



# Te Ara o Mua

## Historical Travel

### Teaching Resource

Lesson 5 of 6

**Year:** 4-8

**Class time:** 30 mins

**Homework:** 30 mins

**Prep time:** 5 mins

## What teachers need to know

This is Lesson 5 from a series of six lessons about connecting with our environment and people. See [Te Hono Atua – Overview](#).

The purpose of this lesson is to spark conversations with older generations about travelling, so ākongā (students) realise how things have changed over time and how they will continue to change.

Your ākongā will need the learning resource: [Historical Travel Interview Questions \(Ngā pātai uiuinga mā hea koe haere ai\)](#).

### Teacher preparation:

- Read through this resource.
- Print out the learning resource, [Historical Travel Interview Questions \(Ngā pātai uiuinga mā hea koe haere ai\)](#), one per ākongā.

 5 mins

### Learning intentions – students will:

- Research and communicate ideas learnt from a primary source.

### Success criteria – students can:

- Use interview techniques to find out about travel in the past.
- Communicate findings through discussion or written narrative.

### New Zealand Curriculum Achievement Objectives:

**English** – from Te Mātaiaho – The Refreshed New Zealand Curriculum –

**Know, Understand, Do:**

**Years 4-6** – Progress outcome for English by the end of year 6.

Do – Te whakamahi rautaki ki te whai māramatanga (Comprehending and creating texts):

- I can use writing as a tool to think about, record, and communicate experiences, ideas, and information.

**Years 7-8** – Progress outcome for English by the end of year 8.

Do – Te whakamahi rautaki ki te whai māramatanga (Comprehending and creating texts):

- I can use the codes and conventions of different modes and text types for effect in the texts I compose.

### Education for sustainability concepts:

- Connectedness.
- See [Education for sustainability](#).

# Learning experience

🕒 30 mins

1. Discuss how we collect information from the past. Introduce the terms primary source and secondary source (refer to explanations of *primary and secondary source* in [meanings of some terms and concepts](#)) and discuss the difference between them.
2. Share these images and examples of interviews with a primary source, to show how people travelled in the past:
  - Digital NZ Stories: [Historical Travel to School](#)
  - Te Ara – [school buses](#) (see photos 1-3)
  - One News – [Celebrating 90 years of school road patrol \(video and article\)](#)
  - Te Ara – [children's play](#)
  - Te Ara – [riding to school on Great Barrier Island](#)
  - Te Ara – [Kahuika School in the Catlins](#)
  - Te Ara – [country schooling](#)
  - Te Ara – [ngā waewae tupu Māori exploration](#)
3. Interview an older family member, a kaumātua (grandparent or great-grandparent) or an older family friend to find out how they used to travel to kura (school) and what their journeys were like.
  - Use the [Historical Travel Interview Questions \(Ngā pātai uiuinga mā hea koe haere ai\)](#) (or co-construct one) to take home.
  - Or you could use a google form, which ākonga could share or fill in for their interviewee.
4. Choose a way of presenting this information.
5. Discuss as a class:
  - What did you discover about how people travelled in the past?
  - How have things changed over time and how might they continue to change?
  - Can you share one thing from your interview that you found interesting or unusual?
6. Extension activities:
  - Display or make a book of the interviews to share with the class.
  - Invite one of the interviewees in to speak to the whole class.

🕒 30 mins



## Further activities, resources, and links

- Next lesson: [Ngā hua ara ōkiko. Active travel benefits](#) (Lesson 6 of 6).
- See the list of [pukapuka \(picture books\)](#) and [links to pūrakau \(stories\)](#) about atua (Māori gods) that you could use in your classroom.