

REWI ALLEY:

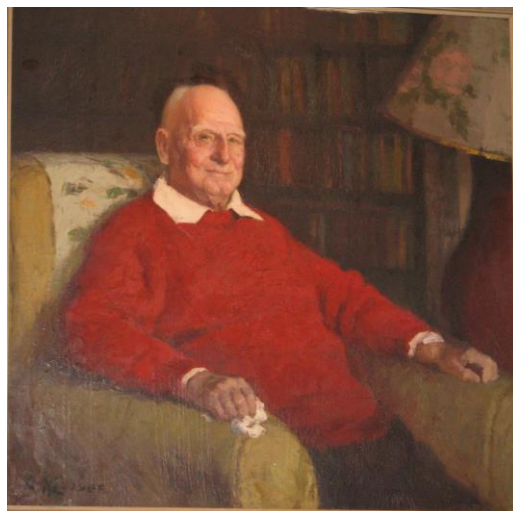
An extraordinary ordinary New Zealander

Level 5 Social Studies

Unit of Learning

Overview

This resource introduces social studies teachers and students to Rewi Alley's contribution to China through the social inquiry process. It is envisaged that the teaching and learning could be integrated into existing classroom programmes either as a formative or summative task. It introduces students to four key areas of social inquiry: finding out information, exploring values and perspectives, considering decisions and responses, and reflecting and evaluating.



Curriculum achievement objective

Social Studies – Level 5

- Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

Key conceptual understandings

- Rewi Alley's ideas about improving education and working conditions, and his actions, contributed significantly to the lives of many Chinese people.
- Rewi Alley played a significant contribution to strengthening relationships between China and New Zealand.
- People have different perspectives about Rewi Alley's ideas, actions, and the significance of his contribution.

Key concepts

Past ideas and actions, impact, significance

Related concepts

Communism, humanitarianism, social reform, international relations and cooperation

Key Competencies

The focus of learning can support the development of:

- Participating and contributing – through participating in discussions and decision making.
- Thinking – by reflecting on how and why people vary in their perspectives.
- Relating to others – by listening actively, recognising different points of view, sharing ideas and coming to a decision.
- Using language symbols and text – through the analysis of visual representations and text.

Context

In 2009 Rewi Alley was named as one of China's top ten international friends for "making exceptional contributions to the country in the past 60 years". In this social inquiry students will explore the key question:

Does Rewi Alley deserve greater recognition in New Zealand for his work in China?

Social Inquiry Skill	Teaching Ideas
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Finding out information

This process skill requires students to become informed and think critically about Rewi Alley.

- Students will:
- Asks questions
 - Gather information
 - Think critically about the information

Students could find out information about the ideas and actions of Rewi Alley and his impact on the lives of people in China by:

- Conducting a survey of students, teachers and parents about how much they know about Rewi Alley.
- Finding out the important ideas that Rewi Alley had. How did he put these into action? What were the impacts?
- Using google images look at existing memorials to Rewi Alley in China and New Zealand. What do they tell us about his significance? For example the memorial in Springfield, Canterbury.
- Constructing a timeline of key events in 20th century Chinese history and the actions Rewi Alley took .
- Drawing a mind map to show the different ways Rewi Alley continues to be remembered in China. What does this tell us about his significance to China?
- Researching how Rewi Alley’s ideas and actions in China are currently recognised in New Zealand. How does he compare to other famous New Zealanders for example Sir Edmund Hillary?

Reflecting and evaluating

1. How useful were the sources of information?
2. Are the sources of information biased or unreliable?
3. What other information needs to be gathered?
4. What is your opinion so far of Rewi Alley?

Exploring values and perspectives

This process skill requires students to process and think critically about the different perspectives on Rewi Alley.

- Students will:
- Identify a range of viewpoints
 - Explain why the person/organisation thinks this (values)
 - Find out what responses have been taken as a result of people’s values and perspectives

Students explore different viewpoints and values of individuals/organisations about the ideas and actions of Rewi Alley and his impact on the lives of people in China by:

- Annotating the sources of information to identify viewpoints, reasons for these (values), and any resulting responses.
- Completing the following table

Viewpoints	Why (values)	Responses

- Explaining how New Zealand government viewpoints on Rewi Alley changed over time and what values these reflect.
- Using a SOLO compare and contrast map to analyse how individuals/organisations values are in agreement and in conflict.[http://pamhook.com/wiki/HOT SOLO Compare and Contrast Map](http://pamhook.com/wiki/HOT_SOLO_Compare_and_Contract_Map)
- Explaining what motivated Rewi Alley to take his actions in China. What do these quotes reveal about his values?

	<p><i>“I had human principles and I made choices based on these”.</i></p> <p><i>“Don’t believe printed matter about me either good or bad. I am a very ordinary person”.</i></p> <p>Useful sources</p> <p>Chinese Government http://www.stuff.co.nz/world/asia/3142080/Kiwi-named-Chinas-top-10-friend</p> <p>http://christchurch.chineseconsulate.org/eng/zlgxw/t1314900.htm</p> <p>Friends and colleagues of Rewi Alley http://nzchinasociety.org.nz/wp-content/uploads/2010/11/rewi-alley-tribute-lu-wanru.pdf</p> <p>https://paperspast.natlib.govt.nz/newspapers/CHP19410313.2.44?query=rewi%20alley (Edgar Snow)</p> <p>The New Zealand Government http://www.teara.govt.nz/en/biographies/4a10/alley-rewi</p> <p>https://www.odt.co.nz/opinion/rewi-alley-spooks-and-old-communists</p> <p>http://www.nzedge.com/legends/rewi-alley/</p> <p>The New Zealand China Friendship Society http://nzchinasociety.org.nz/rewi-alley/</p>
<p>Reflecting and evaluating:</p>	<ol style="list-style-type: none"> 1. What types of viewpoints are dominant? 2. Whose viewpoints are missing? 3. Why might some viewpoints not have been heard? 4. Why do values change over time?
<p>Considering decisions and responses</p> <p>This process skill requires students to develop and apply criteria to evaluate the significance of Rewi Alley’s ideas and actions.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Develop criteria to determine significance ● Apply criteria to determine the significance of 	<p>Students evaluate the significance of the ideas and actions of Rewi Alley and his impact on the lives of people in China by:</p> <ul style="list-style-type: none"> ● Developing and applying a range of criteria to evaluate the significance of Rewi Alley’s ideas and actions. Significance is a concept that could be determined by: <ul style="list-style-type: none"> - <i>Importance</i>: how important were Rewi Alley’s ideas and actions to people alive at the time and now. - <i>Profundity</i>: how deeply people’s lives were affected at the time. - <i>Quantity</i>: how many lives were affected. - <i>Durability</i>: the length of time people’s lives were affected. - <i>Relevance</i>: the extent to which Rewi Alley’s ideas and actions contributed to an increased understanding of the present - <i>Remembered</i>: by people at the time and since. <p>Source: http://facingthepastshapingthefuture.com/teacher-guidance/teaching-</p>

<p>Rewi Alley</p>	<p>learning-strategies/history/historical-significance/.</p>
<p>Reflecting and evaluating:</p>	<ol style="list-style-type: none"> 1. To which individuals/organisations is Rewi Alley significant? 2. Do the past ideas and actions of Rewi Alley continue to be significant today? 3. Does Rewi Alley deserve greater recognition in New Zealand for his work in China?
<p>Considering decisions and responses</p> <p>Taking social action</p> <p>This process skill requires students to take social action about how Rewi Alley could be given greater recognition in New Zealand for his ideas and actions.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the ways that people are recognised and how decisions are made ● Take social action 	<p>Students carry out social action by:</p> <ul style="list-style-type: none"> ● Working collaboratively to generate possible ways Rewi Alley could be given greater recognition in New Zealand. They should consider whether it is more appropriate at a local, regional or national level. ● Investigating how decisions are made about acknowledging the ideas and actions of New Zealanders in the past, and who makes these decisions. For example, a national holiday would require a change in legislation, whereas a statue would require local body approval. ● Writing to an appropriate organisation to explain: <ul style="list-style-type: none"> <input type="checkbox"/> their idea for how Rewi Alley’s ideas and actions should be recognised <input type="checkbox"/> why Rewi Alley is significant and deserves to be recognised <input type="checkbox"/> the consequences, both positive and negative, of implementing their idea
<p>Reflecting and evaluating</p>	<ul style="list-style-type: none"> ● What do I now know about Rewi Alley? ● What have I learned about how decisions are made about whether to recognise a person’s achievements or not? ● In what ways does the acknowledgement of famous New Zealanders reflect our values? ● Does Rewi Alley deserve greater recognition in New Zealand for his work in China?