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# NEW ZEALAND MIGRATION

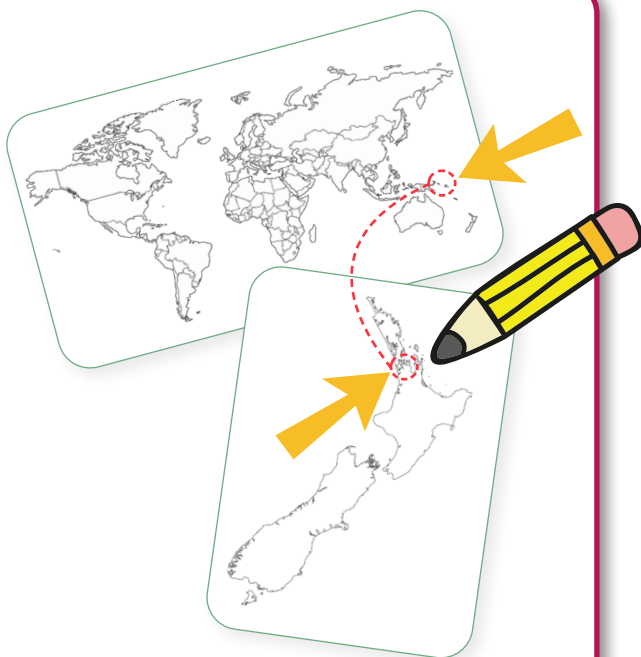
## Philippa Werry

*New Zealand Migration* is a book about the journeys people have made over many generations to reach and make a home in Aotearoa New Zealand. As historian Michael King said, 'In a country inhabited for a mere one thousand years, everybody is an immigrant or a descendant of an immigrant.'

We all have our own family stories of arrival to link us to this land. This book recounts the stories and experience of migration to Aotearoa, beginning with the first Polynesian arrivals. It includes stories of Chinese, Indian, and other Asian communities, Dutch, Italian and other Europeans, 'ten-pound Poms', Pacific communities and the Dawn Raids, refugees and many other migrant groups, some of whom have met barriers or have been marginalised and have tried to remedy injustices associated with immigration policies and practices. These migration stories have shaped the culture and identity of today's Aotearoa New Zealand.

### ACTIVITY 1

- Choose **six stories of migration** from the book.
- **Mark on the map of New Zealand and the map of the world** (see the last page of this resource for template) where these migrants came from and where they settled.



## ACTIVITY 2

**CHOOSE ONE COUNTRY** featured in the book and find out more about it. Look up a map and images in books or online.

- How is the country you've chosen different from New Zealand, and how is it the same?
- What is the population?
- Describe the climate, geography, and favourite sports, foods and festivals.
- Make a list of famous people now and in the past who came from that country, or find out about one person in particular.



## ACTIVITY 3 PAGE 43 YOUR LOCAL COMMUNITY

**MAKE YOUR OWN MAP** of some of the streets or localities in your local community.

- Who, what or where are they named after?
- Appo Hocton's (page 43) descendants asked the city council if a walkway could be named after him. If new streets were being formed in your local area, what or who could they be named after?
- Is there a museum in your local area? Visit it if you can, or try to find out online what collections it has relating to people who have lived in your community.
- Find out how many different nationalities are represented in your school or community.
- Plan a hikoī around your local area, stopping at places that reflect the migrant experience (for example, they might be shops, businesses, churches or street names).



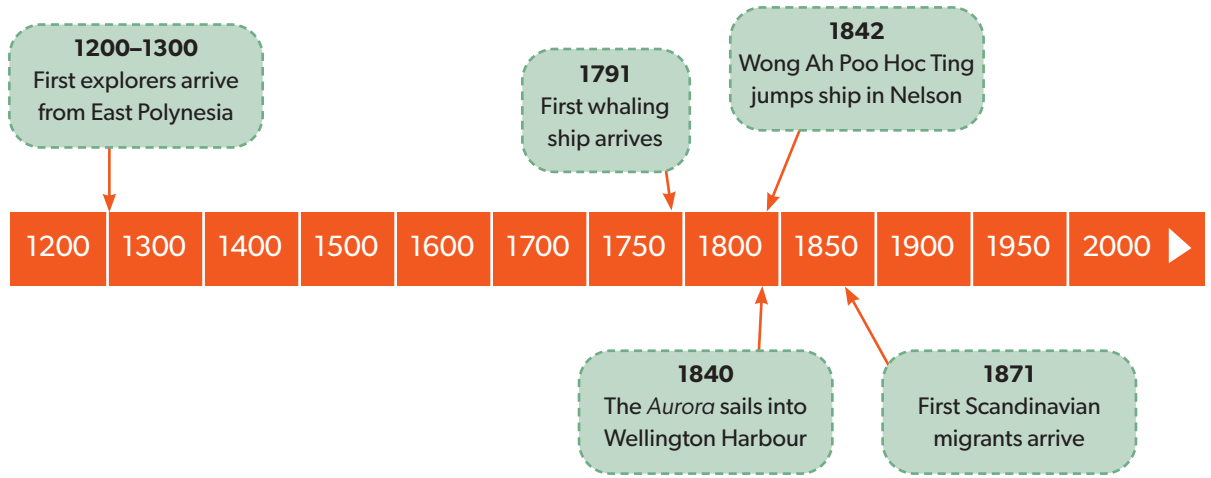
## ACTIVITY 4

Consider **WHY** people moved or migrated from one place to another. What were the **PUSH** and **PULL** factors? Make a list of why you might move from and to a particular country or place.

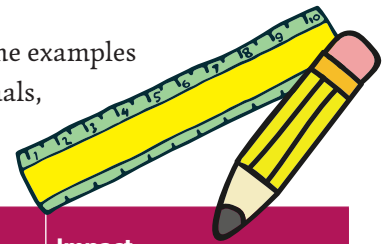


## ACTIVITY 5

Draw a timeline that covers some important moments in New Zealand migration history. You can follow this example:



**HOW** and **WHY** did settlers transform the natural environment? Some examples are burning forests, felling trees, agriculture, introducing plants and animals, gold and coal mining. Copy this table and fill in your answers.



Action	Who	When	Why	Impact
Introducing birds and animals from 'home'	English settlers	1800s	To make their new home feel like their old home	Animals became pests (e.g. rabbits), native birds were wiped out or endangered

## DISCUSSION

### JOURNEYS

- What is the longest journey you have ever been on?
- How far did some of the migrants in the book have to travel, and how long did it take them to get to Aotearoa New Zealand?
- Have you ever been in a situation where you didn't know anyone? How did you make friends? How do you make new people at your school or neighbourhood feel welcome?
- 'Where do you come from?' is a question that migrants (and even people born in Aotearoa) are often asked. What are the implications, unspoken messages and assumptions behind that question?



- The Polish families in *New Zealand Migration* only had a short time to pack some supplies and a few possessions and family treasures.
  - » What are your family treasures?
  - » What are your own, personal treasures?
  - » What would you choose if you could only pack a few belongings?
  - » What would you hate to leave behind?

## CREATIVE INTERPRETATION

A good way to foster empathy with people in the past is to use our **IMAGINATION**. The following activities require you to use your imagination to help you draw out a deeper understanding of life as a new migrant.

### POEM

Read this poem by Honor Forbes that was published in *Toitoti* (<https://www.toitoti.nz/story/leaving-colombia>) and **write your own poem or prose piece** about change. It doesn't have to be about leaving a country for a new one; it could be about any time when something changed and what that change felt like.

### EVENT PLANNING

21 March is Race Relations Day, 20 June is World Refugee Day and 18 December is International Migrants Day.

**Find out more** about one of those days and create an event or something else connected to it. Make a poster, deliver a speech at assembly, hold a food stall — be creative!

### LETTER/ POSTER/DRAWING

Look at *Aroha for Ukraine* to see examples of letters and art that New Zealand children created to welcome Ukrainian refugees, and then write your own letter or draw your own welcome poster: <https://aroha-for-ukraine.partica.co.nz/aroha-for-ukraine/aroha-for-ukraine/flipbook/1/>



Goodbye strong spices, lavish food, unique fruits —  
granadilla, guanabana, guava, lulo, pitahaya.  
Goodbye warm weather  
and the smell of rich, intense coffee beans.  
I'm going to miss you.  
I gather my bags.  
I am ready to be on my way.  
The sun sinks behind the tall, proud mandarin trees.  
I gaze through the stained-glass window.  
I listen to the azulejos and multicoloured tanagers  
composing songs to their hearts' content.  
A soft humming comes from the car engine.  
I am being torn away from my homeland.

By Honor Forbes  
Used with permission



Letter from Jools,  
*Aroha for Ukraine*  
Used with permission

**DEBATE (PAGES 37, 79)**

Does an official government apology make any difference?

The New Zealand Government issued formal apologies to the Chinese community in 2002 and 2023 (see page 37) and to Pasifika communities in 2021 (see page 79) for earlier discriminatory migration practices. Use the newspaper article in the link as background/the starting point for a debate on whether official government apologies are important and/or meaningful/effective. <https://thespinoff.co.nz/books/19-02-2023/sorry-seems-to-be-the-hardest-word-to-hear-in-the-wrong-language>

**RESEARCH**

Use Papers Past and DigitalNZ to search for articles, photographs, audio and video about migration. Use keywords such as migration, immigration, settlers, and combine them with particular nationalities or groups of people and/or placenames in the area where you live.

<https://paperspast.natlib.govt.nz/>

<https://digitalnz.org/>

**FORMAL WRITING**

Learning how to turn lots of different information into one formal essay is an important skill.

**Practise this skill by writing a short essay using the structure described below.**

**Choose one of two topics**

- Write about the importance of migration to New Zealand, either in a particular period of history, or relating to a particular migrant group. Include specific examples from the book.
- Write about how and why new settlers transformed the natural environment when they came to New Zealand. You can find information in the book about this on pages 11, 15–16, 25–31, 32, 36, 44–45.

*Here is a suggested structure to follow when you write your essay:*

- |                     |   |
|---------------------|---|
| <b>Introduction</b> | Briefly outline the topic of the essay and give a short answer to the question (in this case, briefly state how migration was an important part of New Zealand's history in the chosen period, or by the chosen migrant group).             |
| <b>Paragraph 1</b>  | Explain where these migrants came from, where they went and why they migrated. Try to use multiple examples from the text so you can provide a range of reasons. Use specific information like names and dates.                             |
| <b>Paragraph 2</b>  | Explain some of the important consequences/impacts arising from migration. Try to use multiple examples from the text so you can provide a range of impacts. Use specific information when discussing your points.                          |
| <b>Conclusion</b>   | A conclusion sums up your answer to the question without introducing any new material. It would be good to include here a final summary statement as to what were the biggest impacts of migration in this period or by this migrant group. |



## USING THIS RESOURCE IN THE AOTEAROA NEW ZEALAND CLASSROOM

This resource is designed for use in the **Social Sciences** and **History** curricula, in which **Understand**, **Know** and **Do** provide the framing and structure that weave together to provide the best learning experience for students, helping to make the learning relevant to their own lives. In the history curriculum, these are presented as:

### UNDERSTAND

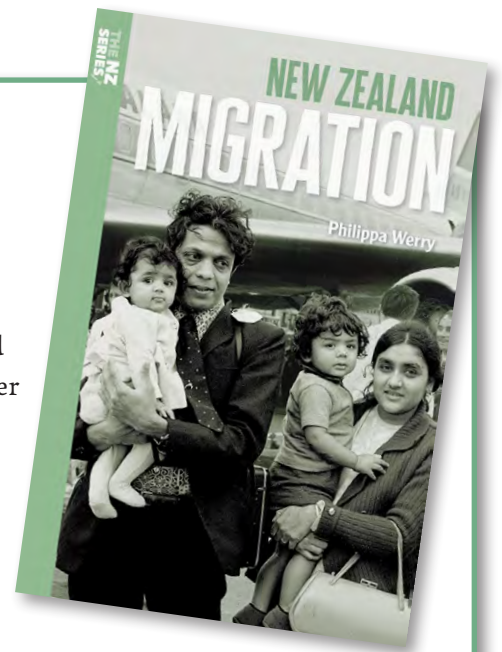
The big, enduring, overarching ideas about Aotearoa New Zealand's history.

### KNOW

The contexts for exploring the big ideas. These may be national, rohe, and/or local events, stories or even people. Using these contexts will help students to acquire knowledge and gain understanding.

### DO

Thinking critically about the past, learning how to source reliable information and interpret stories and ideas, and developing a wider perspective on historical issues.



In the history curriculum, there are four broad themes or big ideas. The topic of migration falls mostly under the second idea: **Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years**. It also intersects to some extent with the other three ideas, for example No. 3, **the use of power, especially relating to legislation and immigration policy, and how these have sometimes led to exclusion and injustice** and No. 4, **connections between what happens here and overseas**.  
<https://aotearoahistories.education.govt.nz/about/content-structure>

See also under **Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years: The settlement of Aotearoa New Zealand has contributed to an increasingly diverse population, with many languages and cultures now part of its fabric**. Colonisation began as part of a worldwide Imperial project. It has been a complex, contested process, experienced and negotiated differently in different parts of Aotearoa New Zealand over time. Aotearoa New Zealand has also colonised parts of the Pacific. <https://aotearoahistories.education.govt.nz/content-overview>

### SOME STARTING POINTS FOR TEACHERS

- Don't make assumptions about your students, especially about their ethnic identity or family situation.
- Acknowledge emotions. For some students this might be a difficult or challenging topic. They might not know any family history, and/or might come from a fractured or complicated family background. There might be upsetting things in their family's past. Their own migration story might be upsetting.
- Some families may not want to answer questions about family history for the reasons above, or because they are embarrassed or ashamed that they don't know more about it.

- Try to ensure that no children are left out by creating an alternative to asking family members for information (and make sure this isn't seen as a lesser alternative). For example, could your school identify 'local heroes' who would be willing to act as a go-to for such enquiries? You might be able to find them through a local library or museum, marae, cultural or community organisations or local history groups.
- Note that some of this material may be confronting or difficult for students who may already feel less than confident about their cultural identity.
- Learning these stories may help and empower young readers to resist and push back against racism and discrimination by giving them knowledge and examples to follow.

### USEFUL WEBSITES

Te Ara: History of immigration <https://teara.govt.nz/en/history-of-immigration>

Te Kupenga: images and stories from the Alexander Turnbull Library <https://natlib.govt.nz/schools/teaching-and-learning-resources/te-kupenga-stories-of-aotearoa-nz>

Immigration chronology: selected events 1840–2008 (Parliamentary research paper) <https://www.parliament.nz/en/pb/research-papers/document/00PLSocRPO8011/immigration-chronology-selected-events-1840-2008>

### EXTRA READING

Jansen, Adrienne and Grant, Liz, *Migrant Journeys: New Zealand Taxi Drivers Tell Their Stories*. Bridget Williams Books, 2015.

Jansen, Adrienne and others (eds), *More of Us*. Landing Press, 2019.

Mallon, Sean, Uafa, Mahina-Tuai, Kolokesa and Salesa, Damon (eds), *Tangata o le Moana: New Zealand and the People of the Pacific*. Te Papa Press, 2012.

Manterys, Adam (ed.), *New Zealand's First Refugees: Pahiatua's Polish children*. Polish Children's Reunion Committee, 2004. <http://nzetc.victoria.ac.nz/tm/scholarly/tei-PolFirs.html>

Unka, Vasanti (ed.), *With a Suitcase of Saris: From India to Aotearoa — Stories of Pioneer Indian Women*. My Sunroom, 2016.

Young, Niborom, *I Tried Not to Cry: The Journeys of Ten Cambodian Refugee Women*. Steele Roberts, 2015.

### WATCH AND LISTEN

*He Whenua Rangatira. A Māori Land*. Shows the history of Māori arrivals from 1200 and European arrivals from 1642 (He Tohu). <https://www.youtube.com/watch?v=8wozjqA3hUI>

*Immigrant Journeys* website and podcasts: <https://immigrantjourneys.org.nz/>

Listen to one of the episodes from <https://www.rnz.co.nz/programmes/conversations-with-my-immigrant-parents>. Describe what things stood out for you. How are their lives different from or similar to your life and your parents' or family's lives?

Choose an episode of The Aotearoa History Show that relates to migration: <https://www.rnz.co.nz/programmes/the-aotearoa-history-show>

Watch one of the episodes of *An immigrant nation*: <https://www.nzonscreen.com/title/new-zealand-an-immigrant-nation-1995/series>

Watch an episode of *Passengers*: <https://www.tvnz.co.nz/shows/passengers>

Watch the documentary *The changing face of the New Zealand dairy* <https://www.nzonscreen.com/title/changing-face-of-the-nz-dairy-2020>

Watch the short film *800 lunches*: <https://someday.co.nz/films/800-lunches-2/>

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## ACTIVITY 1 RESOURCES



**WORLD MAP**



**NEW ZEALAND MAP**