacher)**

**Assignment handed in Thursday 3 July**

You will be assessed on the depth and comprehensiveness of your analysis. Look carefully at the exemplars in the box in the library. They will be brought to class on the assigned periods

They are also available electronically from: [**http://www.nzqa.govt.nz/qualifications standards/qualifications/ncea/subjects/history/annotated-exemplars/level-3-as91437-b/**](http://www.nzqa.govt.nz/qualifications%20standards/qualifications/ncea/subjects/history/annotated-exemplars/level-3-as91437-b/)

You have four weeks of in-class and out-of-class time to complete this activity.

Tasks

1. **Choose a contested historical event** and select evidence that is relevant to the event. Your selected evidence must allow you to conduct a **comprehensive analysis** of different perspectives on the event. See Resource B below for some ideas of resources or seek assistance from your teacher.

**2**. **Write an introduction** about one page in length that:

* **describes what happened** in your selected event
* **identifies the historical debate** that has resulted from your selected event.

1. **Comprehensively analyse different people’s perspectives** of your chosen event. The different perspectives could be held by **participants, contemporaries, historians, descendants, commentators, journalists, observers, official inquiries, and people today**. These perspectives may be held by individuals and/or by groups.

**For each perspective**, demonstrate thorough engagement with the historical evidence as you:

* **describe and explain** the **perspective of the individual/group**
* **analyse each perspective** **from the historian’s point of view** to determine whether, in the light of the historical evidence, the perspective was, or is, justifiable.

**Analyse the similarities and the differences** between the various perspectives to draw conclusions about which perspective(s), from the historian’s point of view, has the most validity. Support your views with specific examples.

You could consider **factors that may have shaped the people’s perspectives**, such as:

* + are the people **contemporaries of the event or later commentators**?
  + were they **participants or observers**?
  + what is their **gender, race, ethnicity, social class, or political affiliation?**
  + has **new evidence about the event** recently come to light?

4. Write your article

Write your article. It should contain:

* **an introductory paragraph**, which outlines your chosen event and its area(s) of contention
* **a series of paragraphs that analyse the various perspectives**
* **an analysis comparison of the perspectives**
* **a conclusion**, which justifies the perspective(s) you support
* **specific, referenced supporting** **evidence.**

**5. Helpful hints**

* Photographs need to be captioned and acknowledged by source including retrieval date
* Bibme is extremely useful for looking up the accurate source of a particular site

<http://www.bibme.org/>

Resource A Useful sources

* Te Ara Encyclopedia of New Zealand <http://www.teara.govt.nz/>
* New Zealand History Online <http://www.nzhistory.net.nz/>
* Radio New Zealand Sound Archives <http://www.soundarchives.co.nz/>
* The Dictionary of New Zealand Biography <http://www.dnzb.govt.nz/dnzb/>
* Ministry of Culture and Heritage <http://www.mch.govt.nz/>
* National Library <http://www.natlib.govt.nz/>
* Papers Past [http://www.natlib.govt.nz/collections/digital-collections/papers-past/](http://www.natlib.govt.nz/collections/digital-collections/papers-past/?searchterm=papers%20past)
* Te Puna (A guide to NZ and Pacific websites)<http://webdirectory.natlib.govt.nz>
* Timeframes (a database of pictures from National Library Collection)<http://www.natlib.govt.nz/collections/digital-collections/timeframes>
* Epic (a suite of databases) “Australia and New Zealand Reference centre” could be of interest:<http://www.tki.org.nz/epic2>
* You Tube <http://www.youtube.com/>
* Index New Zealand <http://www.natlib.govt.nz/catalogues/innz> (The index lists information about articles published in more than 400 New Zealand newspapers, magazines, and journals)
* Te Pātaka Matihiko Digistore [http://digistore.tki.org.nz/ec/p/home](#http://digistore.tki.org.nz/ec/p/home)
* New Zealand Cartoon Archive <http://www.cartoons.org.nz/>
* National Oral History Association of New Zealand <http://www.oralhistory.org.nz/resources.htm>
* Oral History Centre <http://natlib.govt.nz/collections/a-z/oral-history-centre>
* Dictionary of New Zealand Biography [dnzb.govt.nz](http://www.worldcat.org/wcpa/oclc/155846943?page=frame&url=http%3A%2F%2Fwww.dnzb.govt.nz%2F%26checksum%3D0bf801720d06f461f2846e23308edb70&title=&linktype=digitalObject&detail=" \o "http://www.dnzb.govt.nz/" \t "_blank)
* Secondary texts, biographies and periodicals
* Local museums and history societies
* Local archives (e.g. council, library, museum, photographic, film)
* Newspapers and magazines
* Artefacts
* Historical sites
* Key people (e.g. local specialists, local residents)
* Records of community organisations (e.g. church archives)
* Cartoons
* Local history books
* Films or TV documentaries The New Zealand Wars
* Public and school libraries.

Resource B: Contested historical events

Contested historical event of significance to New Zealanders that could be used with this activity include:

* **The Waikato War was fought primarily over the issue of sovereignty**
* **The Waikato War was fought primarily over the issue of land**
* **The laws marginalised Maori more than the wars in 1863/64**

**Note:**

1. **Some of these contested events are still debated by historians. If you are thinkng like an historian, you will see the ‘contest’ through the historiography.**
2. **Exemplars and hard copy resources will be available in the library on desk copy**

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| **LOG OF SELF MANAGEMENT- TO BE SUBMITTED WITH ASSIGNMENT** | | |
| **Name: Class: Teacher:** | | |
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Assessment schedule: History 91437 Different opinions

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student analysed different perspectives of a contested event of significance to New Zealanders by:   * identifying different perspectives * using supporting evidence to explain what the different perspectives are, and why they are held.   For example: | The student analysed, in-depth, different perspectives of a contested event of significance to New Zealanders by:   * identifying different perspectives * using supporting evidence to explain what the different perspectives are and why they are held * evaluating, as an historian, the validity of different perspectives of the contested event * presenting an opinion, with reasons, on the validity of the perspectives.   For example: | The student comprehensively analysed different perspectives of a contested event of significance to New Zealanders by:   * identifying different perspectives * using supporting evidence to explain what the different perspectives are and why they are held * making judgements as an historian on the validity of different perspectives * drawing conclusions that demonstrate thorough engagement with the evidence and the ideas it contains.   For example: |
| *Analyse* involves explaining, as an historian, different perspectives of the contested event | *Analyse, in depth,* involves evaluating, as an historian, the validity of different perspectives of the contested event.  Evaluatinginvolves appraising and presenting an opinion. | *Comprehensively analyse* means   * making judgements as an historian, on the historical validity of different perspectives of the contested event, * drawing conclusions that demonstrate thorough engagement with the evidence and the historical ideas it contains. * Historical validity refers to people’s different historical perspectives and reasons for these. |
| *A contested event* is an event or issue which is subject to debate and argument. Debates and arguments may involve any or all of the origins, nature, and consequences of the event or issue. The contested event must have caused a significant divergence of opinion at the time of the event, or since |  | |
| *Different perspectives* could include perspectives that  represent the current state of the debate made with the benefit of hindsight, or previous interpretations. For example:  The Generals were not ‘donkeys’ (previous perspective), there was military strategy evident on the Western Front (current perspective).   * Current perspectives: eg Niall Ferguson, Christopher Pugsley, Gary Sheffield, Hew Strachan, David Grant, Glyn Harper, Blackadder Goes Forth * Previous perspectives: eg Basil Liddell Hart, AJP Taylor, CEW Bean, Siegfried Sassoon, Wilfred Owen, Archibald Baxter. |  | |
| *Significance* may bedetermined by:   * the importance of the event to people alive at the time * how deeply people’s lives were affected at the time * how many lives were affected * the length of time people’s lives were affected * the extent to which the event continues to affect society. |  | |
| An *event of significance to New Zealanders* is understood to be:   * an historical event occurring within New Zealand * an historical international event involving New Zealanders * an historical international event influencing New Zealanders |  | |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard. The criteria in te EN are above