



YEAR 13 HISTORY LESSON PLANS

TOPIC: New Zealand in the 19th Century
PART: Maori/Pakeha Relations (Part A)

There are three parts to this topic:

- Maori/Pakeha Relations
- Economic and Political Change
- Society and Attitudes

Each part consists of one overview question supported by three specific statements of content. Outlined below is the section of the prescription covered by the CD-Rom. It is Part A.

PRESCRIPTION STATEMENT:

How did relations between Maori and Pakeha develop and change in the nineteenth century?

1. Maori-Pakeha contact and interaction before 1840 – social, economic, religious, political
2. The Treaty of Waitangi and its impact – competing Maori and Pakeha perspectives of the Treaty 1840–1900
3. Maori-Pakeha race relations 1845-1900 – wars, land, law, sovereignty and rangatiratanga; political and religious movements

Use of the 'Treaty of Waitangi' CD-Rom

The CD-Rom may be used in a variety of ways such as:

1. As a preview of Part 1 of the prescription – students view on their own
2. As a review of Part 1 of the prescription – students view on their own
3. Using it as the major resource for detailed coverage of statement 2 and brief coverage of statements 1 and 3 from Part 1 outlined in the attached lessons.

NB: The activities already on the CD-Rom are very good and may be used with any of the above approaches

SOME OF THE ACTIVITIES USED ARE ALSO USED IN THE YEAR 9 AND 10 UNIT AND THE FUN ACTIVITIES



LESSON ONE

TOPIC STARTER

This lesson can be omitted if time is short. It is a fun activity which could be used as a homework task if this is the case. The aim is to have a visual representation of aspects of the topic which will be displayed and serve as a reminder when viewed, of where and when events fit.

Equipment required: glue, paper (coloured and plain), magazines, scissors and various craft items

1. Each student is given a numbered card from appendix 1A (laminated and stored in an envelope is best). Teacher can randomly issue, or students can pick a number at random. This is better than allowing the students to view the choices.
2. Each student is to create a picture/illustration/collage to represent what is written on the card. To ensure uniformity and tidy display, use A5 paper in portrait format. Also a 5cm space should be left at the bottom of each sheet for a caption to be written in. Some students will need help here. Completing one for display would be useful.
3. Once finished, the teacher will issue the numbered card from appendix 1B (also laminated).
4. Students will write the matching sentence/phrase in the space at the bottom of their sheet.
5. Attach each picture (in order) to a wall to create a visual representation of the unit which can be referred to throughout the unit.

If the class is small, each student will complete two (or more). For larger classes, sharing tasks is a possibility (pairs), or giving 'spare' students headings to complete or year labels to place in the appropriate places on the wall for the display.

This is what a segment of your visual timeline will look like:

THE TREATY OF WAITANGI – VISUAL TIMELINE

1850				1860			
YEAR PICTURE	YEAR PICTURE	YEAR PICTURE	YEAR PICTURE	YEAR PICTURE	YEAR PICTURE	YEAR PICTURE	YEAR PICTURE
CAPTION	CAPTION	CAPTION	CAPTION	CAPTION	CAPTION	CAPTION	CAPTION



Appendix 1A

VISUAL CLUES			
1 circa 1000AD A canoe	2 1642 A sailor's eye glass	3 1769 A man standing on New Zealand	4 1770s – 1800s A whale, a seal, a tree and a flax bush
5 1814 A pair of glasses	6 1820s and 1830s A cross, a bible and a church	7 1830 1500 people	8 1830 A strong Maori man
9 1831 A French flag	10 1833 A man with no guns	11 1834 A ship with no flag	12 1835 An old document
13 1840 We are one people	14 1843-44 The flagpole is chopped down	15 1843 The town of Nelson in the South Island	16 1852 A man casting a vote
17 1853 A crown	18 1859-60 Nine years	19 1862 A 'For Sale' sign	20 1863 Handcuffs and a jail cell
21 1863 3 million	22 1863-64 War	THE TREATY OF WAITANGI VISUAL CLUES	

**Appendix 1B****MATCHING CAPTIONS**

1 Polynesian explorers arrive on the shores of Aotearoa	2 Abel Tasman sights the new land in the South Pacific	3 Captain James Cook lands in New Zealand	4 Sailors visit NZ to collect oil and skins from whalers & sealers and to harvest trees & flax
5 Samuel Marsden preaches the first sermon in New Zealand	6 Anglican, Wesleyan and Catholic Missionaries arrive	7 The European population of New Zealand reaches 1500	8 Te Rauparaha enters into an agreement with the captain of the ship 'Elizabeth', resulting in a defeat of Ngai Tahu
9 Northern chiefs fear the possible arrival of a French warship, thought to be seeking revenge for the Marion du Fresne incident in 1772	10 James Busby becomes the first British Resident in New Zealand	11 New Zealand has its first official flag, which helped identify her ships	12 The Declaration of Independence is signed
13 The Treaty of Waitangi is signed on 6 February	14 Hone Heke repeatedly chips down the flagpole and attacks Kororareka	15 The Wairau Incident occurred when settlers and Te Rauparaha clashed over land	16 The Constitution Act said that Men who owned 20 acres of freehold land or who leased a certain amount, could vote
17 Te Wherowhero of Waikato was elected as the first Maori King - the start of the King Movement	18 A clash over land resulted in the Taranaki war which lasted for nine years	19 The Native Lands Act started the process of individualising land titles. This would lead to more land sales	20 The Suppression of Rebellion Act allowed the Govt to arrest without trial those accused of being rebels
21 The NZ Settlement Act allowed the Govt to confiscate land off 'rebels' – 3 million acres of land from Waikato was lost	22 Te Wherowhero was declared a rebel – his land was confiscated and troops from Auckland invaded the Waikato	THE TREATY OF WAITANGI MATCHING CAPTIONS	



LESSON TWO

FIRST VISITORS AND CONTACT

This lesson is essentially an overview of the pre-1840 contact period. Greater detail from other resources is needed for complete coverage of the content (eg the Missionaries). In addition, the topic starts in 1800, so some of the material in the first few parts in the CD-Rom is background information only and is not examinable.

1. View the CD-Rom parts about Polynesians, Abel Tasman, James Cook, First Contact and Missionaries
2. Complete the PMI chart (Appendix 2A)
3. Discuss your class findings
4. Complete the missing word exercise (Appendix 2B)
5. Homework task (Appendix 2C)



Appendix 2A

A P.M.I. CHART ABOUT EARLY CONTACT

Complete the chart below after you refer to the appropriate section of the CD-ROM.

Record the following information:

1. P means Plus. What was positive (good) about the contact that occurred at this time?
2. M means Minus. What was negative (bad) about the contact that occurred at this time?
3. I means Interesting. What did you find out that made you think, want to find out more about or was just interesting rather than positive or negative

REMEMBER, AS LONG AS YOU CAN JUSTIFY OR SUPPORT YOUR ANSWERS, THEY ARE APPROPRIATE!

MY THOUGHTS ABOUT THE EARLY CONTACT BETWEEN MAORI AND VISITORS

PLUS	MINUS	INTERESTING
*	*	*
*	*	*
*	*	*
*	*	*
*	*	*



Appendix 2B

Complete the paragraphs below, by selecting the correct words from the list under the task. Each word is used just once.

MAORI AND EUROPEAN OFFER AND RECEIVE GOODS AND SERVICES

When _____ returned to England, there was much interest in their visits to _____. There seemed to be many _____ for _____.

During the 1770s and 1800s, there were four main resources wanted by British _____. Firstly _____ was used to make rope products. New Zealand also provided quality _____ which were large, straight, clean and durable. Lastly sealers and whalers continued to collect oil and skins from _____ and _____.

The increase in shipping meant that a _____ called _____ was established. This town in the Bay of Islands is now called _____. The harbour was often full of _____.

Europeans and Maori _____ goods and _____ and their _____ relationships were generally very good. Most deals were _____ but



occasionally one group took advantage of the other. Overall, during this time tangata whenua and visitors _____ from interaction.

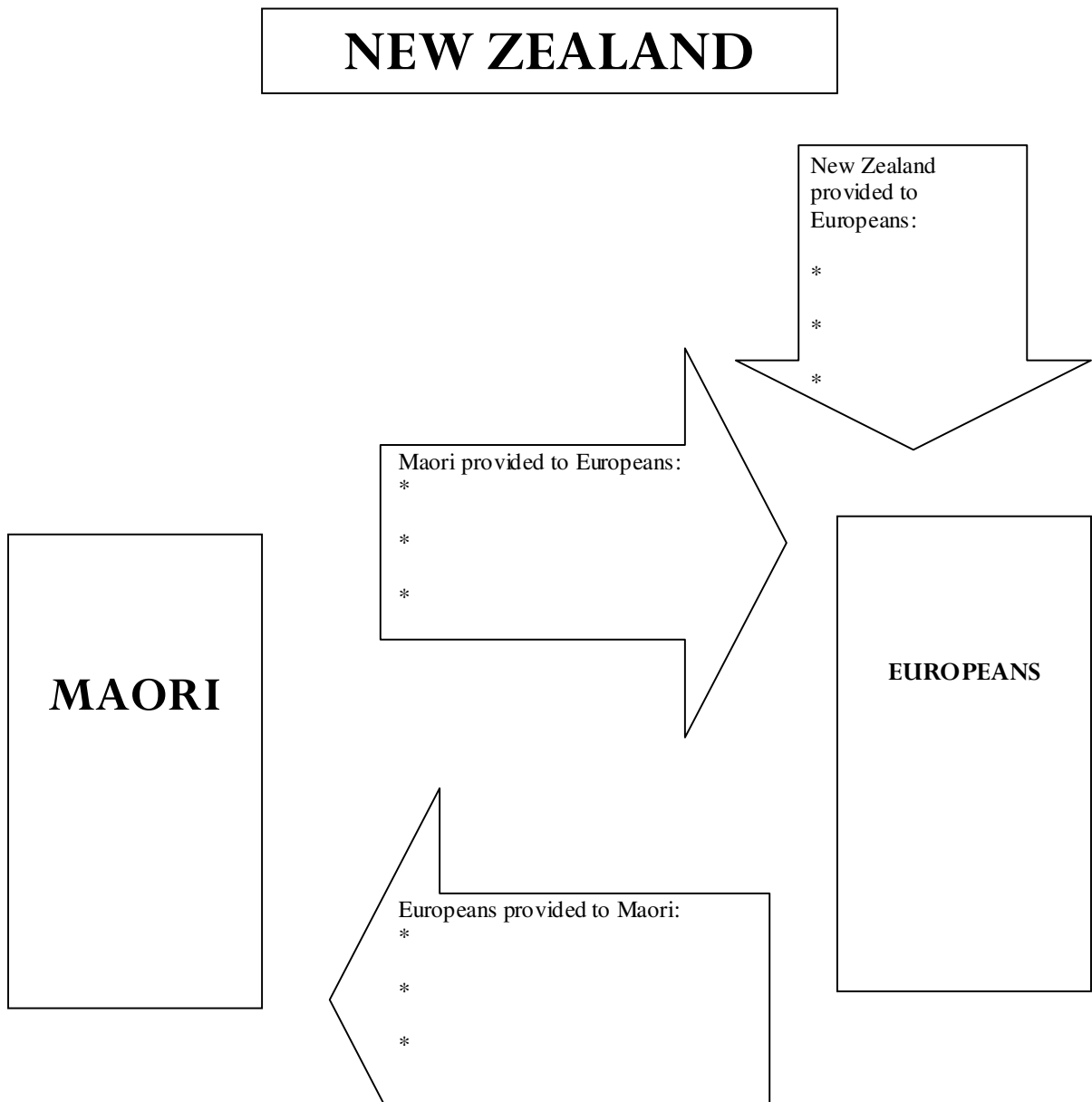
Choose from the following words:

New Zealand	ships	seals
entrepreneurs	benefited	Kororareka
explorers	trees	fair
Russell	four	services
settlement	opportunities	whales
businessmen	traded	flax



Appendix 2C

Use the CD-ROM and your own thoughts to complete this diagram. Think about what goods and services were provided and received.





LESSON THREE

INTRODUCTION TO THE TREATY OF WAITANGI

1. Write on the board the heading 'Treaty of Waitangi'
2. Issue a copy of the KTD chart (Appendix 3A)
3. Students will complete this individually and file for use later in the topic
4. Another approach would be to have students move into pairs or very small groups to discuss the information that they have and to alter their own if necessary
5. Students will view the CD-Rom from 'Period of Exploitation 1770s-1800s' through until Hobson's arrival
6. Write on the board – Why were there calls for greater British intervention in New Zealand by the late 1830s? Students brainstorm ideas and teacher records these on the board
7. Introduce students to the OHT (Appendix 3B). Explain then have them fill in the boxes with relevant information from the CD-Rom

HOMEWORK ACTIVITY

STUDENTS WILL NEED A LESSON PRIOR TO THIS ACTIVITY IN ESSAY WRITING IF THE SKILL HAS NOT BEEN TAUGHT UP TO THIS POINT

Students are to write an essay on the topic:

'Why were there calls for greater British intervention in New Zealand in the late 1830s?'

- Approximately 400 words
- Correct essay format should be used
- The diagram should provide the bulk of the information



Appendix 3A

Complete the table

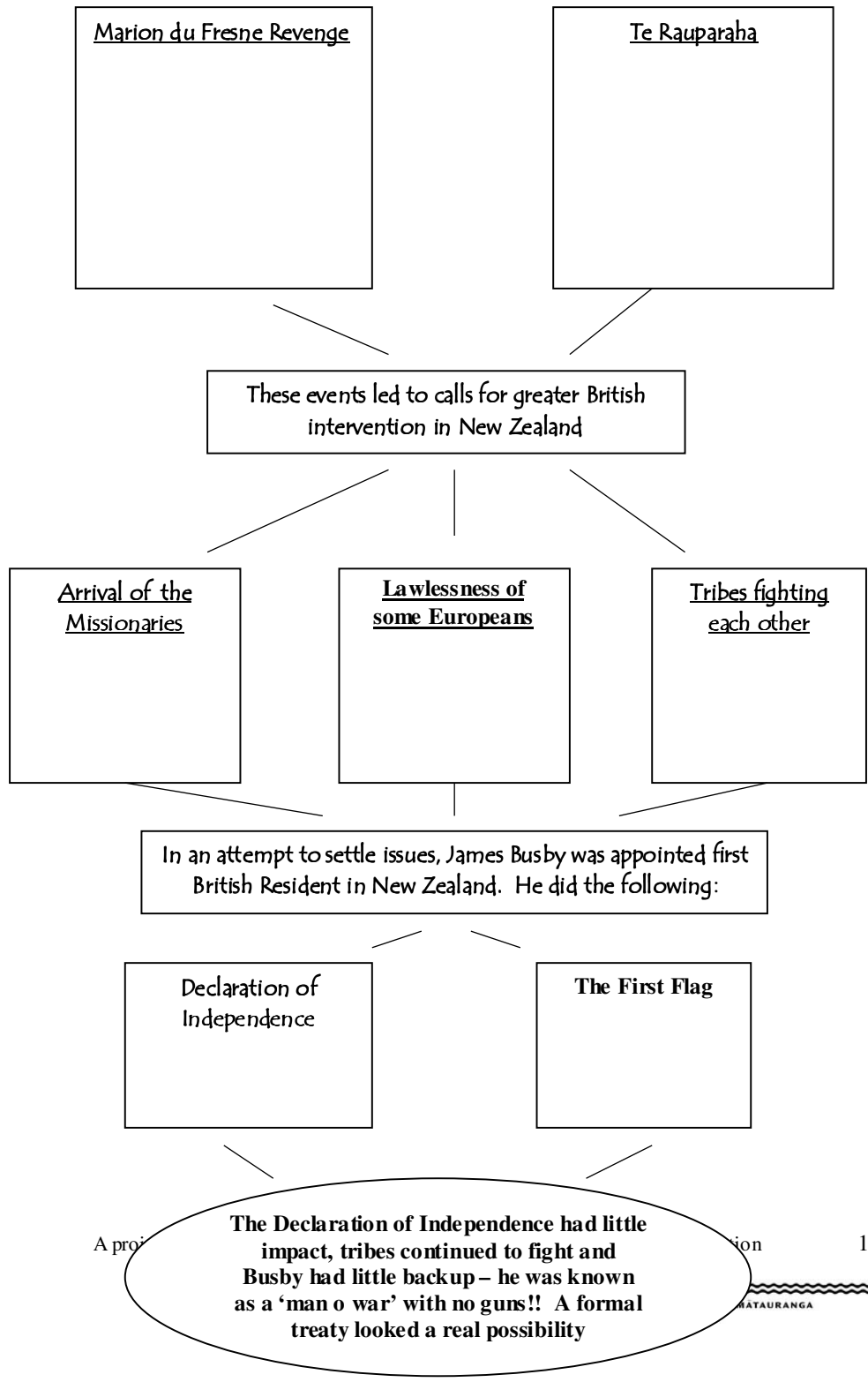
KTD Chart about The Treaty of Waitangi

What I <u>k</u> now about the Treaty of Waitangi	What I <u>t</u> hink I know about the Treaty of Waitangi	What I <u>d</u> o not know about the Treaty of Waitangi
*	*	*
*	*	*
*	*	*
*	*	*
*	*	*
*	*	*



Appendix 3B

WHY WAS BRITISH INTERVENTION REQUESTED?



A proi

tion



LESSON FOUR

COUNTDOWN TO THE TREATY

1. View the CD-Rom from Hobson's arrival through to the signing (leave out the actual Treaty document analyses)
2. Use Appendix 4A to assist students to recall some important information
3. Use Appendix 4B to record the perspectives of individuals towards the Treaty



Appendix 4A

WHAT WERE THE FACTS?

Some of these statements are true and some are false. In your books, write down true for those that are factual. If they are false, write false, then rewrite the statement to make it true.

1. The proposed signing date was 7 February
2. Lord Mountbatten gave Hobson some instructions to assist him in writing the Treaty
3. All major tribes signed the Treaty
4. Copies of the Treaty were taken around the country for signing
5. All Maori who signed the Treaty, signed the Maori version
6. Signatures stopped being collected after a period of about seven months
7. Hone Heke spoke strongly against the signing of the Treaty
8. Henry Williams read out both the Maori and English versions of the Treaty at Waitangi
9. William Colenso expressed his concern about Maori understanding of the Treaty
10. Hobson was appropriately dressed for a formal treaty signing on 6 February 1840
11. The translators of the Treaty were fluent in the language
12. Elizabeth was the Queen of England at the time of the Treaty's signing
13. William Hobson was the first Lieutenant Governor of New Zealand
14. One of Hobson's tasks in New Zealand was to review all land sales that had taken place prior to his arrival



15. The Missionaries were not supporters of the Maori signing the Treaty – the discouraged them

Appendix 4B

PERSPECTIVES OF SOME INDIVIDUALS

From the CD-Rom, who might have said the following: (they are not actual quotations)

Son, I would like you to help me to translate this document from English into Maori

I feel honoured to be able to be at this gathering with you today and to preach the first sermon on New Zealand soil

Governor Hobson, do the Maori really understand what they are about to sign?

On behalf of my people, I give my support for this Treaty and I will be one of the first to sign it. Europeans are already here and we cannot stop them staying

We are one people

Ensure that the 'free and intelligent consent' of the Maori is obtained



LESSON FIVE

ANALYSIS OF THE TWO VERSIONS OF THE TREATY OF WAITANGI

For this lesson, it would be useful to have paper copies of the English version of the Treaty and the English translation of the Maori version for each student. There are many textbooks and publications with both versions included.

1. Students are to view the parts of the CD-ROM related to the two versions of the Treaty
2. Complete the activities on the CD-Rom if appropriate for the level of student in the class
3. The paper copies of the Treaty should be distributed and the differences in between the two identified and discussed.
4. Complete Appendix 5A. The English version of the Treaty and the Maori translation of it have significant differences. From the CD-Rom and any other sources, complete the table by summarising the differences in meaning and possible misunderstanding by some signatories



Appendix 5A

The English version of the Treaty and the Maori translation of it have significant differences. From the CD-Rom and any other sources, complete this table by summarising the differences in meaning and therefore understanding by both parties.

Some of the important phrases are highlighted below:

ARTICLE	ENGLISH VERSION	MAORI VERSION
1	Maori were to cede 'Sovereignty'	Maori were to give up the Governorship (Kawanatanga) of their land
2	Maori have 'possession of their lands..' '..Lands and Estates forests Fisheries.. Pre-emption	Maori have 'chieftainship (rangatiratanga)' of their lands.. '..and all their property (taonga katoa)' Hokonga
3	'..Rights and Privileges of British citizens	'..same rights as those of the people of England'



LESSON SIX

WHY WERE THERE DIFFERENCES IN THE UNDERSTANDINGS BY MAORI AND PAKEHA OF THE TREATY OF WAITANGI?

1. From the information obtained from the CD-Rom already, students should have a good idea of why differences in understanding arose
2. Students are to complete Appendix 6A
3. Go over the sheet to ensure understanding
4. Students will write the plan for an essay.
5. There are two options for the essay. Firstly it might be a homework task or secondly it might be an in class activity for the next period (or a later one) for which time is given for preparation at home. An idea might be that students be allowed to take some notes into the room. Essay writing is an assessed skill in external examinations, so this activity could be completed under test conditions in the time allocated in the examination.

Essay topic:

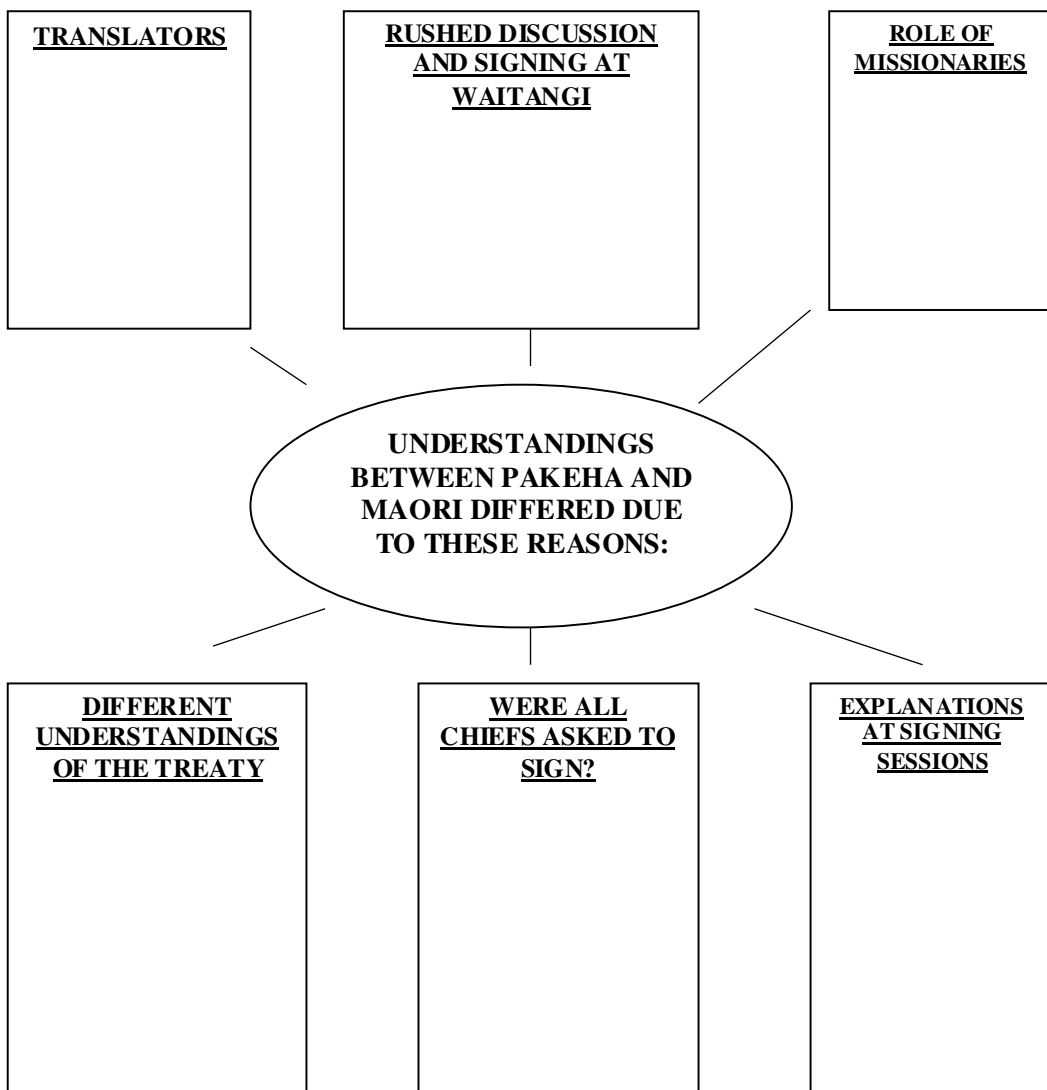
What led to the signing of the Treaty of Waitangi? Why were there differences in the understandings of the Treaty?



Appendix 6A

Two Versions – Two Understandings

Use the CD-Rom to complete this diagram. Clues are given in each box.





LESSON SEVEN

WHAT HAPPENED AFTER THE TREATY WAS SIGNED?

This section of the CD-Rom is relevant to statement 3 of part 1 of the prescription statement. The content is discussed very briefly and is more like a summary of information to be used in preparation for teaching it in more detail using other resources. This activity was used in the Year 10 Social Studies Unit.

1. Students are to copy the paragraph below into their workbooks:

After the Treaty of Waitangi was signed, thousands of settlers came to New Zealand in search of new lives and land. This hunger for land led politicians to pass laws aimed at securing land to meet the demand. As a result Maori lost land and opportunities.

2. Refer to part 18 in the CD-Rom. Complete appendix 7A
3. Refer to part 19 in the CD-Rom. Complete appendix 7B



Appendix 7A

Refer to part 19 of the CD-ROM. Fill in the gaps in the table below:

LAW CHANGES AFTER THE TREATY SIGNING

NAME OF LAW	YEAR	PROVISIONS	EFFECTS ON MAORI
Constitution Act		Only males who owned over 20 acres of land or leased a certain amount could vote	
	1862		Individualised titles meant that land could be sold. It became easier for buyers to purchase land
Suppression of Rebellion Act		The Government could arrest and intern without trial all those accused of being rebels	
	1863		The Act was used to confiscate 3 million acres of land belonging to the Waikato tribe



Appendix 7B

Complete the table below, using part 19 of the CD-ROM (the first is completed for you):

HOW DID MAORI REACT TO THE LAW CHANGES?	
<p>EVENT 1:</p> <p>Where? Bay of Islands When? 1943/44 Who? Hone Heke What happened? Heke believed that the Crown was not honouring the Treaty. He chopped down the flagpole at Waitangi in protest. When it was re-erected, he chopped it down twice more. Heke was the first to sign the Treaty, so this protest was significant.</p>	<p>EVENT 2:</p> <p>Where? When? Who? What happened?</p>
<p>EVENT 3:</p> <p>Where? When? Who? What happened?</p>	<p>EVENT 4:</p> <p>Where? When? Who? What happened?</p>

Copy and complete:

Maori were becoming frustrated as they felt that the _____ was being breached. Many incidents occurred in the 1840s and ___ broke out in the 1860s. Too much land was being lost. In response to this, in 1853 _____ was elected the first Maori _____. This was the start of the King _____.