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# THE NEW ZEALAND WARS

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**T**he conflicts that spread over New Zealand from the 1840s to 1880s were the result of competing ideas of who held sovereignty — the right to rule New Zealand. The issue of control over land and resources was also important in several of these conflicts.

The New Zealand Wars had deep and lasting consequences that we still feel today. In many places in the North Island you can still see the remains of fortifications and battlegrounds.

## ACTIVITY 1

- Map the location of each conflict.
- Label with the date, the iwi involved and New Zealand's governor at the time.



**Why do you think these conflicts were only in the North Island?**

*Look up the locations on the web to see what they look like today.*



## ACTIVITY 2

Construct a table like the one below, and for **FIVE** conflicts identify: causes, key events, who was involved, casualties, how it ended, consequences.

Conflict	Causes	Key events	Who was involved?	Casualties	How did it end?	Consequences

Focus on key individuals from the wars —

**Te Kooti, Hone Heke, Titokowaru, Rewi Maniapoto, George Grey, Donald McLean, Duncan Cameron.**

- What motivated these men to go to war?
- What kind of leaders were they?

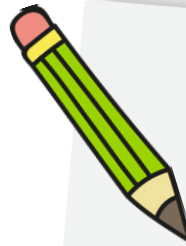
You can read more about them at the *Dictionary of New Zealand Biography* website:

<https://teara.govt.nz/en/biographies>



### RAUPATU — READ PAGE 54

Define **RAUPATU** in your own words, and draw an illustration of it to show your understanding.



Examine the map at <https://teara.govt.nz/en/zoomify/19520/confiscated-land-areas>

- Why did the governor decide to confiscate land from Maori?

**Copy this table and fill it out.** You can find all the information on the map. You may have to zoom in to see.

Location of confiscated land	Acreage
<b>Total</b>	

- Do you think the invasion of the Waikato and Raupatu as punishment was justified?

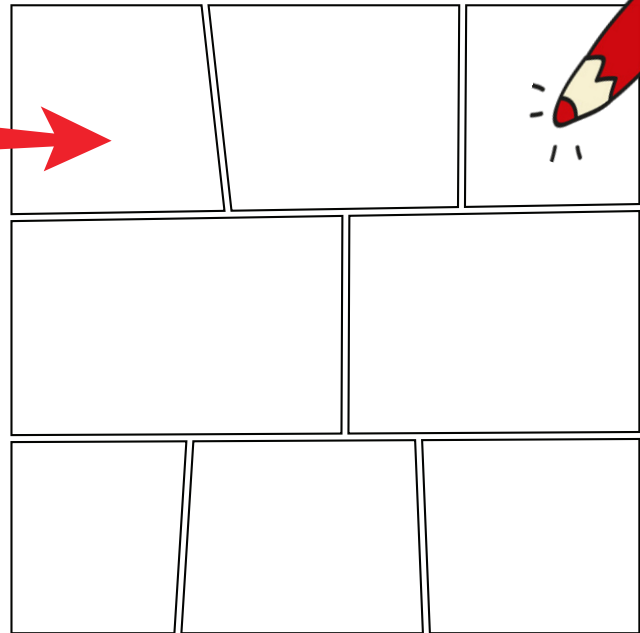
**Discuss with a friend.**



## STORYTELLING AS HISTORY

Often when we simplify information in visual form it helps us focus on the key things we want to communicate.

- Choose one of the wars.  
**Create a minibook** of 8 panels or a **comic strip** that tells the story of the conflict. Include where and when it was, who was involved, why it happened, what happened, and how it ended. Use imagery and simple words to get across the most important information.
- Alternatively, try **writing a short story** aimed at a 10-year-old that helps them learn about one of the wars.

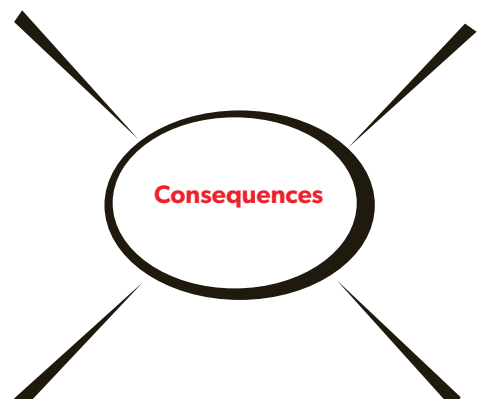
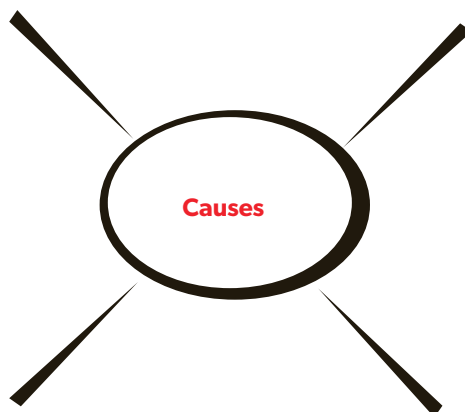
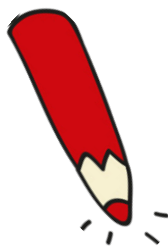


## CAUSE AND CONSEQUENCE

Explaining **CAUSES** and **CONSEQUENCES** is important in history. It helps us understand the HOW of events, and ties to the concept of change and continuity. Another important skill in history is evaluating which factors have greater and lesser significance.

**Evaluation** is simply weighing something up, it involves analysing an event rather than just describing it.

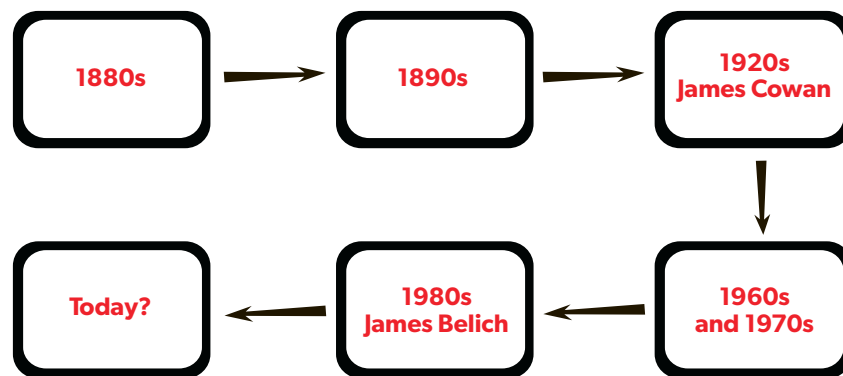
- **Make two diagrams** like those below to help you identify different causes and consequences of either the New Zealand Wars as a whole or one conflict in particular (the table above will be helpful in doing this task).
- When you have done that, decide which cause was the **MOST** important and which one the **LEAST**. Do the same for the consequences. Highlight or annotate your diagrams to show your choices and then justify your choice underneath.



## HISTORIOGRAPHY AND DIFFERENT INTERPRETATIONS

Historians don't always agree about the most important causes or consequences of events. History changes all the time. The past is the past, but history is the story we tell about the past. It changes according to the different ways we put the evidence together. When we view the past through a particular lens, it can change what we see. These lenses are usually a result of the time in which we live, the values we hold (both personally and as a society), and our own personal experiences.

- Historians have held different interpretations about the New Zealand Wars over time. Using the section at the end of this book, **create a flow chart summary** of how the interpretations changed. Research to add depth and detail to your flow chart.



## FORMAL WRITING

Learning how to turn lots of different information into one formal essay is an important skill. **Practise this skill by writing a short essay** on the causes and consequences of either the New Zealand Wars as a whole, or one conflict in particular. Include specific examples.

*Here is a suggested structure to follow:*

- Introduction** Briefly outline the topic of the essay and give a short answer to the question (in this case, briefly state the causes of the New Zealand Wars and list key consequences).
- Paragraph one** Explain a range of causes for these wars. Try to use multiple examples from the accounts so you can provide a range of reasons. Use specific information like names and dates. To push yourself to a higher level, try to assess which cause was the most significant (was it the desire for land?; the need to assert authority?).
- Paragraph two** Explain some of the important consequences/impacts arising from the New Zealand Wars. Try to divide these into long term and short term. Try to use multiple examples so you can provide a range of impacts. Use specific information when discussing your points.
- Conclusion** A conclusion sums up your answer to the question without introducing any new material. It would be good to include here a final summary statement as to what were the most important causes and consequences of the New Zealand Wars.

## USING THIS RESOURCE IN THE AOTEAROA NEW ZEALAND CLASSROOM

This resource is designed for use in the **Social Sciences** curriculum, specifically for years 9–10, but it may be used in senior history classes as well, especially those areas relating to historiography and essay writing.



### UNDERSTAND

The material covered is relevant to all six Big Ideas, covering colonisation and settlement, cultural interaction, use of resources and economy, perspectives and power.

### KNOW

The material fits neatly into the contexts of Culture and Identity/Whakapapa me te whanaungatanga, Government and Organisation/Tino rangatiratanga me te kawanatanga, as well as Economic Activity/Kowhiringa ohaoha me te whai oranga, Place and Environment/turangawaewae me te kaitiakitanga. The stories of the New Zealand Wars delve into issues about sovereignty and colonisation, as well as the way that war is used to assert power. Economic issues are connected via the desire for land and the wealth that it brings. The New Zealand Wars are also an integral part of the Aotearoa New Zealand Histories curriculum.

### DO

The activities in this resource encourage students to think conceptually, explore values and perspectives, and to think critically about the past and how it is interpreted. It is not envisioned that students would necessarily complete every single task in this resource — rather it is left to the teacher to decide how best their akonga learn, giving flexibility to be used in a range of ways and for a range of purposes.

