The Treaty of Waitangi

Past & Present • Mai i Neherā ki Tēnei Ra

Teachers' Guide
Contents of this booklet

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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

# Contents of The Treaty of Waitangi: Past & Present

## SECTION 1

Aotearoa the way it was
- Home/kainga
- Laws, rules and behaviour

Questions & Activities

## SECTION 2

The arrival of Pākehā to Aotearoa/New Zealand
- Contact between Māori and non-Māori; James Busby
- Buying land and ‘owning’ land
- William Hobson

Questions & Activities

## SECTION 3

The signing of the Treaty of Waitangi; Henry Williams (I)
- The Treaty of Waitangi
- What the Treaty said; Difference between the versions
- The great debate; Te Ruki Kawiti
- Hone Heke; Language problems; 6 February 1840
- Women who signed the Treaty
- Rangi Topeora; Henry Williams (II)
- The long journey; Not all rangatira signed the Treaty

Questions & Activities

## SECTION 4

What happened after the Treaty was signed?
- Case study — Taranaki

Questions & Activities

## SECTION 5

What the Treaty means today
- Living side by side
- The Waitangi Tribunal
- How to put right the wrongs
- Making decisions together

Questions & Activities

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

WAHANGA 1

Aotearoa i neherā
• Kainga
• Ko ngā kaupapa taketake, ko ngā tikanga, me te mahi tika
• Te Hokohoko

Ngā Mahi

whārangi
1
2
3
4

WAHANGA 2

Te tāenga mai o ngā Pākehā ki Aotearoa
• Te tūtakitanga o te tangata whenua me tāuiwi; James Busby
• Te hoko whenua me te pupuri whenua
• William Hobson

Ngā Mahi

1
2
3
4
5

WAHANGA 3

Te hainatanga o te Tiriti o Waitangi; Henry Williams (I)
• Te Tiriti o Waitangi
• Nga rerekētanga o te Tiriti Māori me te Tiriti Pākehā
• Te kōreroerotanga nui; Te Ruki Kawiti
• Hone Heke; Nga raruraru o te reo
• Nga wāhine nāna i haina te Tiriti
• Rangi Topeora; Henry Williams (II)
• Te haerenga roa: Te hopu hainatanga i te whenua

Ngā Mahi

1
2
3
4
5
6
7
8
9

WAHANGA 4

He aha ngā ahuatanga i pā mai i muri i te hainatanga?
• He tauira — Taranaki

Ngā Mahi

1
4

WAHANGA 5

Te aronga o te Tiriti ināiane
• Te noho tahitanga o ngā iwi e rua
• Te Rōpū Whakamana i te Tiriti
• Ma te aha e whakahitia ai ngā hē?
• Me whakatau ngātahi

Ngā Mahi

1
1
2
2
2
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

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Organisation</td>
<td>How people organise themselves in response to challenge and crisis. How and why people exercise their rights and meet their responsibilities.</td>
<td>3d, 3a, 3d</td>
</tr>
</tbody>
</table>

### Section 4

<table>
<thead>
<tr>
<th>Strand</th>
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<tbody>
<tr>
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<td>How people organise themselves in response to challenge and crisis. How and why people exercise their rights and meet their responsibilities.</td>
<td>4a, 4c</td>
</tr>
<tr>
<td>Time, Continuity &amp; Change</td>
<td>Causes and effects of events that have shaped the lives of a group of people.</td>
<td>4a, 4d</td>
</tr>
</tbody>
</table>

### Section 5

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time, Continuity &amp; Change</td>
<td>Causes and effects of events that have shaped the lives of a group of people.</td>
<td>5a</td>
</tr>
</tbody>
</table>

### LEVEL 2 OF THE SOCIAL STUDIES CURRICULUM

#### Section 1

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture &amp; Heritage</td>
<td>Ways in which communities reflect the cultures and heritages of their people.</td>
<td></td>
</tr>
<tr>
<td>Social Organisation</td>
<td>How and why groups are organised within communities and societies. How participation within groups involves both responsibilities and rights.</td>
<td>1b</td>
</tr>
</tbody>
</table>

#### Section 2

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture &amp; Heritage</td>
<td>How people interact within their cultural groups and with other cultural groups.</td>
<td>2b</td>
</tr>
</tbody>
</table>
Section 3

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Organisation</td>
<td>How participation within groups involves both responsibilities and rights.</td>
<td>3a</td>
</tr>
</tbody>
</table>

Section 4

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time, Continuity &amp; Change</td>
<td>How past events change aspects of the lives of communities. How and why the past is important to people.</td>
<td>4d</td>
</tr>
</tbody>
</table>

Section 5

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Organisation</td>
<td>How and why are groups organised within communities and societies. How participation within groups involves both responsibilities and rights.</td>
<td>5a, 5c</td>
</tr>
<tr>
<td>Time, Continuity &amp; Change</td>
<td>How past events change aspects of the lives of communities. How and why the past is important to people.</td>
<td>5a</td>
</tr>
</tbody>
</table>

LEVEL 5 OF THE SOCIAL STUDIES CURRICULUM

Section 1

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Organisation</td>
<td>How and why people seek to gain and maintain social justice and human rights.</td>
<td>1b</td>
</tr>
</tbody>
</table>

Section 2

<table>
<thead>
<tr>
<th>Strand</th>
<th>Achievement objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place &amp; Environment</td>
<td>Why people move between places and the consequences of this for the people and the places.</td>
<td>2a</td>
</tr>
</tbody>
</table>
FURTHER RESOURCES — AN ANNOTATED LIST

GENERAL
Useful for more than one section of the resource


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.

*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.


- Secondary school students' opinions of the Treaty
- Tai Whaanga of Nga Puhi, 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


SECTION 2


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.


SECTION 4


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


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