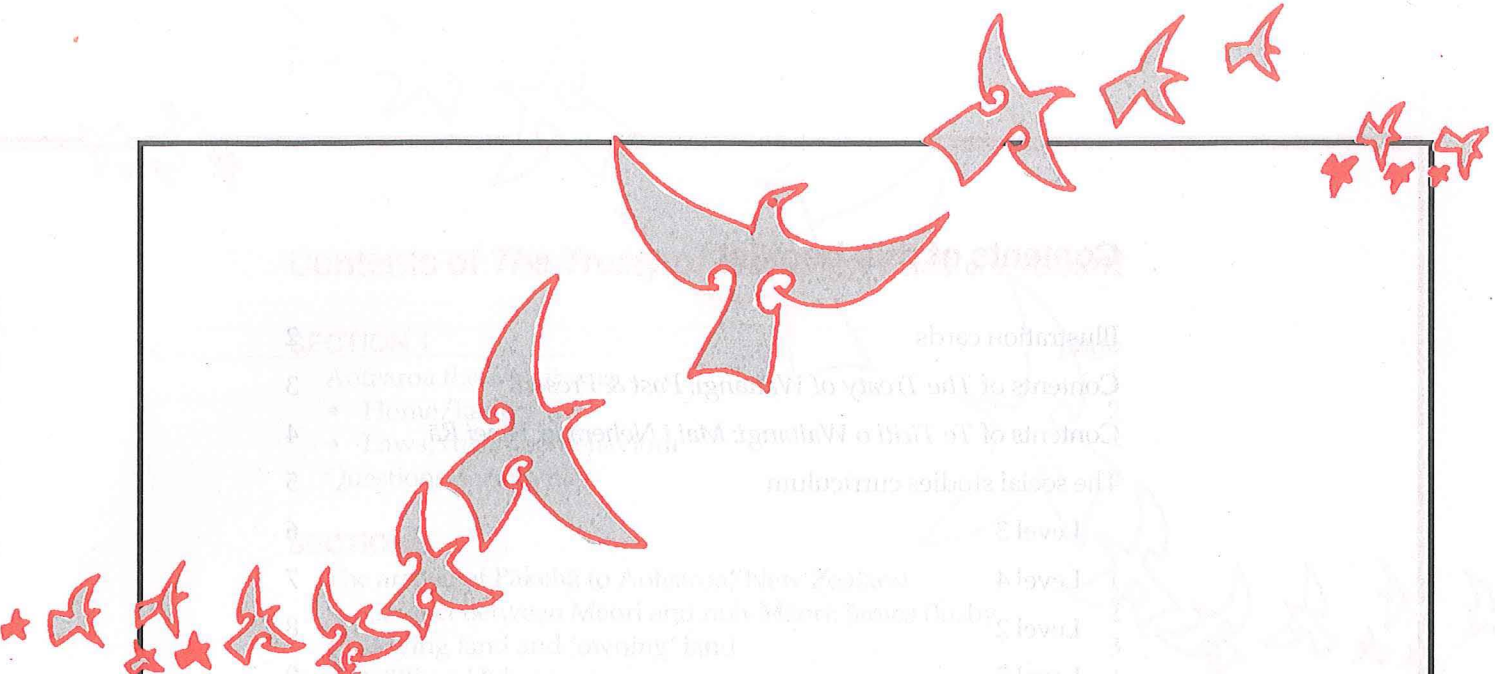




The Treaty of Waitangi

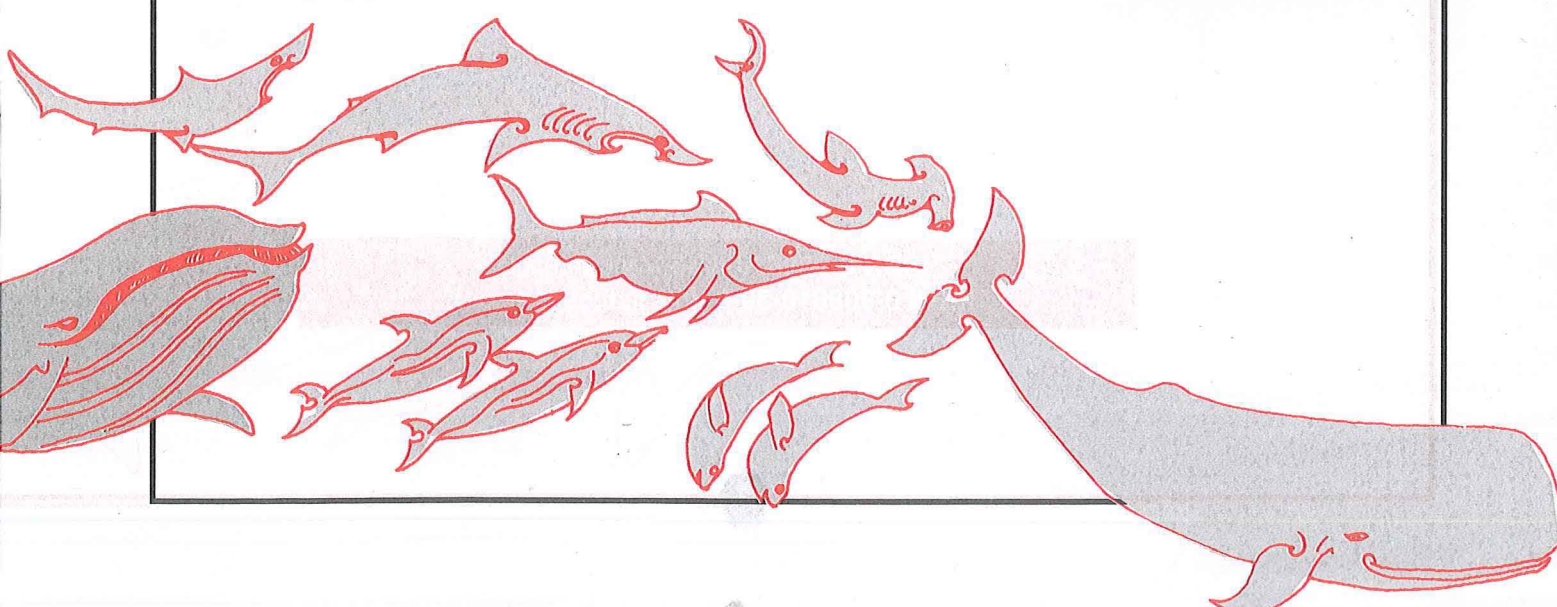
PAST & PRESENT • MAI I NEHERĀ KI TĒNEI RA

TEACHERS' GUIDE



The Treaty of Waitangi
PAST & PRESENT • MAI I NEHERĀ KI TĒNEI RĀ
TEACHERS' GUIDE

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with the support of the Legal Services Board.
1999



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Illustration cards

Eight laminated A4-size illustrations are included in this resource:

- The flag chosen by the Confederation of Māori chiefs at Waitangi, 1834
- The Treaty of Waitangi
- A painting of the signing of the Treaty
- Map of where the Treaty was signed
- Hone Heke with his wife Harriet and Te Ruki Kawiti
- Kuia (wearing raukura feather) at Waiwhetū marae
- Koroua (elder) and mokopuna (grandchild) at Waiwhetū marae
- Kōhanga Reo at Waiwhetū marae

The cards relate to various parts of the resource and teachers can use them in many ways, eg as a focus for group discussion, story-telling, or research.

Further copies

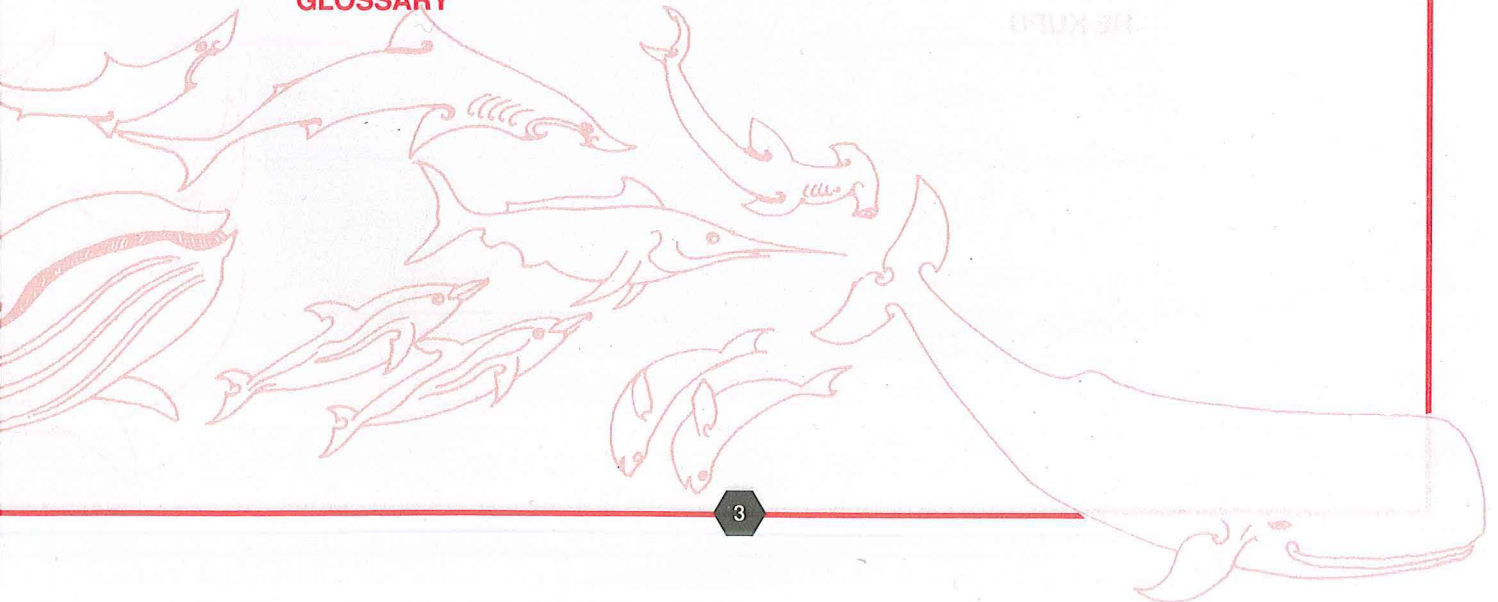
of the resource may be ordered for \$30 (includes GST and p&p) from
PO Box 9321 Wellington • fax (04) 499 0056 • email rwsteele@actrix.gen.nz

ISBN 0-908810-41-5 (resource kit)
ISBN 0-908810-39-3 (this teachers guide)

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GLOSSARY



Contents of *Te Tiriti o Waitangi: Mai i Neherā ki Tēnei Rā*

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Aotearoa i neherā	1
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• Te Hokohoko	3
Ngā Mahi	4
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• Te tūtakitanga o te tangata whenua me tauwi; James Busby	2
• Te hoko whenua me te pupuri whenua	3
• William Hobson	4
Ngā Mahi	5
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• Nga rerekētanga o te Tiriti Māori me te Tiriti Pakehā	3
• Te kōrerorerotanga nui; Te Ruki Kawiti	4
• Hone Heke; Nga raruraru o te reo	5
• Nga wāhine nāna i haina te Tiriti	6
• Rangi Topeora; Henry Williams (II)	7
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Ngā Mahi	9
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• He tauira — Taranaki	1
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Te aronga o te Tiriti ināianei	1
• Te noho tahitanga o ngā iwi e rua	1
• Te Rōpū Whakamana i te Tiriti	2
• Ma te aha e whakatikaia ai ngā hē?	2
• Me whakatau ngātahi	2
Ngā Mahi	3
HE KUPU	

THE SOCIAL STUDIES CURRICULUM

This resource has been designed for standard 3 and standard 4 students. The major emphasis is on achievement objectives at level 3 of the curriculum.

We have also listed where the activities relate to achievement objectives at level 4, for form 1 and 2 students.

For teachers who may want to include achievement objectives at levels 2 or 5 of the curriculum, we have listed which parts of the resource can be used.

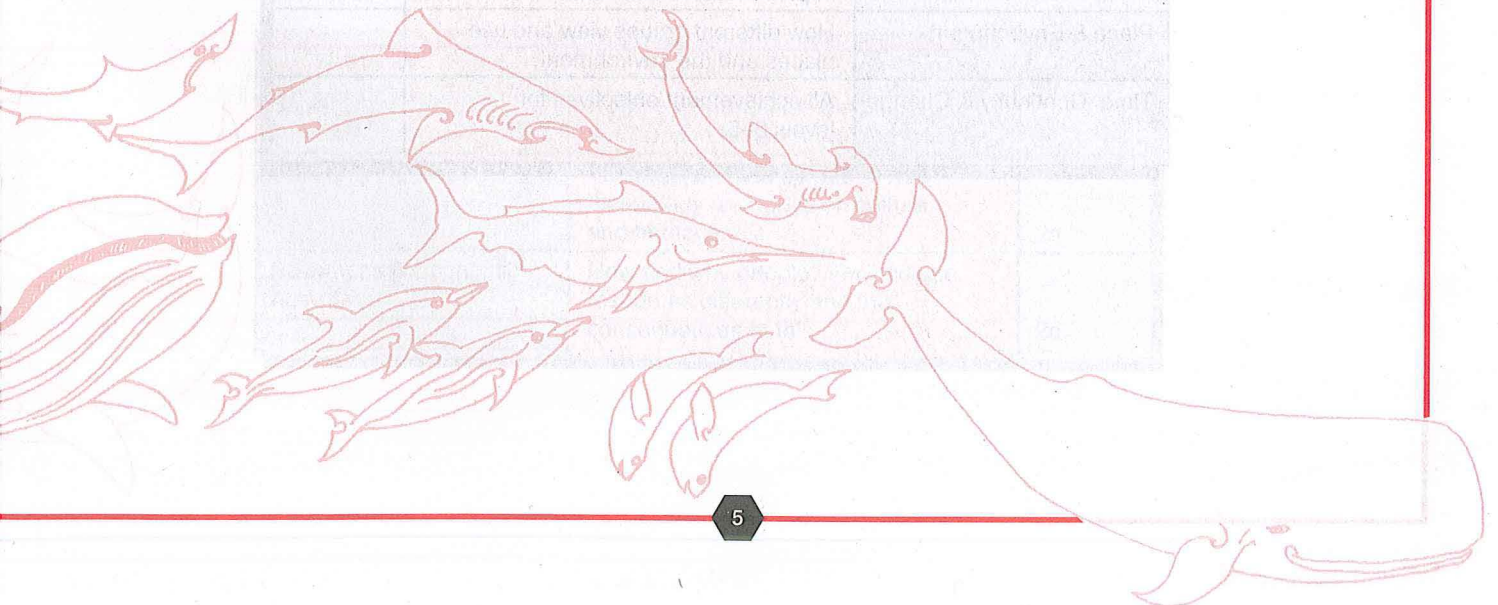
Exercises have not been provided for all parts of the curriculum to which the resource relates.

To fully cover the curriculum achievement objectives that this resource relates to, teachers will need, in some places, to expand on the information provided.

Student's completion of the activities will assist teacher evaluation of the required indicators for *inquiry*, *values exploration* and *social decision making*.

The English Curriculum

The English curriculum can easily be incorporated into a study programme using this resource. Many of the teaching and learning examples in the English curriculum can be used.



Section 3

Strand	Achievement objectives	Activities
Social Organisation	How people organise themselves in response to challenge and crisis.	3d
	How and why people exercise their rights and meet their responsibilities.	3a, 3d

Section 4

Strand	Achievement objectives	Activities
Social Organisation	How people organise themselves in response to challenge and crisis.	4a
	How and why people exercise their rights and meet their responsibilities.	4a
Time, Continuity & Change	Causes and effects of events that have shaped the lives of a group of people.	4a, 4d

Section 5

Strand	Achievement objectives	Activities
Time, Continuity & Change	Causes and effects of events that have shaped the lives of a group of people.	5a

LEVEL 2 OF THE SOCIAL STUDIES CURRICULUM

Section 1

Strand	Achievement objectives	Activities
Culture & Heritage	Ways in which communities reflect the cultures and heritages of their people.	
Social Organisation	How and why groups are organised within communities and societies. How participation within groups involves both responsibilities and rights.	1b

Section 2

Strand	Achievement objectives	Activities
Culture & Heritage	How people interact within their cultural groups and with other cultural groups.	2b

Section 3

Strand	Achievement objectives	Activities
Social Organisation	How participation within groups involves both responsibilities and rights.	3a

Section 4

Strand	Achievement objectives	Activities
Time, Continuity & Change	How past events change aspects of the lives of communities.	4d
	How and why the past is important to people.	4d

Section 5

Strand	Achievement objectives	Activities
Social Organisation	How and why are groups organised within communities and societies.	5a
	How participation within groups involves both responsibilities and rights.	5b, 5c
Time, Continuity & Change	How past events change aspects of the lives of communities.	5a
	How and why the past is important to people.	5a

LEVEL 5 OF THE SOCIAL STUDIES CURRICULUM

Section 1

Strand	Achievement objectives	Activities
Social Organisation	How and why people seek to gain and maintain social justice and human rights.	1b

Section 2

Strand	Achievement objectives	Activities
Place & Environment	Why people move between places and the consequences of this for the people and the places.	2a

FURTHER RESOURCES — AN ANNOTATED LIST

GENERAL

Useful for more than one section of the resource

Arbury, Jacquelyn. *Exploring time: A history of New Zealand for children*. 32 Finch Street, Auckland, 1993. Includes Parihaka, Hone Heke, Captain Cook, the Treaty, the New Zealand wars.

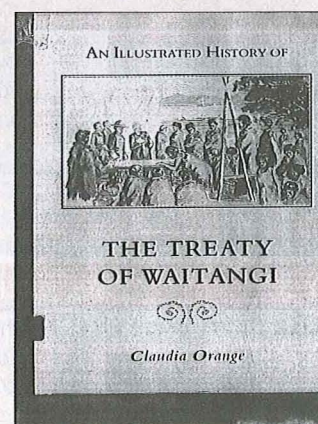
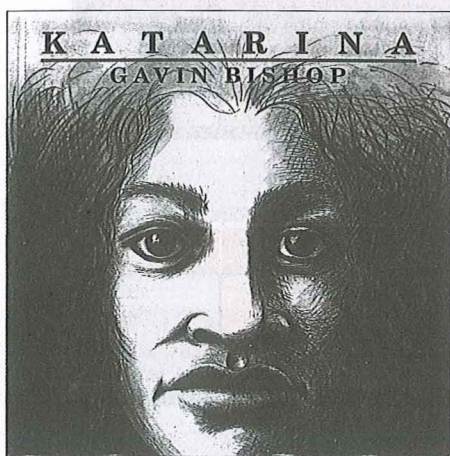
Belich, James. *Making peoples: A history of the New Zealanders from Polynesian settlement to the end of the nineteenth century*. Auckland: Penguin, 1996. Excellent reading for teachers.

Belonging here Toi taketake: a resource kit for studies of culture and heritage in schools for 1990 and beyond. Wellington: New Zealand 1990 Commission in association with Shearwater Associates, 1990. Includes booklets, posters, illustrations.

Bishop, Gavin. *Katarina*. Auckland: Black Cat Books, Random Century New Zealand, 1990. A good picture book story useful for section 2 and 4 of the resource. Based on the life of the author's great-aunt, Katarina McKay.

Dictionary of New Zealand Biography: Volume one 1769–1869. Wellington: Allen & Unwin, Department of Internal Affairs, 1990. For students and teachers who want to read more about the people who feature in the resource. Volume two 1870–1900, volume three 1901–1920 and *The people of many peaks* (the Māori biographies from volume 1), would be useful for extra activities for able students.

Ell, Gordon. *Shadows on the land: Signs from the Māori past*. Auckland: Bush Press, 1985. Text not suitable for most students, but excellent photos of present day signs of the past, eg, kumara pits and house terraces on One Tree Hill in Auckland.



Gossage, Peter. *New Zealand: A history in pictures*. Auckland: (Puffin) Penguin, 1997. New Zealand from Gondwanaland until now. Good coverage of early contact years. Great illustrations.

Kia Mataara Series. Tamaki Makau Rau, Kia Mohio kia Marama Trust, 1989. This series is written in English. It is mainly in comic strip form. It covers many areas concerning the Treaty and Māori values.

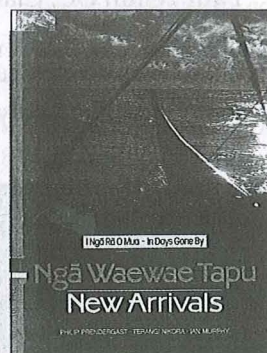
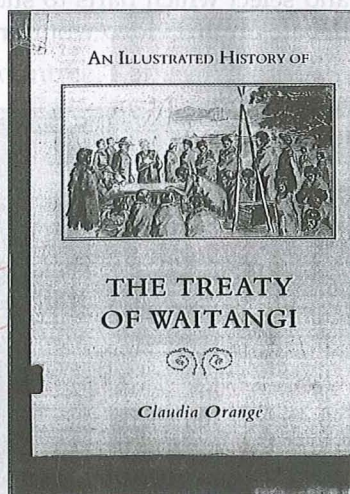
King, Michael. *New Zealanders at war*. Auckland: Heinemann, 1981. Chapter 2 — Tribal wars. Chapter 3 — New Zealand wars. Good text for able readers, good illustrations for all students.

Madden, Donna. *Te Tiriti o Waitangi: Social studies and language: forms 1, 2 and 3*. Nelson: Nelson Teaching Resource Centre, 1989. Useful activities for sections 2 and 3. Incorporates te reo Māori. Stated outcome: "Deepening the understanding between Māori and Pākehā".

Maniapoto Jackson, Moana. *Treaty*. Auckland: Tangata. 1996. CD and tape. Moana and the Moahunters. Songs and music about the Treaty of Waitangi.

Naumann, Ruth; Harrison, Lyn; Winiata, Te Kaponga. *Te mana o te Tiriti: The living Treaty*. Auckland: New House Publishers, 1990. Includes Busby, the first flag (Declaration of Independence), the Alligator affair, the signing of the Treaty, Hone Heke, the Māori King movement, Parihaka, myths about the Treaty, a map showing land confiscated 1863–1867, a diagram explaining what the Treaty means today. A very good resource.

New Zealand Historical Atlas: Ko Papatuanuku e takoto nei. Edited by Malcolm McKinnon. Wellington: Bateman, Department of Internal Affairs, 1997. An excellent resource.



Orange, Claudia. *An illustrated history of the Treaty of Waitangi*. Wellington: Allen & Unwin, 1990. Further information for teachers. Illustrations useful for students.

Orange, Claudia. *The story of a Treaty*. Wellington: Allen & Unwin, 1989. Further information for students.

Prendergast, Philip; Nikora, Terangi; Murphy, Ian. *Nga waewae tapu: New arrivals*. Auckland: New House Publishers, 1990. Useful for sections 1 and 2. Includes exercises. Bilingual.

Stenson, Marcia and Williams, Tu. *The Treaty of Waitangi*. Auckland: Longman Paul, 1990. A school resource with text and activities.

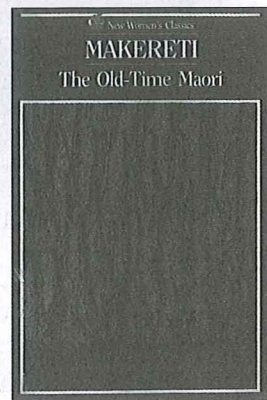
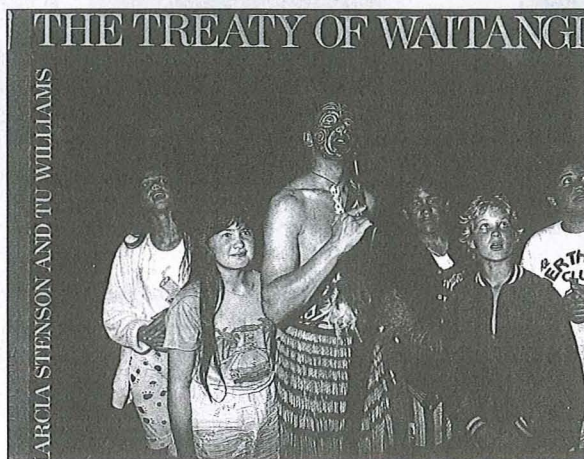
The Treaty of Waitangi: The symbol of our life together as a nation. Wellington: New Zealand 1990 Commission, 1989. A reprint of the New Zealand 1990 Commission publication. Free copies available on request from the Department of Internal Affairs.

Wiremu, Graham. *The Māoris of New Zealand*. Original peoples series. East Sussex England: Wayland, 1984. From Māori migration through to present day. Good photos and text.

How d'ye do Mr Governor. 1989. 72 minutes. Auckland: TVNZ Enterprises. Video. Explains the meaning of the Treaty and its historical background. Includes:

- Secondary school students' opinions of the Treaty
- Tai Whaanga of Nga Puhī, the first butter manufacturer (1835)
- Patuone's timber trade and ship building business
- The land march
- Concept of land and selling it
- Declaration of Independence
- The establishment of a parliament, made up entirely of settlers
- A panel including Chief Judge Durie of the Waitangi Tribunal, Paul Temm QC, Claudia Orange and Dame Mira Szazy.

Suggest teachers watch the video and select which parts to show students. The audience and panel debate on this video would not be understood by many nine and ten year olds.



SECTION 1

Beals, Graeme. *Kurawha of Puketapu Pa*: A 'feeling for' social studies resource about pre-European life in New Zealand. New Plymouth: Beals Publications, 1991. A simple language publication.

Collier, Robyn. *Ko nga tangata no Hawaiiiki*. Whakatane: Māori Publications Unit, University of Waikato School of Education, 1995. Te reo Māori. The arrival of Māori from Hawaiiiki. Useful introduction to the resource.

Insley, Marie. *Kakariki*. School Journals Part 2 No.1, 1988. An old legend retold.

Te kaika: The Māori in 14th Century Otago. 1986. 20 minutes. Dunedin Teachers' College, Audio Visual Centre. Video. Shows traditional methods of bird hunting, catching and processing fish, children's games, harakeke (flax) work. Touches on religious customs concerning food. English and te reo Māori.

Makereti *The old-time Māori*. Auckland: New Women's Press, 1986. First published by Victor Gollancz, London, 1938. Written in an easy style that students could understand and enjoy.

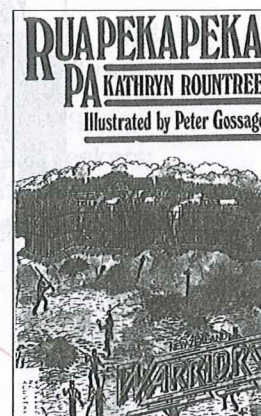
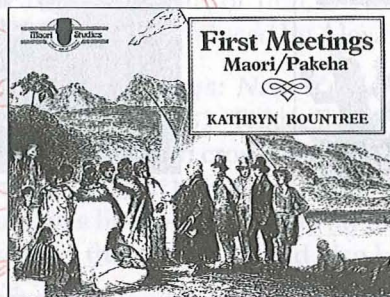
New Zealanders: Māori 200 years ago. Bulletin No. 2, 1990. Wellington: Correspondence School.

Odijk, Pamela. *The Māori*. The ancient world series. Melbourne: Macmillan, 1989. Places Māori internationally and in time.

Rickard, L S. *Historic place names in New Zealand*. Auckland: Minerva, 1968. Pākehā names only. Useful for the place names exercise in section 1.

Robertson, Ailsa. *Patterns of Polynesia: New Zealand*. Auckland: Heinemann Educational Books. 1989. The introduction covers early Māori use of native plants for clothing, etc. Other chapters cover kowhaiwhai, tukutuku, taniko and raranga.

Rountree, Kathryn. *Nga tupuna: Life in Māori communities, 1200–1769*. Auckland: Longman Paul, 1985. Pre-Pākehā life, well written.



SECTION 2

Bawden, Patricia. *The years before Waitangi: A story of early Māori/ European contact in New Zealand*. Auckland: PM Bawden, 1987.

Further reading for teachers, illustrations useful for students.

Discovery. Bulletin No. 1, 1990. Wellington: Correspondence School.

The first European settlers. Bulletin No. 3, 1990. Wellington: Correspondence School.

Mooney, Kay. *War without guns*. School Journals Part 4 No. 3, 1983.

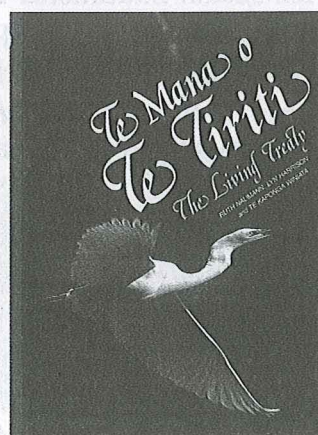
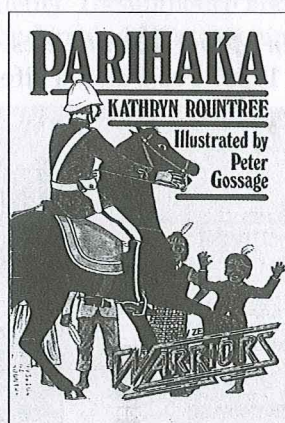
The Arrival of Pākehā to Aotearoa/New Zealand. A good example of the difference between Māori and Pākehā customs and laws. Tells the story of a dispute in the 1870s between a Pākehā storekeeper and a rangatira and his iwi.

Naumann, Ruth *The tauiwi: The later immigrants*. Auckland: New House Publishers, 1990.

Rountree, Kathryn. *First meetings: Māori/Pākehā*. Auckland: Longman Paul, 1985. Covers the period from Abel Tasman landing to the 1830s. Includes activities.

Salmond, Anne. *Two worlds: First meetings between Māori and Europeans*. Auckland: Viking, Penguin Books, 1991. The Introduction titled "Thus appears..." could be read out to the class before the beginning of section 2, The Arrival of Pākehā to Aotearoa/New Zealand. It is an exciting description of Abel Tasman's arrival in 1692.

Woodcock, Peter. *The cultures collide: The contact period of New Zealand History 1769–1846*. Auckland: Macmillan, 1988. A resource for fourth formers, but some sections would be useful, especially chapter 1, when cultures meet.

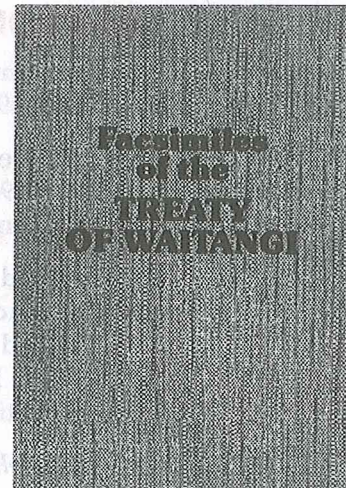


SECTION 3

Facsimiles of the Declaration of Independence and the Treaty of Waitangi. Wellington: Government Printer, 1976. Real-size copies of these documents that will help change the Treaty from a concept to a reality. Try to obtain these, or visit National Archives in Mulgrave Street, Wellington and see the real thing.

The Governor. Episode 1: The reverend traitor. 1977. 91 mins. Lower Hutt: TVNZ. Video. About the Missionary Henry Williams.

Rountree, Kathryn. *Ruapekapeka Pa.* Auckland: Longman Paul, 1986. Covers Hone Heke and Kawiti.



SECTION 4

Ogilvie, Gordon. *An affray at the Wairau.* School Journals Part 4 No. 2, 1996. The story of how the New Zealand Company's bid to claim land in Nelson ended in bloodshed.

Belich, James. *'I shall not die': Titokowaru's war, New Zealand, 1868-9.* Wellington: Allen & Unwin in association with Port Nicholson Press, 1989. Further reading for teachers.

Broughton, Ruka Alan. *Ngaa mahi whakaari a Titokowaru.* Wellington: Victoria University Press, 1993. Written in te reo.

Mooney, Kay. *Gunboats on the Waikato.* School Journals Part 4 No. 2, 1983. Retelling of 1860 events on the Waikato River.

Prickett, Nigel. *Historic Taranaki:* An archaeological guide. Wellington: GP Books, 1990. Very useful for teachers in Taranaki who may wish to identify sites of significance, eg, the battle grounds of Titokowaru and Pākehā forces.

Riseborough, Hazel. *Days of Darkness: Taranaki 1878-1884.* Wellington: Allen & Unwin in association with Port Nicholson Press, 1989. The Parihaka story. For teachers.

Rountree, Kathryn. *Parihaka.* Auckland: Longman Paul, 1986. An excellent resource.

Te Whiti. [An artist's portrait of him, 8 November 1881]. In *The Graphic* 8 April 1882. Reproduced by Alexander Turnbull Library.

Waterman, Steve. *Early days: New Zealand 1840-1920.* Series. Petone: Price Milburn, 1981. Titles: Early houses; Gum seekers; Public transport; Cows and crops; Horses; Bushmen; Blacksmiths; Early roads; Bullocks; At home and away; School. Describes what New Zealand was like for the settlers (at the time Taranaki Māori were fighting for their lives). Could also be used for section 2 of the resource.

SECTION 5

Baxter, James K. *Outside the meeting house*. School Journals Part 3 No. 3, 1989. A slice of life poem. Section 5.

Lee, Deidre. *The Gift from Heart and Hand*. School Journals Part 4 No. 3, 1986. What the Treaty means today. Describes a tapu lifting ceremony for new carvings at a school hall.

Maddonald, Robert. *Māori*. Threatened culture series. East Sussex, England: Wayland, 1993. Produced in consultation with England's Minority Rights Group. Covers recent activity by Māori to have land returned and the Treaty honoured. Good text and illustrations.

Nga Kaiwhakairo. School Journals Part 4 No. 2, 1987. What the Treaty means today. An interview with two teenage boys at Maraeroa Carving School in Porirua.

School Journals Part 3 No. 3, 1990. The whole issue deals with Māori topics — includes Tangaroa and kaimoana, a canoe launching, making piupiu.

