

**Activity title:**

## 2c - History of urban settlement in the western Bay of Plenty sub-region

(Parts of this activity were adapted from Cubitt, Irvine and Dow, *Top Tools for Social Science Teachers*, 2000)

**Learning outcome(s):**

- Explore how western Bay of Plenty (sub-region) urban settlements have changed over time.

**Key words:**

Urban settlement; change

**Materials:**

- 2c PowerPoint slides – History of urban settlement in the western Bay of Plenty sub-region
- PowerPoint projector, computer, screen
- Paper and pens
- Jigsaw template
- Internet access – Te Ara website

**Approximate time required:**

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes.

**Suggested prior learning:**

1g Looking back, looking forward

**Possible learning activities:**

NOTE: Review the PowerPoint slides before showing them to students.

**View PowerPoint**

1. Show the PowerPoint slides. While showing the slides have students write down words to describe how the Western Bay of Plenty sub-region used to look. Break into groups and complete the activity on the final slide of the PowerPoint.
2. Share and discuss the answers from each group for this activity as a class.

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History of urban settlement in the western Bay of Plenty sub-region.

**Curriculum Level:**

Level 5 / 6 / 7

**Curriculum Links:****Social Science****Achievement objectives**

**6.1** Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

**7.1** Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.

**Curriculum:**

*Key competencies:*

*Thinking*

*Principles:*

*Future focussed*

*Values:*

*Innovation, inquiry and curiosity*

**Geographic Key Concepts:**

Interaction, Patterns, Change

**Geographic skills:**

Photo interpretation, Communication skills, Social skills

**Māori geographic concepts:**

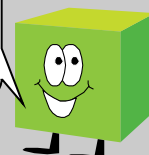
Iwi, Mana whenua

**Assessment opportunities:**

Geography Achievement Standards: 1.2, 2.2

**Sustainability tip!**

Use scrap paper for the activity



### *Pieces of a puzzle*

3. (This activity was adapted from one developed by Cubitt, Irvine and Dow, *Top Tools for Social Science Teachers*, 2000). This activity helps students select and communicate information about the changing environment of the western Bay of Plenty from urban settlement. Divide the class into 10 groups – each group will be focusing on a different place in the western Bay of Plenty region from the following: Cameron Road, Devonport Road, Mauāo, Pilot Bay, Katikati, Te Puke, Waihi Beach, Spring Street, Sulphur Point and Willow Street. Provide each student group with a copy of the jigsaw template (following these instructions), enlarged to A3 size, and a PowerPoint slide handout with photos from their allocated area. For example the group allocated Pilot Bay receives the photos on slide 9 and the focus of their attention for this activity is the area of Pilot Bay. Each student group places its photos on the centre piece of the jigsaw template. They then allocate each of the remaining eight pieces of the jigsaw to answering each of the eight questions:

1. What type of landscape are you?
2. Where are you located?
3. How were you formed?
4. What changes are you currently experiencing?
5. What is your most significant natural feature?
6. What resources do you have?
7. What is the biggest threat to your continued existence?
8. How do people use you?

Each student group needs to place a verbal or visual response to each question on each piece of their jigsaw puzzle.

Students exchange completed puzzles and explain responses to other groups.

### *Exploring historical early Māori settlement*

4. Discuss as a group the concepts of iwi (a tribe who has particular geographical boundaries outlining the region over which they have mana whenua status). Visit the Te Ara website at [www.teara.govt.nz](http://www.teara.govt.nz) and under the topic Māori New Zealanders / Iwi find pages 1 and 2 of the Tauranga Moana tribes or click on the following links: Page 1: <http://www.teara.govt.nz/en/tauranga-moana-tribes/1> and Page 2: <http://www.teara.govt.nz/en/tauranga-moana-tribes/2>. Make copies of this or other similar material for students and in groups complete the following:
- Describe the arrival of the ancestors of one iwi from Tauranga Moana
  - Describe three key historical events for this iwi

Each group shares answers with the class. As a class discuss the concepts of mana whenua and ahikā for today's members of this iwi.

NOTE: Mana whenua – is the right to use, manage and control land and is dependent on the protection of mana whenua. Mana whenua is based on

Ahikā (iwi maintaining in a particular place) and is an important part of tino rangatiratanga (self-determination).

**Additional resources / activities:**

- Explore the history of western Bay of Plenty sub-region at <http://library.tauranga.govt.nz/localhistory/local-history-home.aspx>
- Explore the history of Tauranga Moana Iwi at <http://www.teara.govt.nz/en/tauranga-moana-tribes>
- Explore a brief history of Ngāi Te Rangi Iwi at <http://whanaushow.co.nz/index.php/ngai-te-rangi>
- Explore the history of Ngāti Ranginui at [http://www.ranginui.co.nz/nga\\_korero\\_tawhito](http://www.ranginui.co.nz/nga_korero_tawhito)
- Explore the history of Ngāti Pukenga at <http://www.ngatipukenga.co.nz>

**Follow-on activities (found elsewhere in this resource):**

- 2g Changing urban settlement
- 4a How natural and cultural geography inform our planning for growth
- 6e The SmartGrowth bus trip