MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Building Conceptual Understandings in the Social Sciences

Approaches to Social Inquiry

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Approaches to Social Inquiry

Contents

Building Conceptual Understandings in the Social Sciences

About the series

Building Conceptual Understandings in the Social Sciences (BCUSS) has been designed to help teachers of levels 1–5 support their students' conceptual learning in social studies. The texts are primarily intended for use by classroom teachers. They have been developed by teachers and other education experts, drawing on recent research.

The series consists of two kinds of texts. Some provide information on **approaches** to teaching and learning in social sciences (for example, *Approaches to Building Conceptual Understandings* and *Approaches to Social Inquiry*). Others focus on key social sciences **concepts** and give examples of contexts that could be used to explore those concepts (for example, *Belonging and Participating in Society*).

Introduction

This handbook for teachers has been designed to support effective teaching and learning in social studies at levels 1–5 of the curriculum.

> Learning based on the level 1–5 social studies achievement objectives establishes a foundation for the separate social science disciplines offered in the senior secondary school.
>
> *The New Zealand Curriculum*, page 30

The book describes a social inquiry approach to teaching and learning and gives examples of how this approach can be applied in the classroom. The examples consist of two unit snapshots (Helping Hands and You Can't Catch Me) and one unit overview (Tongariro National Park: Whose Park Is It Anyway?), which illustrates the social inquiry approach in more detail. Teachers can select from and adapt the ideas to develop their own social studies programmes that use a social inquiry approach. Guiding questions are included that will support teachers as they do this.

What Is a Social Inquiry Approach?

Social inquiry is an integrated process for examining social issues, ideas, and themes.

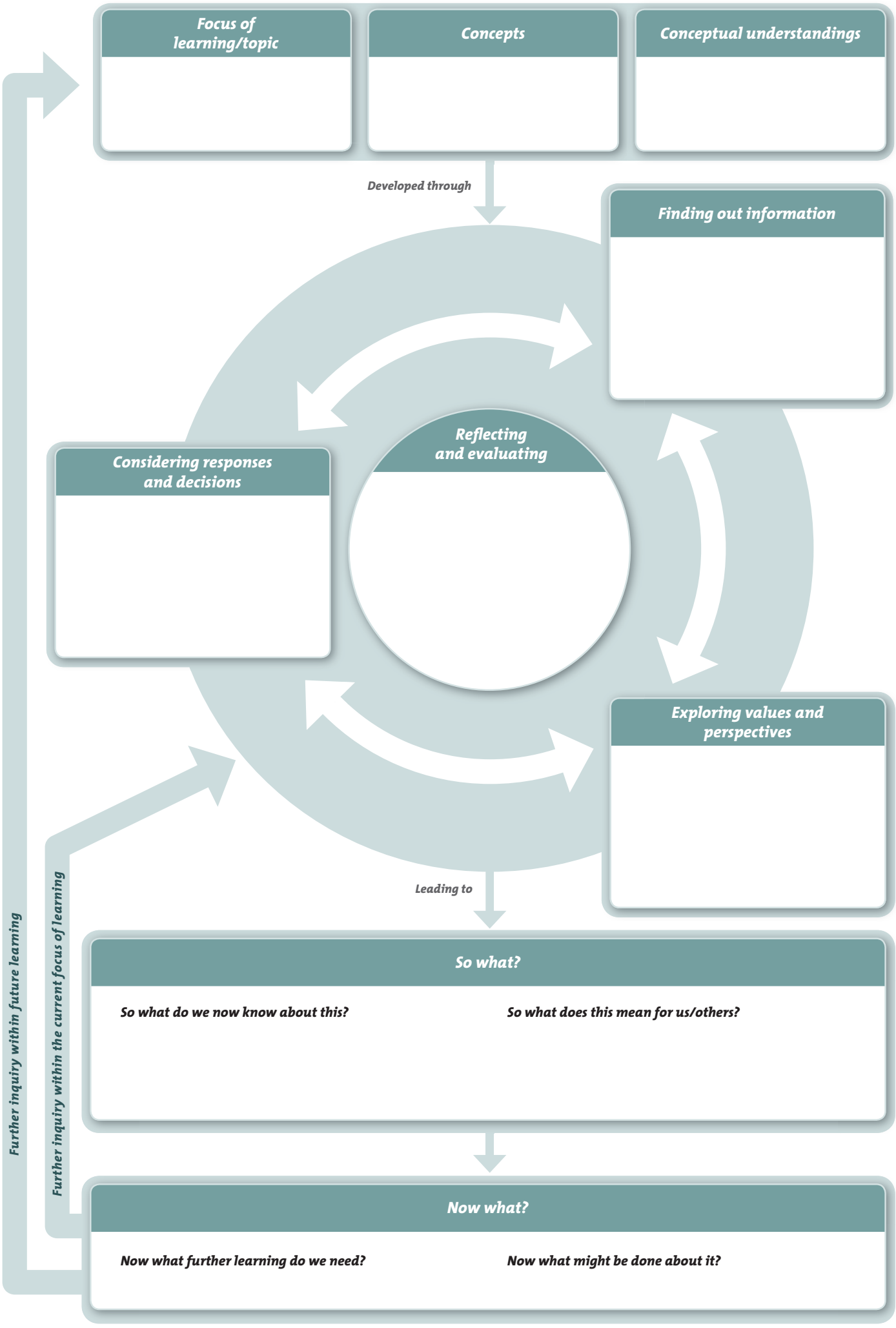
> Using a social inquiry approach, students:
>
> - ask questions, gather information and background ideas, and examine relevant current issues;
> - explore and analyse people's values and perspectives;
> - consider the ways in which people make decisions and participate in social action;
> - reflect on and evaluate the understandings they have developed and the responses that may be required.
>
> *The New Zealand Curriculum*, page 30

Integrating these processes strengthens the obvious links between them and encourages the exploration of those links. For example, we cannot explore values without finding out information about the background of an issue; and we would be unwise to examine social actions without exploring beliefs and values that inform these actions or without reflecting on the findings and asking "So what do they mean to us here in society?" As a result, students gain deeper conceptual, critical, and affective understandings about how societies operate and how they themselves can participate and take social action as critical, informed, and confident citizens.

Reflection and evaluation are placed at the centre of a social inquiry approach. They prompt students to ask what the learning means to themselves and to others. Figure 1 provides an overview of the social inquiry approach.

The approach outlined here is not the only model. Rather, as the title of this book indicates, there are many different approaches to teaching social inquiry within a social studies classroom. A social inquiry approach can be used to plan a unit of teaching and learning in social studies as well as to set up a research inquiry within the social sciences. Teachers of social studies and their students can use this key approach to investigate any significant aspect of human society.

Figure 1: A social inquiry overview



Why Introduce a Social Inquiry Approach?

"Social inquiry" is not a new term. The approach described in this book is derived from a number of social inquiry models in the social sciences (*see* Hill, 1994; Keown, 1998; Aitken, 2003). This approach is also informed by evidence about effective social studies teaching and learning from projects such as the New Zealand curriculum exemplars for social studies and *Effective pedagogy in social sciences/tikanga ā iwi: Best evidence synthesis iteration [BES]* (Aitken and Sinnema, 2008, the social sciences BES).

The New Zealand Curriculum exemplars: Social studies provide a wealth of information about effective teaching and learning in social studies and have served as an important part of developing a social inquiry approach.

Specifically, the exemplars highlight the effectiveness of:

- integrating the social studies processes into a **flexible sequence of steps** as a way to explore a topic. (See, for example, the exemplar Parihaka, Past and Present).
- having **several different entry points** into a process of learning. The social inquiry process can have multiple entry points – the framework (see Figure 1) does not need to be read in a linear fashion.
- **revisiting aspects of learning** as students reflect on their findings. Throughout social inquiry, students are encouraged to reflect on and evaluate their findings and to consider re-examining some elements of the process if appropriate. Reflection and evaluation are central to the entire process and vital for the development of critical and conceptual thought.
- focusing on the three key aspects of learning identified as the essence of social studies: developing ideas about society; participation in society; and understanding the personal and social significance of the ideas. These three aspects are all incorporated into a social inquiry approach. "Developing ideas about society" can be seen as part of **Finding out information**; "participation in society" is closely linked to **Considering responses and decisions**; and "understanding the personal and social significance" is linked to **So what?** and **Now what?** Moreover, a social inquiry approach strengthens the values and social action aspects of social studies, which have frequently been left out of social studies teaching (New Zealand Education Review Office, 2006) or taught poorly. Paul Keown (1998) refers to these aspects as "doing the hard bits" of social studies. A social inquiry approach encourages a more intentional, integrated approach to these "hard bits", which are so critical to developing a deeper understanding of society.

The diagram on the previous page (Figure 1) doesn't link to one specific social inquiry model but describes a possible "map" or framework for approaching social inquiry in social studies. A social inquiry approach will differ according to the focus or context of learning, the prior knowledge of the students, contemporary issues of society, and the unique make-up of the school community. You are encouraged to plan and adapt the sequence, direction, and nature of a social inquiry to most effectively meet the needs of your own students, community, and school programme.

In summary, a social inquiry approach:

- *provides social sciences with an appropriate and distinctive process for studying human society;*
- *encourages values exploration and social decision making in social sciences;*
- *streamlines and simplifies the approach to social studies topics;*
- *provides a central context that promotes the integrated development of inquiry learning, conceptual understandings, and critical thinking.*

This final point is elaborated in the next section, which outlines some approaches that could develop conceptual understanding and critical and reflective thought.

Developing a Conceptual, Reflective, and Critical Social Inquiry

A social inquiry approach seeks to promote conceptual, critical, and reflective thinking in students (and teachers).

Figure 2 (page 6) provides a series of guiding questions for each stage of the social inquiry process, which will help to develop critical, conceptual, and reflective inquiry-based teaching and learning. The diagram could be used as a planning tool by individual teachers, syndicates, or departments when developing a unit; alternatively, it may provide questions that teachers could use to guide their students' social inquiry. The colour indicates the main purpose of each question:

- red – building conceptual understandings;
- blue – developing critical thinking;
- green – developing a reflective social inquiry approach.

This section considers each of these aspects in turn and then looks at how you might set up a context of inquiry that brings together all three.

Note: The guiding questions are suggestions only – adapt and add to these to suit the interests and needs of your students and the focus of learning.

Building conceptual understandings through social inquiry

> At the heart of the inquiry process is the task of helping deepen students' understandings by guiding their thinking about lower level "facts" through to concepts and, ultimately, to higher level, transferable generalisations [or conceptual understandings].
>
> Murdoch, 2006, page 32

Teaching your students concepts and conceptual understandings enables you to define what is important for them to learn and to help them develop networks of connected knowledge structured around those concepts. The curriculum achievement objectives in social sciences are based on concepts and are also examples of conceptual understandings.

For students to understand the breadth and subtlety of concepts and also the changing and contested nature of many of those concepts (and therefore to develop conceptual understandings), they need:

- time to explore them in depth;
- opportunities to approach them in different ways;
- opportunities to revisit them in different contexts within a short period of time.

Through the course of the social inquiry process, students revisit concepts and conceptual understandings by examining them with a different emphasis and in a variety of contexts and settings. For example, throughout the course of the unit Tongariro National Park: Whose Park Is It Anyway? (page 21), students have several opportunities to consider the concept that people view places differently.

For more information on conceptual understandings, see *Approaches to Building Conceptual Understandings*, the companion text in this series at Social Studies Online.

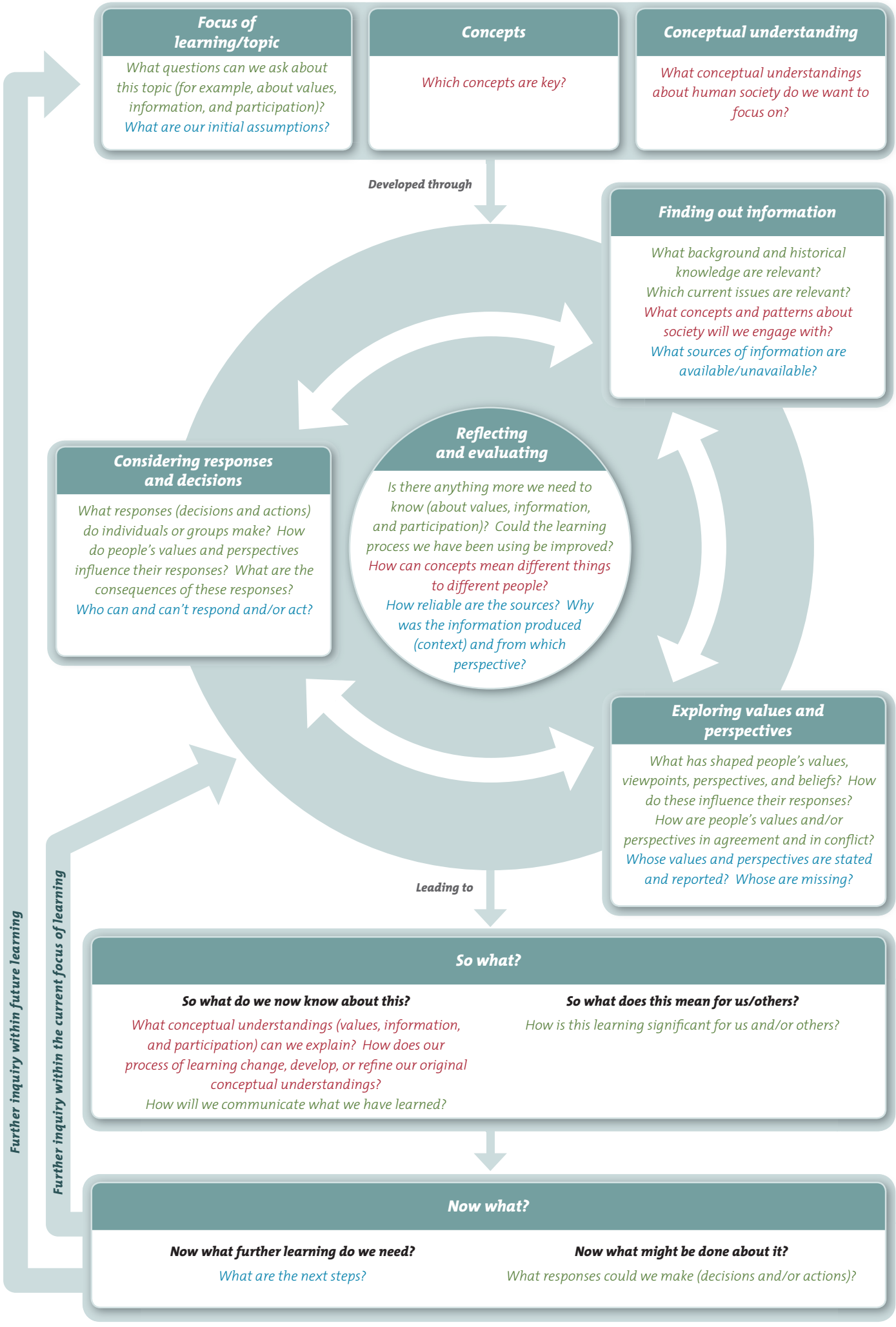
Developing critical thinking through social inquiry

Thinking is one of the key competencies in *The New Zealand Curriculum*. Critical thinking skills are closely linked to the development of conceptual understandings. Such skills involve thinking outside the square, asking effective questions, and stepping back to reflect on the answers and findings.

> Effective questions …
>
> - reflect the current concerns and interests of students but also provide links to wider societal issues;
> - illustrate a range of views rather than lead to simple yes or no;
> - have potential for community-school reciprocity;
> - are researchable by students;
> - provide appropriate depth and challenge;
> - lead to socially critical understandings of the world;
> - present the possibility of further action by students.
>
> Hoepper and McDonald, 2004, pages 32–37

Critical thinking enables students to better understand and critique the world and their relationship with it as well as the context and process of learning.

Figure 2: Guiding questions for planning a social inquiry approach



When beginning on a topic, encourage your students to develop a set of focusing questions to guide their inquiry and promote critical thinking. The questions should cover all aspects of a social inquiry and link to the key concepts. Ensure that students' initial assumptions are treated as a point of reflection later on in the learning.

Many teachers will be familiar with strategies to promote critical thinking and will already use a range of these in their programmes.[1] To collect and process information, social sciences students must have the ability to critique the primary and secondary sources used. This may involve analysing statistics, graphs, and maps and examining diaries, quotes, newspaper articles, videos, and so on.

> Strategies to promote critical thinking:
>
> - Ask more questions, answer fewer
> - Use alternative sources of information and media
> - Don't avoid controversial issues[2]
> - Evaluate the credibility of resources
> - Share unfamiliar perspectives etc.
>
> **Hirsh, 2004, pages 419–420**

[1] *These strategies include De Bono's Thinking Hats and Tony Ryan's Thinker's Keys.*
For more information on these, go to:
- *www.tonyryan.com.au/cms/pages/BM_Menu/Free+Material/!/display.html*
- *www.kurwongbss.qld.edu.au/thinking/Think%20Keys/keys%20explained.htm*
- *http://en.wikipedia.org/wiki/Six_Thinking_Hats*

[2] *For one effective way of approaching controversial issues, see Appendix 1: Approaches to Current Issues, in Showcase China on TKI's Asia Knowledge kete: http://asia-knowledge.tki.org.nz*

Key

Red = building conceptual understandings
Blue = developing critical thinking
Green = developing a reflective social inquiry approach

Developing a reflective social inquiry approach

> While a planned-for step of reflection and evaluation may formally conclude the learning experience, ongoing reflection and evaluation are essential aspects of social studies learning. In the largest sense, learning in social studies becomes circular as reflection and evaluation deepen the questions that were proposed initially and prompt students to explore their ideas further.
>
> ***The New Zealand Curriculum exemplars: Social studies*, page 4**

The act of teacher and student reflection is a vital and often underestimated part of inquiry. Reflecting and evaluating are placed centrally in Figure 1 to indicate their integral importance to the process.

For a student, a reflective inquiry involves considering the value of their sources of research and the depth and breadth of knowledge that they have collected, asking whose perspectives they are representing, and considering where to next in the learning.

For a teacher, reflection and evaluation are closely linked to planning and formative assessment – finding out what students know, what motivates them, and how best to design learning experiences that interest them. *The New Zealand Curriculum* also refers to this as "teaching as inquiry" (page 35).

The feedback arrows on the left of Figure 1 illustrate the cyclical nature of inquiry learning. The social sciences BES suggests that examining student outcomes will inform future teaching actions. Similarly, the experience of one social inquiry sequence may inform a teacher's decision and planning for another.

The following section examines each phase of a social inquiry process, indicating a number of approaches that can be used with each phase. The order is not intended to indicate a linear approach. The process should be a flexible sequence of learning that reflects the learners and the context at all times.

When establishing a focus of learning in social studies, teachers should take into account the curriculum achievement objectives, the resources available, their own school programme, and the talents, aspirations, and needs of the students they teach.

Conceptual understandings

What conceptual understandings about human society do we want to focus on?

Concepts

Which concepts are key?

Focus of learning/topic

What questions can we ask about this topic (for example, about values, information, and participation)?

What are our initial assumptions?

Setting up a focus of learning

A concept is a general idea, thought, or understanding embodying a set of things that have one or more properties in common. A concept can be expressed in a single word, such as "democracy" or "needs", or in a simple phrase, such as "social decision-making" or "cultural practices". Conceptual understandings are what learners know and comprehend about a concept – the generalisations they can make about the nature or properties of that concept. Conceptual understandings are sometimes referred to as "big ideas". A range of concepts can be associated with one conceptual understanding.

The New Zealand Curriculum achievement objectives are themselves conceptual understandings, for example, "Students will gain knowledge, skills, and experience to understand that people have different roles and responsibilities as part of their participation in groups" (level 1).

A context to explore this conceptual understanding could be "volunteers in our community", and the key concepts would include groups, participation, roles, and responsibilities (see Figure 4: Helping Hands).

What background and historical knowledge are relevant?

Which current issues are relevant?

What concepts and patterns about society will we engage with?

What sources of information are available/unavailable?

Finding out information

Finding out information about an aspect of human society, including its background, its history, and relevant current issues, is the backbone of a social inquiry approach. If students are to develop strong conceptual understandings, they must gain knowledge of the background and setting to a focus of learning.

The social sciences provide rich opportunities for students to develop a broad range of literacies and key competencies.

Making links between the topic and current issues that deal with similar concepts will enhance the personal and social significance of the topic for the students and provide meaningful contexts in which to develop their understandings.

What has shaped people's values, viewpoints, perspectives, and beliefs? How do these influence their responses?

How are people's values and/or perspectives in agreement and in conflict?

Exploring values and perspectives

Values can be described as deeply held beliefs about what is important or valuable. Exploring values held by people and groups associated with a focus of learning requires careful consideration. In social sciences, it's important for students to realise that the values of individuals and groups can impact on other people. As part of this exploration, they need to gain an understanding of their own values and the values of others.

See page 15 of this book and also page 10 of *The New Zealand Curriculum* for more about how to encourage, model, and explore values.

Values are often stated in the form of opinions, viewpoints, beliefs, or perspectives. At a basic level, students consider viewpoints or opinions of individuals and groups about an issue or event. Deeper examination will often uncover a values position held by that person (or group). Broadly speaking, a values position describes why a person is for or against a proposal (or at some place between those extremes). In social sciences, a perspective represents a "bundle of ideas", a world view, or "a set of beliefs that guide actions" (Guba, 1990, page 17). A perspective could draw on a person's or group's cultural or religious background, on their experiences as male(s) or female(s), on their age(s), or on any other aspect that influences their world view and will inform their opinions, values, and actions.

Whose values and perspectives are stated and reported? Whose are missing?

Analysing these values and exploring why individuals or groups hold them leads to understanding why people make decisions and take social actions. Literacy skills, including the analysis of values continua, interviews, and personal statements of people and groups, are especially helpful for doing this.

Figure 3: Social studies values terms

Terms	Description
Values	*Deeply held beliefs about what is important or valuable*
Viewpoint	*An opinion or point of view*
Values position	*A stance taken in regard to an issue or proposal*
Perspective	*A world view or ideology*

Source: Keown (2005)

What responses (decisions and actions) do individuals or groups make?

How do people's values and perspectives influence their responses?

What are the consequences of these responses?

Who can and can't respond and/or act?

Considering responses and decisions

This aspect of the social inquiry process encourages students to consider the responses that individuals and/or groups have made to ideas about society and social issues. These responses could be in the form of social decision making and/or actions. *The New Zealand Curriculum exemplars: Social studies* refer to this aspect as "participation in society". Responses often link closely to the values, beliefs, and sense of belonging that individuals and/or groups have towards the communities and societies they live in. Considering responses also involves examining the implications and consequences of people's actions and decision making, now and in the future, and considering a range of responses individuals and/or groups might make to a social issue.

Is there anything more we need to know (about values, information, and participation)?

Could the learning process we have been using be improved?

How can concepts mean different things to different people?

How reliable are the sources?

Why was the information produced (context) and from which perspective?

Reflecting and evaluating

Reflecting and evaluating do not only happen at the end of a social inquiry – they are integral parts of the process. Reflecting and evaluating should focus on:

- the knowledge and understandings developed through the social inquiry process;
- the actual learning process itself;
- the depth of critical thinking about the understandings gained.

The guiding questions that focus on reliability of sources, representation of concepts, and facts versus opinions (including media representation of facts) are effective for this aspect. Revisiting the focusing questions and the direction of the inquiry is a continual part of a social inquiry approach. Reflection and evaluation may change the initial questions and the sources of information used.

So what do we now know about this?

What conceptual understandings (values, information, and participation) can we explain?

How does our process of learning change, develop, or refine our original conceptual understandings?

How will we communicate what we have learned?

So what does this mean for us and/or others?

How is this learning significant for us and/or others?

So what?

After a focus of learning has been explored, a social inquiry process prompts teachers and students with two "So what?" questions. The first, "So what do we now know about this?", focuses on the learning as a result of the social inquiry process (and on the process of learning itself) and on communicating what has been learned. Comparison with the initial conceptual understandings may lead to developing, changing, or refining these understandings. This reflection provides many opportunities for formative assessment.

The second question, "So what does this mean for us and/or others?", is similar to the aspect "personal and social significance" identified in the social studies exemplars. "How does this context of learning affect or influence me and/or others in society? Why is it important or significant?" It may be that a personal response or action is appropriate following this learning, such as actions taken to support volunteers in a local school community (see Helping Hands on page 12 of this book).

Now what further learning do we need?

What are the next steps?

Now what might be done about it?

What responses could we make (decisions and/or actions)?

Now what?

Following a sequence of teaching and learning, students could be encouraged to embark on further learning or their own focus of inquiry as a result of questions they still may have. The constraints of time might mean that some of this learning takes place in later years at a higher level of conceptual understanding.

"Now what might be done about it?" is open to various responses in a social sciences learning context. Some topics may not lend themselves well to a participatory response. Others may lead to a decision (individual or collective) from students, which itself may lead to a social action, such as writing a letter, signing a petition, planting trees, collecting rubbish, or informing others about a topic or issue.

Using a social inquiry approach for student research

The process outlined on the previous pages may also enhance student-led research. Resource G on page 31 is one option of a template students could use to develop their own research. The following learning stories[3] illustrate two other approaches.

Learning stories – using social inquiry questioning when students plan for research

Following a unit on the impact of new technology on society, the teacher at an intermediate school used the "So what?" section of the social inquiry diagram (Figure 1) as a prompt with the students. For example, if a student wanted to focus on cellphones, the teacher asked, "So what? What question can you ask about cellphones that makes it important for us to investigate? What aspect of cellphones do you want to find out more about so it tells us something about our society or community?"

Her questioning encouraged the students to frame richer questions for their research and pointed them towards an effective social inquiry approach within their social studies learning. The students were encouraged to write research questions that considered the values and responses of people and groups.

Learning stories – encouraging reflecting and evaluating throughout student-led research

During a level 5 unit ("We Will Remember Them" – see the Belonging and Participating in Society *book in this series), the students were provided with the teacher's conceptual framework and focusing questions, which they had explored together in class. Small groups of students then each undertook a piece of research into an aspect of this unit that interested them. The teacher provided the students with the blank template (Figure 1) in A3 size, and together the students wrote focusing questions.*

Using the reflecting and evaluating box, the students wrote down some of their groups' findings and posed more questions. Finally, "So what?" and "Now what?" prompted student evaluation of the unit in the form of reflecting upon some key questions. For example:

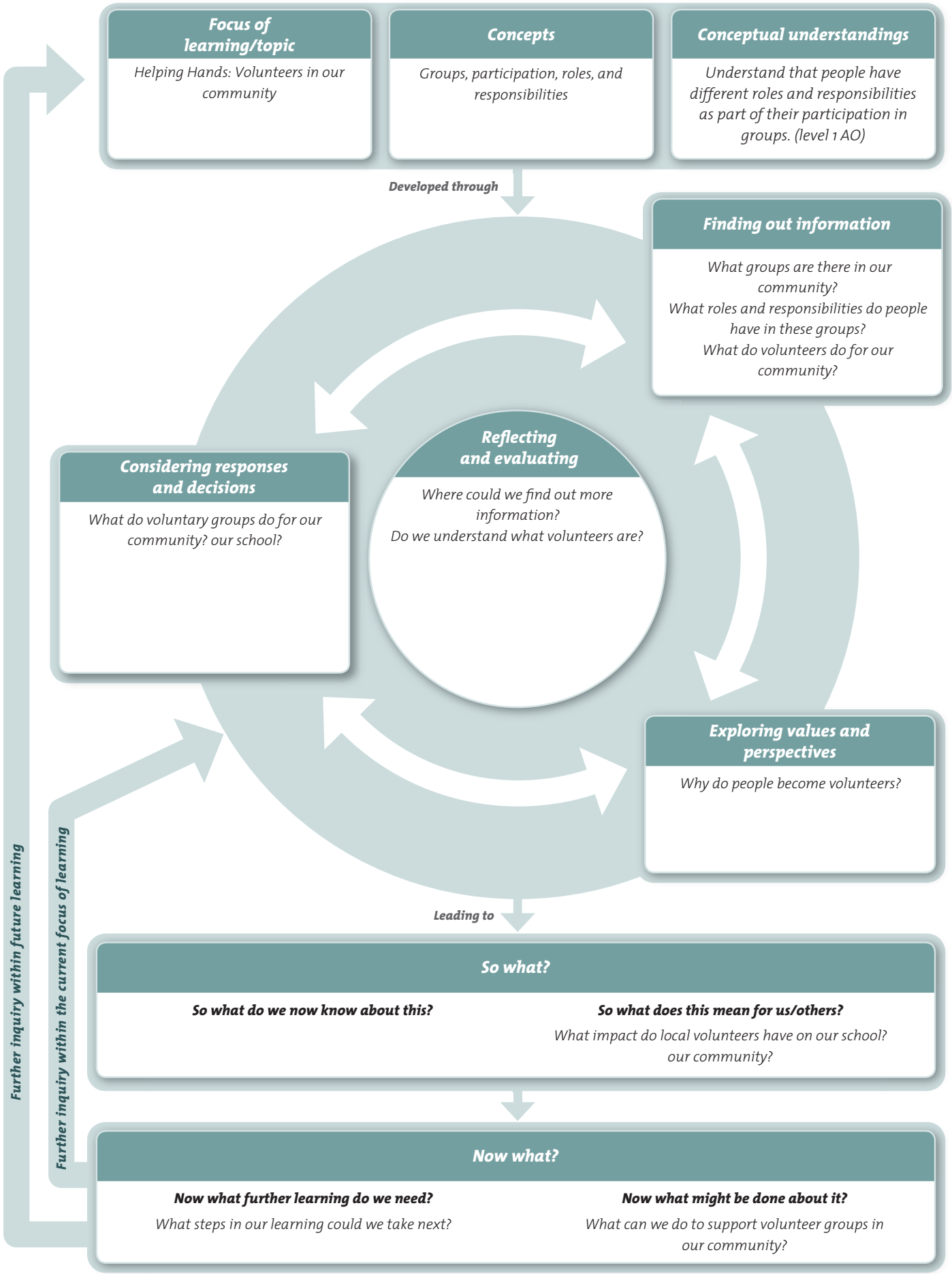
- *What do I now know about Anzac Day that I didn't before?*
- *If I could have one more question answered about war, it would be ...*
- *What I liked about this topic was ...*
- *If I could change the way we learned and the activities that we did in this topic, I would ...*

[3] *Learning stories illustrate how a teacher or school used and adapted ideas that are suggested in the BCUSS series to suit their students and their aims for social studies teaching and learning.*

Helping Hands

Helping Hands is a level 1 unit with a focus on the roles and responsibilities people have when participating in groups. Figure 4 is an overview of how a teacher developed this unit using the social inquiry process introduced in Figures 1 and 2. The approach taken here develops focusing questions about groups in general and then about volunteers in the local community.

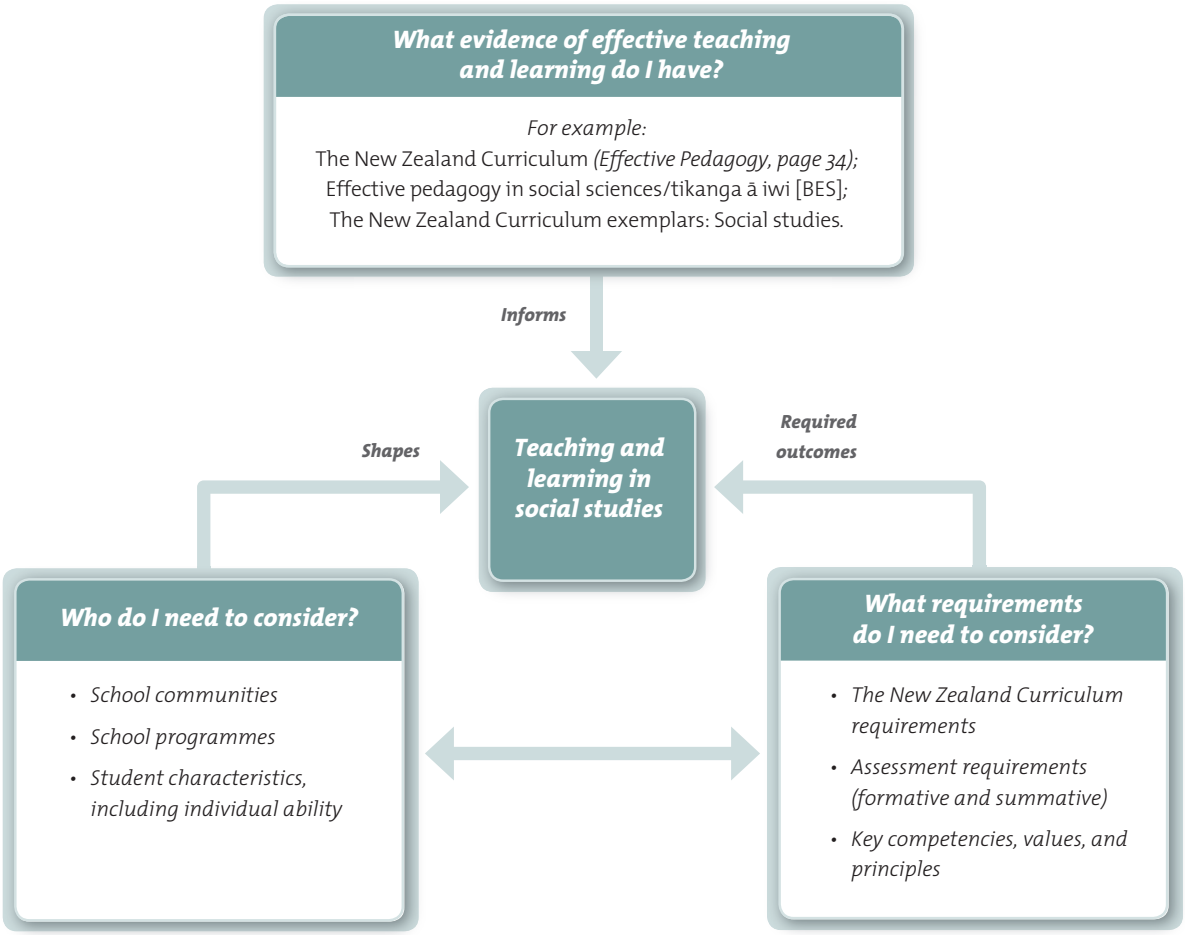
Figure 4: Helping Hands: A social inquiry overview



Effective Teaching Using a Social Inquiry Approach

There are numerous factors a teacher must consider when planning for teaching and learning in social studies. Figure 5 illustrates just some of these.

Figure 5: Some questions to consider when planning a sequence of teaching and learning in social studies



Although a social inquiry approach sits firmly within teaching and learning in social sciences, it's influenced by many of the factors outlined in Figure 5. The following section explores some of the research that informs social studies teaching and learning and some of the required elements of *The New Zealand Curriculum* that need to be considered when planning and implementing a social inquiry approach. In particular, this section considers:

- enhancing outcomes for diverse learners by learning from the social sciences BES;
- developing values through a social inquiry approach;
- developing key competencies through a social inquiry approach;
- assessment for learning within a social inquiry approach.

Enhancing outcomes for diverse learners: Learning from the social sciences BES

A best evidence synthesis (BES) is a summary of the evidence that links teaching approaches to enhanced outcomes for diverse learners. *Effective pedagogy in social sciences/tikanga ā iwi: Best evidence synthesis iteration [BES]* suggests teaching strategies to enhance outcomes for diverse students specifically within the social sciences. It also identifies outcomes of importance for social sciences and four "mechanisms" to help facilitate these outcomes (see Figure 6).

A social inquiry approach provides opportunities to integrate these four mechanisms into social sciences teaching and learning and facilitates some important outcomes identified in the social sciences BES. These outcomes include identifying concepts and conceptual understandings and achieving participatory and affective outcomes by exploring values, perspectives, and people's responses. Selecting relevant contexts, drawing on relevant current issues, and considering "so what" and "now what" also fulfil many of the effective pedagogy ideas suggested in the social sciences BES.

Figure 6: BES mechanisms that facilitate learning for diverse students in the social sciences

Mechanism	Critical questions	Description
Make connections to students' lives	*How can we make this learning relevant and significant to all students in the class?*	*Connecting to the lives and experiences of students enhances their learning and understanding. Using inclusive language and ensuring that resources reflect diversity and avoid bias and stereotyping can enhance student inclusion and links between home and school.*
Align experiences to important outcomes	*What are we intending to achieve in this learning? How can we align learning to these outcomes based on what students currently know?*	*Learners need enough opportunities to engage in learning experiences that align to important outcomes. You can help provide these opportunities by identifying your students' prior knowledge, aligning activities and resources to the intended outcomes (and then making these outcomes apparent to the students), providing opportunities to revisit concepts and learning processes, attending to the learning of individual students, and sequencing activities to enhance learning for all students.*
Build and sustain a learning community	*How can we build relationships that promote joint participation in learning between students and teachers?*	*Building respectful relationships between teachers and students establishes the basis for inclusive learning and develops a sense of a learning community. Promoting dialogue and sharing power with students develops and sustains that learning community.*
Design experiences that interest students	*What activities can we choose to motivate learning and make it memorable?*	*Learning activities need to capture students' interest. To make learning memorable for diverse learners, it's important to consider a range of motivating factors.*

Developing values through a social inquiry approach

> If students are to fully understand the complexity of society, and be able to take full and responsible place in society, they must be skilled in the processes of social inquiry, values inquiry and social decision making.
>
> Keown, 1998, page 138

The focus on values in *The New Zealand Curriculum* requires schools and their communities to know their own values and those of other groups and cultures and to be aware of how they express those values.

> Through their learning experiences, students will develop their ability to:
>
> - express their own values;
> - explore, with empathy, the values of others;
> - critically analyse values and actions based on them;
> - discuss disagreements that arise from differences in values and negotiate solutions;
> - make ethical decisions and act on them.
>
> *The New Zealand Curriculum*, page 10

Social sciences is possibly the most effective learning area within which to study values, including moral, social, aesthetic, and economic values and also the values on which New Zealand's cultural and institutional traditions are based. The "Exploring values and perspectives" aspect of a social inquiry approach is ideal for teaching and learning about values. Many focuses of learning, such as the example on page 21 of this book (Tongariro National Park: Whose Park Is It Anyway?), provide fertile ground for considering differences in values and how groups in society respond to those differences. Such contexts provide many opportunities for values (such as respect for others, diversity, ecological sustainability, and community participation) to be modelled, encouraged, and explored.

Developing key competencies through a social inquiry approach

> *The New Zealand Curriculum* identifies five key competencies:
>
> - thinking
> - using language, symbols, and texts
> - managing self
> - relating to others
> - participating and contributing.
>
> People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action.
>
> *The New Zealand Curriculum*, page 12

Schools are required to support their students with developing these competencies. Social sciences contexts and a social inquiry approach can play a significant role in this support. The following table summarises where in the social inquiry process the key competencies could be developed.

Figure 7: Developing key competencies through the social inquiry process

Key competency	Developed through social inquiry when students:
Thinking	*pose questions, collect and analyse information, consider varying values and responses made by people and groups, and evaluate findings in a critical and informed manner;*
Using language, symbols, and texts	*use and make meaning of the wide range of literacies inherent in the social sciences, including knowledge of texts such as newspapers, graphs, statistics, maps, visual and oral media, and so on;*
Managing self	*manage themselves throughout a social inquiry approach by acting in ways that are enterprising, resourceful, reliable, and resilient;*
Relating to others	*interact effectively with others, listen and respond to other points of view, values, and perspectives, and recognise alternative responses to social topics, themes, and issues in society;*
Participating and contributing	*work and learn co-operatively in groups within the school and their communities and know about the rights, roles, and responsibilities of themselves and others.*

Assessment for learning within a social inquiry approach

> The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides.
>
> *The New Zealand Curriculum*, page 39

A social inquiry approach provides many opportunities for assessment for learning (or formative assessment) to occur. Assessment for learning takes place during the course of teaching and informs and modifies the teaching and learning process. You can assess your students' learning more effectively, and involve them more closely in their own assessment, if you:

- share learning intentions and criteria with your students;
- provide prompt, timely, and effective feedback;
- involve your students in monitoring their own progress.

Assessment for learning begins before the start of a learning sequence, when you assess your students' current understandings. This makes it possible to "hook" new information into the students' prior knowledge. You could choose to assess one aspect of the social inquiry approach (such as the reflecting and evaluating part); or you could chose to assess the findings of the whole approach in response to the initial focusing questions. To gain an understanding of your students' prior knowledge, you could examine their work, conduct whole-class and individual discussions with the students, and consider the findings of tests.

Teachers should develop criteria to indicate whether a student has strong understandings of the context. One way to approach this is to use the focusing questions based on conceptual understandings as the criteria of "what to look for". For example, within the context of a unit focusing on global pandemics (see Figure 8 You Can't Catch Me), the focusing question, "How could bird flu affect the sustainability of New Zealand's resources in the future?", could be reworded as "By the end of this unit, students will be able to describe the potential impact of bird flu on the sustainability of New Zealand's resources." For more information on formative assessment, see: www.tki.org.nz/r/assessment/one/formative_e.php

Unit outline: You Can't Catch Me: Managing the Bird Flu Pandemic

The learning context

The focus of this topic, based on a level 5 achievement objective, is the long-term protection of New Zealand's resources, environment, and society from the threat of a global pandemic, such as bird flu. The students consider the implications for themselves and New Zealand of bird flu and examine what groups are doing globally and locally to reduce its threat. The students also consider what the consequences of bird flu might be for New Zealand's resources and environment. The overview on the following page (Figure 8) shows where in the unit you could consider integrating: knowledge about the school community and your students, knowledge of effective pedagogy, and opportunities to develop key competencies, values, and conceptual understandings (see Figure 5 on page 13). You could also consider how community members could be involved in the learning and what the significance of the learning might be for your particular community.

Note: This unit could be adapted to consider any global pandemic of current interest.

Who do I need to consider?

- *What are the needs and strengths of my students?*
- *How could this learning context be appropriate for the school and/or local community?*
- *How do I integrate school-based programmes of learning (e.g., Kotahitanga)?*

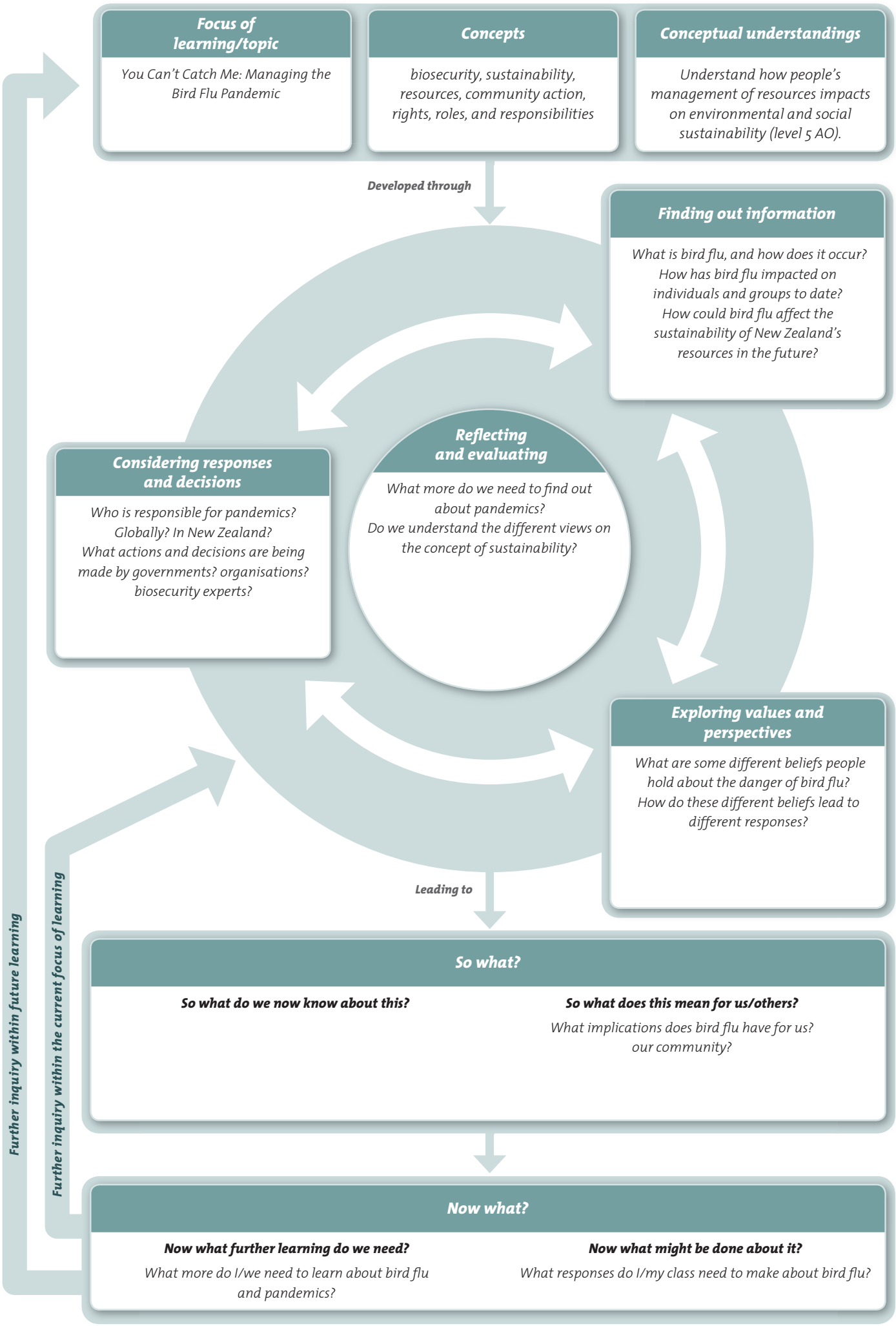
How will this unit provide opportunities for:

- *developing key competencies?*
- *developing values?*
- *developing conceptual understandings with the achievement objectives?*
- *formative assessment?*

Planning for effective pedagogy within this unit:

- *Aligning experiences to important outcomes*
- *Making connections to students' lives*
- *Developing and sustaining a learning community*
- *Designing experiences that interest learners.*

Figure 8: You Can't Catch Me: A social inquiry overview



Effective Contexts of Social Inquiry

When planning for a social inquiry, it's important to choose a focus of learning and context(s) that will enable rich learning and understanding to occur. To be likely to do this, the focus should:

- be derived from the achievement objectives;
- be significant to the lives of the students;
- allow them to examine ideas about society, explore values and perspectives, and consider people's decisions and actions.

The following unit outline, Tongariro National Park: Whose Park Is It Anyway?, illustrates one way to approach a context of social sciences learning.

Unit Outline: Tongariro National Park: Whose Park Is It Anyway?

Focus conceptual understanding

Differences in how people view and manage a national park reflect different values and decision-making processes.

Achievement objectives

Students will gain knowledge, skills, and experience to:

- understand how people view and use places differently (level 3 AO);
- understand how people make decisions about access to and use of resources (level 3 AO).

Key concepts

Significant places, wāhi tapu, belonging, resources, decision making

Focus of learning

In this unit, the teacher wanted to look at an environment significant to New Zealanders and especially to Māori. She chose Tongariro National Park, one of New Zealand's most significant natural and cultural environments and recognised as such by UNESCO with World Heritage status. She wanted to examine the concepts of tapu, mana, and wāhi tapu and consider how these could contribute to how people view and use places differently. Using current issues (such as the development of a new alpine chairlift on Ruapehu), she wanted students to consider how people make decisions about places such as Tongariro National Park. She realised that some of the learning about this significant place would require an understanding about conflicting values and how these can be approached or resolved.

Focus questions

These are questions that help to guide and explore the focus of learning. They can be developed by a teacher when planning a unit and/or co-constructed with the students. For this unit, the teacher used the social inquiry overview template (see page 3) to develop the focus questions in Figure 9.

Other possible contexts

Adapt the ideas in the unit to a place of significance in your local area.

Other possible learning activities

Take a field trip to a place of significance in your local area.

Consider inviting a guest speaker to inform the students about different ways of viewing a place.

Developing values and key competencies within this focus of learning

Values

This focus of learning provides many opportunities to develop greater understanding of the values people hold – in this case, towards mountains and a national park of New Zealand. In particular, you could use these activities to encourage, model, and explore:

- **respect** for themselves, others, and human rights;
- **diversity,** as found in our different cultures, languages, and heritages;
- **innovation**, **inquiry**, and **curiosity**, by thinking critically, creatively, and reflectively;
- **ecological sustainability**, which includes care for the environment.

Key competencies

Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in *The New Zealand Curriculum*. In particular, this focus of learning develops the key competencies of:

- **relating to others**, as students work co-operatively in groups and consider the significance of Māori values towards places and resources;
- **thinking**, as students consider varying values and responses made by people and groups, evaluate findings, and pose possible solutions in a critical and informed manner.

Additional resources

Websites

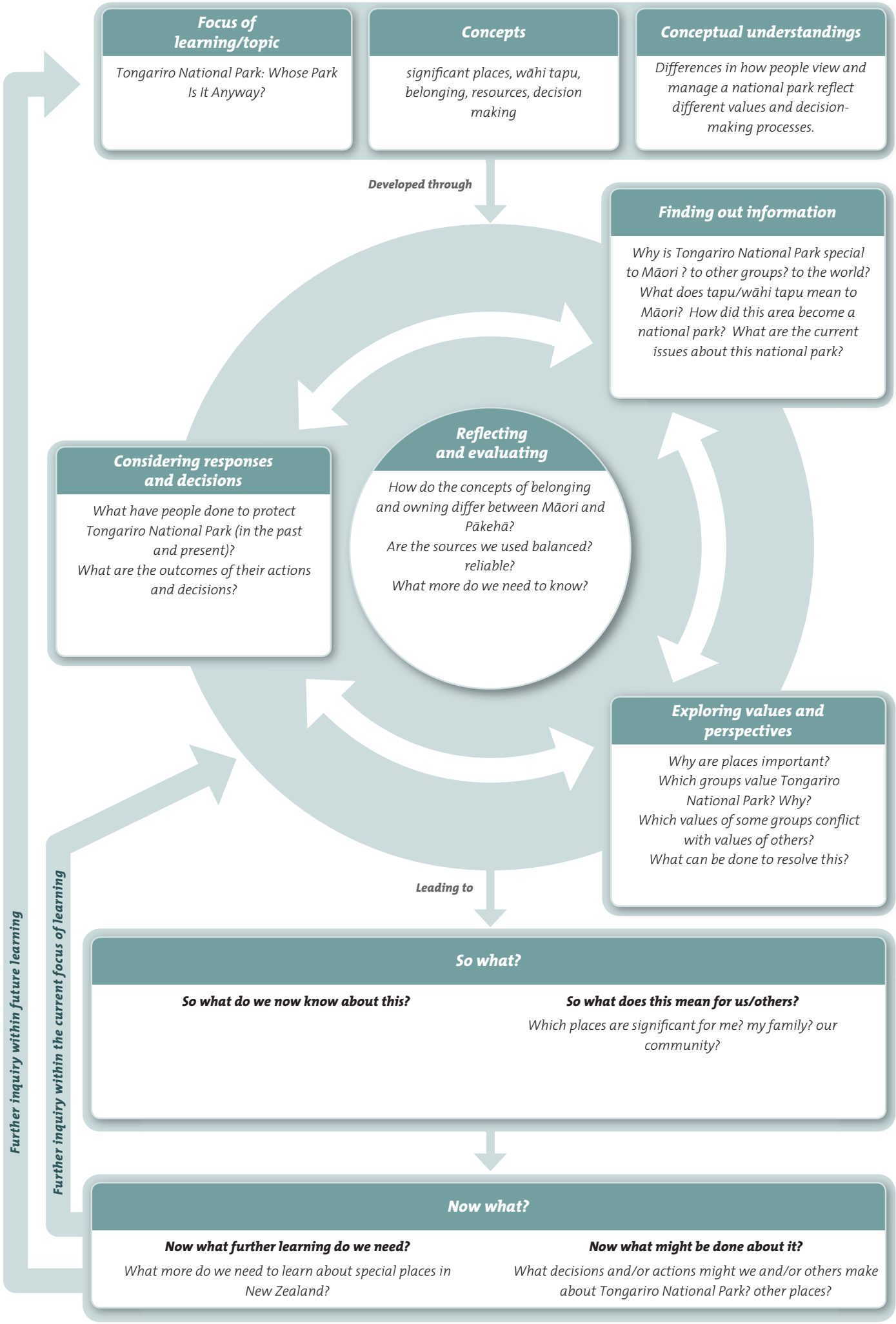
- Department of Conservation, Tongariro National Park: www.doc.govt.nz/templates/PlaceProfile.aspx?id=38487
- Department of Conservation, Tongariro National Park – a gift to the people of NZ: www.doc.govt.nz/upload/9134/002~Tongariro%20National%20Park.pdf
- Nature and Co (for the story behind the gifting): www.natureandco.co.nz/land_and_wildlife/national_parks/tongariro/history/tongariro_history.php3
- UNESCO World Heritage Committee (for information about world heritage sites): http://whc.unesco.org/en/about

Key

The right-hand column of the teaching and learning sequences contains suggestions of what to look for as your students progress through the activities and also indicates how particular activities relate to the social sciences BES mechanisms. The text in this column is colour coded as follows:

- red – building conceptual understandings;
- blue – developing critical thinking;
- green – developing a reflective social inquiry approach;
- grey – formative assessment opportunity;
- purple – mechanisms.

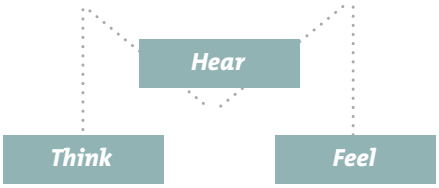
Figure 9: Tongariro National Park: Whose Park Is It Anyway? A social inquiry overview



Unit Outline: Tongariro National Park: Whose Park Is It Anyway?

Links to a social inquiry approach	Activities	What to look for
Exploring values and perspectives *Why are places important?*	**Activity 1: My special place** Ask the students to reflect on places that they find significant or important and ask them to draw a place that is special to them. Then have the students design a postcard, write a song or waiata, or create a screensaver that is illustrated with the drawing. Ask them to include a description of: • where the place is; • why it is important to them; • what they do there; • who else likes this place. Ask the students to share the examples of their work with other members of the class. The postcards, waiata, and so on could then be displayed on a local, regional, or national map to show where the places are.	***Developing critical thinking*** *Through teacher–student discussion, look for an understanding about why a place is important to a student and/or to his or her family and to others.* ***Building conceptual understandings*** *Look for student insight into the idea that different people could view this place differently.*
Exploring values and perspectives *Which groups value Tongariro National Park? Why?*	**Activity 2: Tongariro National Park – why is it special?** (This activity will check your students' understanding about Tongariro National Park.) **What you need** • Resources A and B • A3 paper for each group Have the students work in groups. Give each group a sheet of A3 paper and a copy of resource A and, on the A3 paper, ask them to sketch a picture of the mountains and write the title Tongariro National Park: Whose Park Is It Anyway? Then have them add the names of all the groups or individuals who may be interested in this national park and why they think each group or person finds the park important. (For example, "Snowboarders – they like the mountains for snowboarding.") Don't worry if your students know very little at this stage. On the whiteboard, collate the class findings and then add any more groups suggested in resource B. As a class, develop a table like the one below. **Tongariro National Park: Why it's Important**	***Building conceptual understandings*** *Use the initial group word- sketches to see what students know about the place (Tongariro National Park) and interested groups. As discussion continues, look for student understanding of key concepts, such as belonging and significant and/or special places, and the ability to use the same ideas in a new context.* ***Formative assessment opportunity*** *Collect the group word-sketches and the class's table as a measure of initial understandings about the context of the social inquiry.* ***Mechanisms*** ***Align experiences to important outcomes** by identifying prior knowledge, making connections to students' lives, and drawing on relevant content.*

Person or group	We like Tongariro National Park because ...	The evidence for this is ...
Snowboarder	*We like the mountains for snowboarding.*	
Tramper		

Links to a social inquiry approach	Activities	What to look for
Finding out information and exploring values *How did this area become a national park?*	## Activity 3: Forming New Zealand's first national park ### What you need • A copy of the account by James Cowan of the gifting of Tongariro National Park in 1887: www.natureandco.co.nz/land_and_wildlife/national_parks/tongariro/history/tongariro_history.php3 • Resource C Read to the students from the excerpt by James Cowan about the gifting of Tongariro National Park in 1887. Ask the students to complete an M-chart, like the one below, for Te Heuheu during this meeting. What might he have been thinking, feeling, and hearing at the meeting?  ### Jigsaw learning Cut up resource C into its six segments. Divide the students into six groups and hand out one segment to each group. Each group is responsible for becoming an expert in their one area. The aim is to produce a wall display showing the development of Tongariro National Park from the past to the present. Each group could choose how to present a summary of their section and, if time allows, do some more research in their area.	
Finding out information and exploring values and perspectives *What are the current issues about this national park?* *Which groups value Tongariro National Park? Why?* *Which values of some groups conflict with values of others? What can be done to resolve this?*	## Activity 4: Valuing the mountains ### What you need • Resource D Hand out a copy of resource D to each student. Have the students complete a graphic organiser, like the one below, using information from resource D. ### Viewing Tongariro: Different Perspectives **Person or group** | **I/We value Tongariro National Park because ...** | **The evidence for this is ...** | | | | | | | | | | | | | | |	*Mechanisms* ***Build and sustain a learning community*** *by promoting dialogue, sharing power with students, and building a respectful relationship with the learners.*

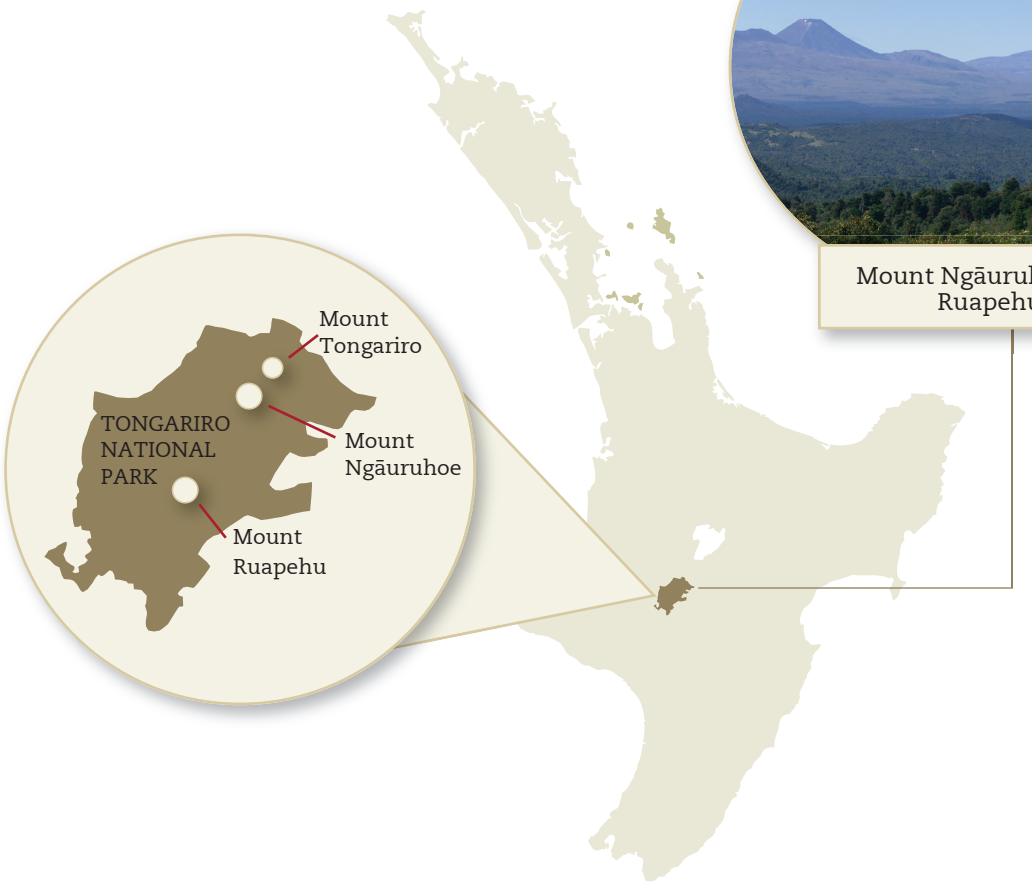
Links to a social inquiry approach	Activities	What to look for
	Activity 4: continued Discuss the Māori concepts of tapu, mana, and wāhi tapu. How might these concepts influence how a place is viewed and the idea of ownership of a place? **Note**: Attempts to define such concepts are always difficult. They are best discussed in context. The following may help your discussion. **Mana** means essence or presence. It can refer to both humans and natural objects. Tapu is linked to the idea of mana: certain restrictions have to take place if mana is to be expressed. **Tapu** conveys the ideas of sacredness or restrictions. Areas that have traditional, ritual, or mythological value for Māori are known as **wāhi tapu**. These sites can include, for example, burial grounds, pā, springs, marae, trees, swamps, urupā, mountains, or places associated with an event or myth.	***Building conceptual understandings*** *Consider your students' prior knowledge of the concepts of mana, tapu, and wāhi tapu and then adapt your teaching accordingly.* ***Mechanisms*** ***Align experiences to important outcomes** by identifying prior knowledge, aligning resources and activities, and attending to the sequence of activities.* ***Developing critical thinking*** *The concepts of mana and tapu are central to the reasons for the gifting – why? How could a lack of knowledge of these concepts lead to misunderstandings in the past? How could they do so today?*
Reflecting and evaluating *How do the concepts of belonging and owning differ between Māori and Pākehā?*	**Activity 5: Conflict on the slopes – looking at current issues** **What you need** • Resources D, E, and F Give out copies of resources D, E, and F and read them together. On the board, write the statement: Ruapehu Alpine Lifts should be able to put another chairlift on Ruapehu. Ask the students to consider the views of the main groups involved in this issue and then to each decide where they would place each group on a values continuum in response to the statement. **Values continuum: Ruapehu Alpine Lifts should be able to put another chairlift on Ruapehu.** **For ---------- Against** Have the students explain to a classmate why they decided to place the groups where they did. Then ask the students to consider what they think about the statement themselves and have them form a human continuum. Once they are in position, ask them to turn to their neighbours and explain why they chose their particular place on the continuum. Ask the two students on the extreme ends to justify their positions, and then allow any students to change their position if they want to.	***Building conceptual understandings*** *Look for an understanding of different perspectives and views about the same place – Ruapehu. Students could learn that the concept of ownership is the not the same for Māori and Pākehā.*

Links to a social inquiry approach	Activities	What to look for
	Activity 6: The Environment Court – a new chairlift on Ruapehu?	
Considering responses and decisions ***So what?*** ***Now what?*** *What have people done to protect Tongariro National Park (in the past and present)?* *What are the outcomes of their actions and decisions?* ***Reflecting and evaluating*** *Are the sources we used balanced? reliable? What more do we need to know?* ***So what? Now what?*** *Which places are significant for me? my family? our community?* *What decisions and/or actions might we and/or others make about Tongariro National Park? other places?*	Ask your students to choose from the following three options and consider what action could be taken in the context of the issue – a new chairlift on Ruapehu. They can then form a group with others who have chosen the same option. Explain to the students that they will be asked to present their ideas in a forum (the Environment Court) at the end of the activity. (See *Playing our stories: Classroom drama in years 1–6* for ways of exploring such issues using process drama techniques that could be easily adapted for this context.) **Option 1: Role play** Allocate roles, or have the students choose their own, that can be acted out at the Environment Court. These roles could include a member of Ngāti Tūwharetoa, a judge, a representative from Ruapehu Alpine Lifts, and so on. Each student in role then presents their point of view in the Environment Court. **Option 2: Letter writing** Each student chooses to represent either Ngāti Tūwharetoa or Ruapehu Alpine Lifts and writes a letter to the Environment Court outlining their argument for or against a new chairlift. **Option 3: Creative expressions and responses** The students consider a creative response to this current issue. Together they develop ideas to isolate the reasons for the conflict and to look at ways to resolve it. They might consider ways to express these ideas through art, poetry, reporting, and so on. **Next Steps** Consider **So what? Now what?** The following are suggestions only. Consider your class and their learning to date and then plan and develop the next steps accordingly. The students could: • re-examine their special place from activity 1 and consider what action could be taken to protect it; • consider a place in the local area and conduct individual or group research into this area, using the student template to guide their approach (resource G); • consider what could be done to protect Tongariro National Park as a national treasure for the future; • consider some "What if …?" questions, for example: What if there was another big eruption on Ruapehu? What if a huge company bought all the rights and access to the ski slopes?	***Mechanisms*** ***Design experiences that interest students*** *by allowing students to make their own learning choices and using real-life contexts to motivate learning.* ***Developing critical thinking*** *As the students view the environment court proceedings, ask them: Are the representations fair? Are they well argued? The student(s) in the role of judge(s) could then allocate a decision at the end.* ***Formative assessment opportunity*** *Do the students understand that individuals and groups can have different perspectives about a place, and can they relate this understanding to other contexts?*

Resources

Resource A: Tongariro National Park

Mount Ngāuruhoe and Ruapehu



Resource B: We like Tongariro National Park because ...

Staying at the Chateau is great – we can walk to the waterfalls and play golf on the course.

We mountain-bike and four-wheel-drive around the slopes.

The Ketetahi hot springs have always been important to our people.

The Tongariro crossing is one of the best day walks we've ever done!

I love Ruapehu for the skiing and snowboarding.

Resource C: Tongariro National Park: Past and present

PAST

The Legend

According to Māori legend, the high priest Ngātoroirangi was caught in a blizzard while climbing Mount Ngāuruhoe. He was close to death. He prayed to his sisters in Hawaiki (the traditional homeland of the first settlers to Aotearoa) to ask them to send him fire to stop him from freezing. The fire came but left a trail of volcanoes behind it – from White Island to Rotorua and Taupō and finally reaching Ngātoroirangi's feet on Mount Tongariro.

In this way, volcanic activity came to Aotearoa, not as a curse but a blessing.

Source: adapted from Te Ara: www.teara.govt.nz/NewZealanders/MaoriNewZealanders/NgatiTuwharetoa/2/en

The gift – September 23, 1887

> a sacred place of the Crown, a gift forever from me and my people
>
> Horonuku Te Heuheu, Ngāti Tūwharetoa Paramount Chief, 1887

In the 1880s, different Māori tribes disagreed about the ownership of the central North Island volcanoes, and there was a danger that they might be divided up and sold. Te Heuheu Tukino IV (Horonuku), then the paramount chief of Ngāti Tūwharetoa, gifted the sacred peaks of Tongariro to the nation.

His gift ensured that the mountains would remain untouched, even if they were no longer directly controlled by the tribe. This land became the first national park to be established in New Zealand and the fourth in the world.

Source: adapted from Te Ara www.teara.govt.nz/TheBush/Conservation/NationalParks/1/en

PRESENT

Visitors

Approximately one million people visit Tongariro National Park each year, with summer visitors now outnumbering winter visitors. Located halfway between Auckland and Wellington, the park is centrally located in the North Island.

Number of visitors to Tongariro National Park

Year ending	No. of international visitors (over 15 years)
March 98	42 800
March 99	44 100
March 2000	50 800
March 01	51 600
March 02	51 800
March 03	69 600
March 04	83 900
March 05	124 200
March 06	99 900
March 07	100 600

Source: www.doc.govt.nz/templates/openpage.aspx?id=44861

Volcanic wonderland

Tongariro National Park is part of the Taupō Volcanic Zone. The volcanoes of Ruapehu, Tongariro, and Ngāuruhoe began their activity about 500 000 years ago and are still active. Near this zone, two tectonic plates collide and the Pacific Plate slides under the Indian-Australian plate. This means there is a lot of volcanic activity around this area.

The volcanoes of Ngāuruhoe and Ruapehu are two of the most active composite volcanoes in the world. Ruapehu erupted in 1995 and 1996 and had a crater lake eruption and lahar flow in September 2007. The last time Ngāuruhoe erupted was in 1975, but steam can still be seen escaping from the mountain.

For more information, see: www.doc.govt.nz/templates/page.aspx?id=38491

PAST	*PRESENT*
Dual World Heritage status The United Nations Educational, Scientific and Cultural Organization (UNESCO) aims to identify, protect, and preserve places of cultural and natural heritage around the world. Places identified by UNESCO are called World Heritage sites and regarded as special places for all the people of the world. In 1990, Tongariro National Park received World Heritage status from UNESCO on the merits of its natural volcanic features. In 1993, the park was also given cultural status, reflecting the cultural and religious significance of the mountains to Māori. It was the first park in the world to gain dual status – both natural and cultural heritage. Worldwide, there are only twenty-four sites with both natural and cultural World Heritage status. **Source**: www.doc.govt.nz/upload/9134/002~Tongariro%20National%20Park.pdf	**Activities in and around the park** • Snow sports • Mountaineering and climbing • Walking and tramping • Tongariro Crossing • Hunting • Fishing • Nature study • Photography • Mountain biking (42nd Traverse) **Source**: www.doc.govt.nz/templates/ActivitiesSummary.aspx?id=38495

Resource D: Viewing Tongariro: Different perspectives

Horonuku Te Heuheu, Ngāti Tūwharetoa Paramount Chief, 23 September 1887, Māori Land Court

If our mountains of Tongariro are included in the blocks passed through the Court in the ordinary way, what will become of them? They will be cut up and perhaps sold, a piece going to one Pākehā and a piece to another. They will become of no account, for the tapu will be gone. Tongariro is my ancestor, my tupuna; it is my head; my mana centres around Tongariro. My father's bones lie there today. You know how my name and history are associated with Tongariro. I cannot consent to the Court passing these mountains through in the ordinary way. After I am dead, what will be their fate? What am I to do about them?

Sir Hepi Te Heuheu 1995. Foreword in The Restless Land: Stories of Tongariro National Park, *Tūrangi: Department of Conservation and Tongariro Natural History Society.*

Our reverence for the mountains goes deeper in that in time, with the essence of our genealogies, all life forms originated from the same parents, Papa-tū-ā-nuku, the Earth Mother, and Rangi, the Sky Father, so that man and all other life forms are in harmony with one another in the bonds of kinship.

… we look upon these mountains as ancestors and this relationship evokes memories of our human ancestors who once roamed and settled within their shadows centuries ago, so that by these memories the past and the present mingle, ensuring their continuity. We sing or chant today ancestral compositions paying them homage. Behold, beyond are the fires of these mountains and the lands we have held in trust for you. Take them in your care and cherish them. They are your heritage and the heritage of your children.

John Ballance, 1887 Minister of Lands and Minister of Native Affairs
Source: Forest Tourism and Recreation: Case Studies in Environmental Management

I think this will be a great gift to the colony: I believe it will be a source of attraction to tourists from all over the world, and in time this will be one of the most famous parks in existence.

New Zealand Adventure Specialists brochure (2007)

Experience the majestic beauty of one of the world's most dramatic parks and the Tongariro Crossing. You'll enjoy walks through low-lying forests as well as the unusual rock, tussock and alpine herb fields, usually buried by snow on the upper reaches. And after each day's walk, you'll return to the comfort of New Zealand's most luxuriously elegant hotel – the Bayview Chateau Tongariro.

Ruapehu Alpine Lifts, 2007
Source:www.nzherald.co.nz/location/story.cfm?l_id=500541&objectid=10443946

Ruapehu Alpine Lifts has very strong relationships with local iwi, but the issues raised by Ngāti Tūwharetoa are complex and it will take some time to attempt to resolve these.

Tumu Te Heuheu, Ngāti Tūwharetoa Paramount Chief and Chair of the UNESCO World Heritage Committee
Source: www.nzherald.co.nz/index.cfm?objectid=10406966

We want everyone to continue to enjoy our national park, but we also want to ensure that the mountains are treated with respect.

There is an enormous chasm between the two cultures in their understanding of what was meant by the "gift". In "gifting" the Tongariro peaks, my great-great-grandfather never intended the Crown would assume sole ownership and control of the mountains.

[He is concerned about pollution, the construction of infrastructure and the number of commercial activities that take place on the slopes.]

Resource E: Newspaper article: "Tribe wants mountains and park back"

by Jon Stokes 12 a.m. Saturday 21 October, 2006
Source: www.nzherald.co.nz/topic/story.cfm?c_id=262&objectid=10406966

One of the country's largest tribes is seeking control of Tongariro National Park to defend the mountains from "desecration".

Tūwharetoa's paramount chief has called for greater iwi control in the park's management, claiming the tribe was bullied into gifting the land.

Tumu Te Heuheu said the tribe wanted greater involvement in control of the former ancestral lands, including the park and the mountain peaks of Tongariro, Ngāuruhoe and Ruapehu.

The 79,500ha park is one of New Zealand's major tourist attractions. Its mountain slopes and world-class ski fields attract up to one million people every year.

But Mr Te Heuheu said the tribe had become increasingly frustrated by the number of tourists and commercial operators cashing in on the natural attractions and iwi had been marginalised.

Speaking at a Waitangi Tribunal National Park inquiry, he said the mountains had been desecrated through pollution, the construction of infrastructure and commercial activities that took place on the slopes.

"We want everyone to continue to enjoy our national park, but we also want to ensure that the mountains are treated with respect."

At the tribunal, sitting at Otukou Marae at Lake Rotoaira, Mr Te Heuheu also disputed a Government claim that the mountain peaks were gifted to the nation by his great-great-grandfather, Horonuku Te Heuheu IV.

Mr Te Heuheu, who is also chairman of the World Heritage Committee, said misunderstanding over the definition of gift meant his ancestor didn't understand the consequences of transferring the peaks to the Crown.

"There is an enormous chasm between the two cultures in their understanding of what was meant by the 'gift'. In 'gifting' the Tongariro peaks, my great-great-grandfather never intended the Crown would assume sole ownership and control of the mountains."

The peaks were gifted to the Crown in 1887. The decision followed moves by the Māori Land Court to carve up Tūwharetoa lands into individual title[s], a situation that the chief feared would see the sacred mountains and burial site of ancestors sold or taken.

Mr Te Heuheu said the mountain peaks were gifted to the Crown as a last resort.

"Fearing that the sacred Tongariro mountains would be lost if he did not act, Horonuku Te Heuheu extended an invitation to Queen Victoria to join him in protecting the sanctity of the mountains."

But expectation that the mountains would remain off limits to all were not realised.

Mr Te Heuheu said the tribe had not spoken publicly about its concerns before but concerns over pollution from high tourist numbers and commercial operators had forced it to go public.

"We are trying to ensure the Crown is aware of our views. We want a greater role in how things are managed, environmentally and commercially."

Ngāti Tūwharetoa spokesman Paranapa Otimi said the tribe wanted tribal lands and mountains to be kept sacrosanct.

"It is very clear we want our rights returned to us, so we can do what we think is our cultural and traditional rights to do."

He said the tribe would accept the tribunal's decision before continuing discussion with neighbouring iwi over future management of the area.

But news of the claim surprised Turoa and Whakapapa skifields spokesman Mike Smith.

"I can't really comment on it without knowing about it ... but I can say that we work very closely with Ngāti Tūwharetoa and have done so for many years.

We've been on the mountain for over 50 years and think we are an extremely responsible company."

Paul Green, from the Department of Conservation, said every effort was being made to preserve the park's beauty.

National Park

- Tongariro National Park was formed in 1887, the first national park to be established in New Zealand and the fourth in the world.
- One of three New Zealand sites inscribed on the World Heritage List.
- The area attracts 500,000 trampers and walkers annually, with ski fields attracting 400,000.

– Additional reporting Maggie McNaughton

Resource F: Newspaper article: "Iwi concerns delay new Ruapehu chairlift"

3 p.m., Wednesday 6 June, 2007
Source: www.nzherald.co.nz/location/story.cfm?l_id=500541&objectid=10443946

The installation of a new six-seater chairlift for Mt Ruapehu's Whakapapa skifield has been delayed by the concerns of local Māori. Ruapehu Alpine Lifts (RAL), operator of Whakapapa and Turoa ski areas, had hoped to install the new lift next summer but a longer than expected consent procedure will delay it.

Central North Island tribe Ngāti Tūwharetoa gifted 79,500ha of the mountain to the Crown in 1887, creating the country's first national park.

Last year, the tribe indicated it wanted a greater role in managing Tongariro National Park, which it believed was suffering from overuse and desecration.

Ngāti Tūwharetoa recently made RAL aware that it had concerns about further development on the mountain which would encroach into the "gift area", which included terrain on which the planned Valley Express chairlift was to be constructed.

The company had decided extra time was needed to consult further with various affected parties, including Ngāti Tūwharetoa, said RAL chairman David Pilkington.

It would not now be possible to construct the chairlift in time for the 2008 season, he said.

"Objections during the consent process are quite normal and have always been settled amicably between RAL and any affected party.

"RAL has very strong relationships with local iwi, but the issues raised by Ngāti Tūwharetoa are complex and it will take some time to attempt to resolve these."

The six-seater Valley Express would run over 1.05km of the mountain and would transport 3200 people an hour at a top speed of 5m a second.

Despite the delay in construction, RAL was still committed to the ongoing development of on-mountain facilities, said RAL general manager Dave Mazey.

Resource G: Using a social inquiry approach – Student template

Planning	Critical Thinking
What is my umbrella question?	***CONSIDER*** ***So what?*** *What is the "**so what**" for my idea?* *(That is, why does this matter to people?)* *What concepts are important?*
My research questions	***CONSIDER*** *Have I chosen questions that are specific and open and will help to answer my umbrella question?* *Are my questions focused on people and groups and on their values and perspectives?*
Where can I get the information I need?	***CONSIDER*** *Have I confirmed information by finding it from different reliable sources?* *What key words will I need in order to find information?* *Is there anything more I need to know?*
How will I communicate what I have learned?	***CONSIDER*** *Have I used my own words?* *What is the best way of getting my message out to the people who need to hear it?* *How could I improve this research?*
What could be the next steps in my learning?	***CONSIDER*** *How is this learning significant for me/others?* *What decisions/actions might I/others make?*

Frequently Asked Questions

Is the idea of a social inquiry approach a "new thing"?

No. Many social studies teachers have been using aspects of a social inquiry approach in their teaching for years. However, a key point made in this book is that you can't actually explore values without finding out information and asking questions and that you can't consider social responses and actions without exploring beliefs and values, reflecting on the findings, and asking "So what do our findings mean for us here in society?" It is the integration of these ideas that a social inquiry approach promotes.

Do I have to do a full social inquiry for every focus of learning I choose in social studies?

No. Some topics may lend themselves more than others to exploring values or considering responses and actions. However, topics that enable students to cover all aspects of a social inquiry approach are likely to provide rich learning experiences for them. Some contexts will provide fertile ground for focusing on one aspect of a social inquiry approach rather than others, but if this is the case, you should ensure that the other aspects are covered elsewhere in your teaching programme over the course of a year.

Is there only one way to approach social studies now?

No. The social inquiry approach is one of many that can be used, but it is a key approach and offers many opportunities for flexibility. As illustrated in this book, you can make a variety of entry points into the social inquiry process, and the process can also incorporate numerous strategies and tools for effective social studies teaching. You can adapt and use the framework as a base from which to plan towards effective teaching and learning for your students.

Is a social inquiry the same as students "doing research"?

A social inquiry approach enables you as a teacher to plan a context of social studies learning for your class, but students could also use this approach to plan their own inquiry into an aspect of human society (see resource G).

How does this approach fit with a whole-school inquiry across a number of curriculum areas?

Within an integrated, whole-school inquiry, a social inquiry approach provides opportunities to focus on curriculum aspects that involve people and groups in society. For example, a whole-school inquiry about Antarctica may include science, technology, and social studies, and the social studies inquiry learning could focus on the impact of people on the environment through time.