**Activity 12: The Forestry Industry**

**Collection Areas:** Mechanics Lane (on the left-hand side)

**Curriculum Links:**

* ***Technology:***Technological Knowledge, Nature of Technology.
* ***Science:*** Living World.
* ***Social Sciences.***

**Topics/Themes:** Forestry, history, science, technology

**Resources Pack:** Questions for Viewing, Guide for Teachers / Helpers

**Time estimation:**10-15mins.

**Goals:**

Students will be able to:

* Recognise and understand the differences in technology between then and now.
* Begin to develop an understanding of the cultural significance of the forest and trees from a Māori perspective.
* Gain knowledge about the environment of the local region pre-colonisation.

**Questions for viewing:**

* Look at the Tōtara tree stump on the wall, how old do you think it is? It is 550 years old. How do we know how old it is? Count the small dark rings, students can have a go at counting them, see how many they can count, start in the middle of the tree and look very closely to see them.
* Take a look at the double-ended hand saw and take turns having a go. How long do you think it would have taken workers to saw through a log that size? What about bigger logs like the Tōtara stump?
* How has the forestry industry changed, what sorts of technology and machinery might be used nowadays?
* After reading the information signs, what sorts of trees were in the Nelson area? Do you know if any of these varieties of trees still exist in the region? Can you identify any of these trees?
* What do you think was the impact (explore both positive and negative impacts) of cutting these trees for Tangata Whenua, European settlers, Native birds and animals, the environment, and the economy? How do you think we can still feel these impacts now?
* What tools did Māori use to cut down trees and carve with?

**Guide for teachers/helpers. What to do at this activity:**

* As a group take a look at the signs and displays in this section. Looking at the information about the local history of what sort of trees were here, students could do a further inquiry (in class) into what these trees are etc. ‘The wood’ used to be a wood (forest)! Could be the start of an inquiry about native forests, flora, and even fauna.
* Note that the sign says there used to be Moa in these forests.
* Note that there was no machinery, cutting trees was all done by hand, no electric saws, horses were used to pull the trees out.
* Get students to think about the result of cutting all those native trees down.
* Look at the Māori perspective and significance of trees and how they cut them using an adze made from Pākohe (Argillite), which is only found in the Nelson and Marlborough region.

**Post-visit activities and inquiry ideas:**

* This exhibition could prompt a science inquiry related to the native flora and fauna of New Zealand and the local natural history of the Nelson area.
* Students can inquire and explore the significance and cultural practices related to ngahere (forest) and rākau (wood/timber) from a Māori perspective.
* Students can learn to identify native plants and trees and inquire into what species still exist in the Nelson region.
* Students can lead a study into Pākohe (Argillite only found in the Nelson/Marlborough region), and understand its significance and influence.