**Split information transfer task: “Keeping Promises: The Treaty Settlement Process”
(School Journal Level 4 November 2017)**

Aim: To share information with a partner to complete your table. (Your partner has all the missing information you need.)

**Instructions:**

* Make sure that you each have the correct worksheet. (There is one is for Student A and one for Student B.)
* Sit with a barrier between you so that you can’t see each other’s work.
* Student A asks Student B a question. (For example, “What is Tui’s last name?”)
* Student B looks at their worksheet and finds the answer. (“Tui’s last name is Harrington.”)
* Student A writes this information in the appropriate gap on their worksheet.
* Student B then asks Student A a question. (For example, “What iwi does Tui belong to?”)
* Take turns to ask questions until you have both completed your worksheets.
* Then, check your answers with each other.

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| **Name**  | **Iwi**  | **How has the Treaty affected their iwi?** **How has the Treaty settlement process benefited them personally?**  | **What is their opinion on the Treaty process?**  |
| Tui \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Kāi Tahu | Tui \_\_\_\_\_\_\_\_\_\_\_ all the money that she saves in her Whai Rawa \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ as her iwi matches all her savings, \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_. She received a Ka Putea grant to pay for her university fees.  | Positive. The Treaty settlement has allowed her iwi to create a \_\_\_\_\_\_\_\_\_ economy to \_\_\_\_\_\_\_\_\_\_ all their people.  |
| Teneti Ririnui  | Ngāti \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ | He has learnt more about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ and why they are where they are today.  | There is a challenge ahead in being able to use all the experience and knowledge gained to meet the aspirations of their people.  |
| Matahana Tikao \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Kāi Tahu, Ngāti Raukawa, \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_.  | It has helped her to pay for tutors and she can apply for Kāi Tahu scholarships to study at university.  | Positive. It has provided hope for the future of \_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| Reremoana Walker  | Ngāti Porou | It \_\_\_\_\_\_\_\_\_\_\_\_\_ benefited him personally, but he \_\_\_\_\_\_\_\_\_\_ the loss of \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ to Pākehā. | Wisdom is now needed so that his iwi can manage their settlement funding so that it benefits all Māori in their rohe. |
| \_\_\_\_\_\_\_\_\_ Whiu  | Ngā Puhi, \_\_\_\_\_\_\_\_\_\_\_\_ – \_\_\_\_\_\_\_\_\_\_ | We have learnt more about \_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_. His ancestors suffered and were \_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_ their \_\_\_\_ \_\_\_\_\_\_\_\_\_. They \_\_\_\_\_\_ their land and their \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because of these past experiences, some Māori today are at the bottom of our New Zealand society with nothing.  | Positive. They are negotiating with the government to get back their land. The Treaty settlement process helps us to learn who we are.  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tamakehu | \_\_\_ \_\_\_\_\_\_\_ Haunui-a-Pāpārangi | It hasn’t benefited him personally. He feels that the government in the past was unfair and just took all the land it wanted, no matter which side the Māori people fought on.  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Nothing can make up for \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ to Māori. |

**Split information transfer task: “Keeping Promises: The Treaty Settlement Process”
(School Journal Level 4 November 2017)**

**Student B**

Aim: To share information with a partner to complete your table. (Your partner has all the missing information you need.)

**Instructions:**

* Make sure that you each have the correct worksheet. (There is one is for Student A and one for Student B.)
* Sit with a barrier between you so that you can’t see each other’s work.
* Student A asks Student B a question. (For example, “What is Tui’s last name?”)
* Student B looks at their worksheet and finds the answer. (“Tui’s last name is Harrington.”)
* Student A writes this information in the appropriate gap on their worksheet.
* Student B then asks Student A a question. (For example, “What iwi does Tui belong to?”)
* Take turns to ask questions until you have both completed your worksheets.
* Then, check your answers with each other.

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| --- | --- | --- | --- |
| **Name**  | **Iwi**  | **How has the Treaty affected their iwi?** **How has the Treaty settlement process benefited them personally?**  | **What is their opinion on the Treaty process?**  |
| Tui Harrington  | \_\_\_\_ \_\_\_\_\_\_\_\_ | Tui doubles all the money that she saves in her Whai Rawa savings scheme as her iwi matches all her savings, dollar for dollar. She received a Ka Putea grant to \_\_\_\_\_\_ for her \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_.  | Positive. The \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_has allowed her iwi to create a strong economy to benefit all their \_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ Ririnui  | Ngāti Te Rangi | He has learnt more about the history of his people and why they are where they are today.  | There is a \_\_\_\_\_\_\_\_\_\_\_ ahead in being able to use all the \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ gained to meet the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of their people.  |
| Matahana \_\_\_\_\_\_\_\_\_ Calman  | Kāi Tahu, Ngāti \_\_\_\_\_\_\_\_\_\_\_\_\_\_, Ngāti Toa | It has helped her to pay for \_\_\_\_\_\_\_\_\_\_ and she can apply for \_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to study at university.  | Positive. It has provided hope for the future of te reo Māori. |
| Reremoana \_\_\_\_\_\_\_\_\_\_\_\_ | Ngāti Porou | It hasn’t benefited him personally, but he grieves the loss of Māori land to Pākehā. | \_\_\_\_\_\_\_\_\_\_\_ is now needed so that his iwi can manage their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so that it benefits all Māori in their rohe. |
| Hohaia \_\_\_\_\_\_\_  | \_\_\_\_\_ \_\_\_\_\_\_\_\_, Waikato–Tainui | We have learnt more about who we are. His ancestors suffered and were killed for defending their own land. They lost their land and their language. Because of these past experiences, some Māori today are at the bottom of our New Zealand society with nothing.  | Positive. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with the government to \_\_\_\_\_ \_\_\_\_\_\_\_\_\_ their land. The Treaty settlement process helps us to learn \_\_\_\_\_ \_\_\_\_ \_\_\_\_\_.  |
| Terence Tamakehu | Te Āti Haunui-a-\_\_\_\_\_\_\_\_\_\_\_\_\_ | It hasn’t benefited him personally. He feels that the government in the past was \_\_\_\_\_\_\_ and just took \_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_, no matter which \_\_\_\_\_\_ the Māori people \_\_\_\_\_\_\_\_\_\_ on.  | Negative. Nothing can make up for what happened to Māori. |