



**PUBLISHED BY  
ORATIA BOOKS**

**ISBN: 978-0-947506-90-2**



# FIRST ENCOUNTERS

## NEW ZEALAND 1642-1840

**Edited by Gordon Eil and Sarah Eil**

**E**uropeans had no idea what they would find when they first set eyes on Aotearoa. The records they kept of their encounters with this new land and its Māori inhabitants reveal stories of great wonder, curiosity, misunderstanding and adventure.

### FIRST CONTACTS (PAGES 8-22)

**Imagine** you were encountering a new culture.

- What impression of you would you want the people to have?
- What obstacles would you both face in communicating?
- What skills or personality traits would be most useful in this situation?

**Compare** Joseph Banks' and Abel Tasman's experiences.

- What happens in each encounter?
- Why do you think things went wrong?
- How did each group resolve it?
- What can we learn from these accounts about how early explorers viewed Māori?
- What do you think Māori thought about these explorers?



Jacob Gerritsz, 1594-1651?, PIC 126 NK3, National Library of Australia

Abel Tasman and his family



Rex Nan Kivell Collection, NK1626, National Library of Australia

Captain James Cook



**Tasman** came to New Zealand in 1642, **Captain Cook** came to New Zealand in 1769. New Zealand was not settled by the British until the early 1800s, and Te Tiriti o Waitangi/The Treaty of Waitangi was not signed until 1840.

**Why do you think there was such a delay?**

## MOEHANGA (PAGE 22)

**Moehanga** (Te Mahanga of Ngāpuhi) became the first recorded Māori visitor when he landed in England in 1806. Why did he want to go there? What things does the writer note are most interesting or surprising to Moehanga?

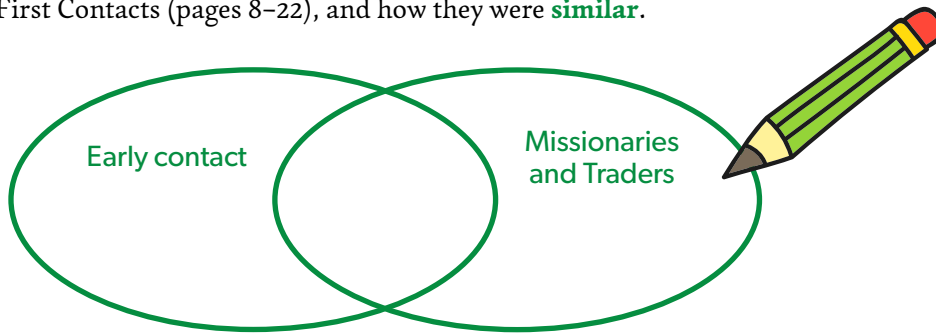
How does the writer view Moehanga? How would we view him today?

How might an account written by Moehanga/Te Mahanga have differed from the account you have read?

## MISSIONARIES AND TRADERS (PAGES 30-40)

What did the early settlers want from New Zealand? From Māori?

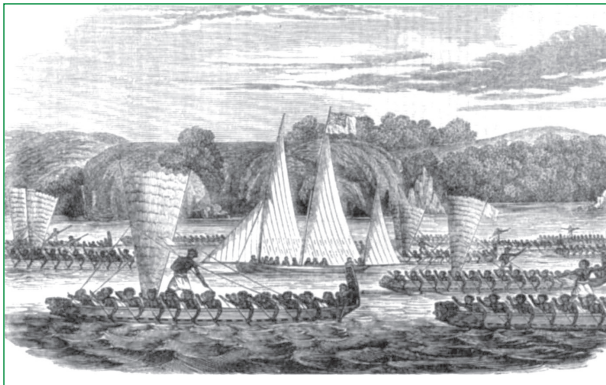
**Draw a Venn diagram** to show how their interactions with Māori **differed** from those of the accounts in First Contacts (pages 8-22), and how they were **similar**.



Are the accounts mostly similar or different? Why do you think that is?

Examine the pictures from pages 41 (lower) and 45. What can these pictures tell us about missionaries in New Zealand?

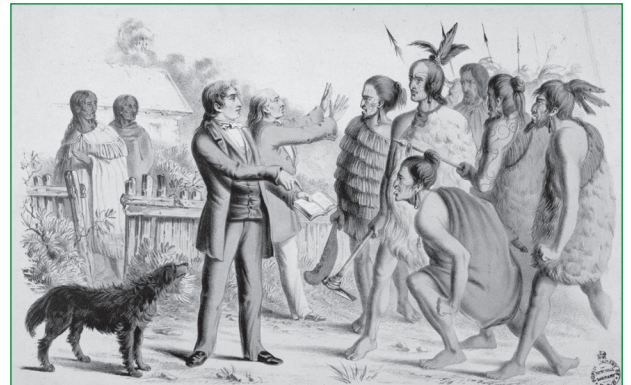
page 41



*In January 1832 Williams and William Fairburn joined a taua (war party) in an effort to prevent Ngāpuhi from attacking Ngāi Te Rangī of Tauranga. Williams and Fairburn are in the vessel at the centre of the image.*

PUBL-0031-1835-1, Alexander Turnbull Library

page 45

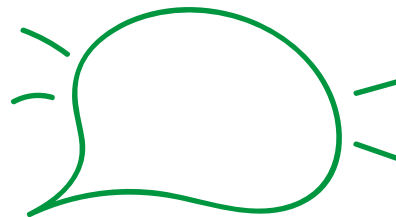


*Henry and his brother William Williams portrayed calming hostile Māori by reading extracts from the Bible in te reo.*

PUBL-0151-2-013, Alexander Turnbull Library

## DISCUSSION

### LIFE AMONG MĀORI (PAGES 65-76)



What can we learn from these accounts of the different kinds of interactions that occurred between Māori and Pākehā?

These accounts are only one side of the story — what might have been some Māori perspectives on this phase of early contact?

## STRANGE JOURNEYS (PAGES 85–99)

What must it have felt like to explore a new place?

Where would you most like to explore and why?

**Examine** the pictures on pages 86, 89, 96, 101.

For each picture:

**IDENTIFY** What can you see in the picture?

**DESCRIBE** What is happening?

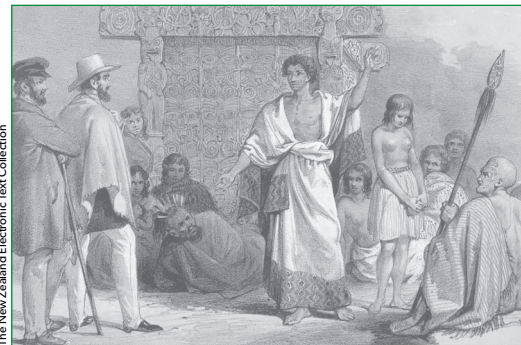
**ANALYSE** What does the picture tell us about early contact in New Zealand?  
What does it not tell us?

page 86



A-075-017, Alexander Turnbull Library

page 96



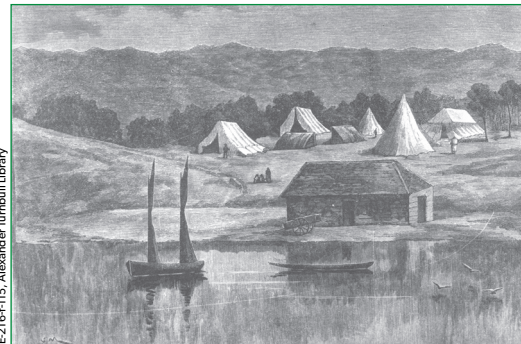
The New Zealand Electronic Text Collection

page 89



Image from Narrative of Travels and Adventures, Joel Polack

page 101



E-2164115, Alexander Turnbull Library

## SUMMARISING AND COMMUNICATING

An important skill is being able to find key points from a text and **summarise them in your own words** in order to communicate your knowledge to someone else.

**First** Brainstorm in pairs or on your own and identify FIVE important concepts or issues that you read about in these accounts of First Encounters.

**Second** Write two or three sentences to explain each of these concepts or issues. Make sure you are putting them in your own words. A good way to practise this is to read the text, then cover it and verbally tell someone else about it. When we speak to someone to communicate our learning, we usually don't say it word for word from the text.

**Third** Use the template at this link (<https://www.firstpalette.com/printable/cube.html>) to make a cube of your summarised notes. Five of the sides of the cube will be for your key concepts, the sixth is for a title. The information on the cube should be clear and detailed enough that anyone who picks it up can learn from it.

## CREATIVE INTERPRETATIONS

A good way to foster empathy with people in the past is to use our **IMAGINATIONS**. The following activities require you to use your imagination to help you draw out a deeper understanding of the Early Contact period in New Zealand.

### DIARY ENTRY OR LETTER

Write an **imagined diary entry** explaining your life and culture now to someone who had never encountered it.



### POEM OR SONG

**Compose a poem** using imagery from at least three accounts. Alternatively, you could make a 'blackout' or 'erasure' poem, where you erase/blackout words from an existing text (in this case a photocopied page from one of the accounts) and leave the result on the page as a poem. What would someone else learn about the lives of these people in early Aotearoa/New Zealand if they read your poem?



### SHORT DRAMA

Write a **short dramatic piece** based on one (or more) of the accounts. Choose a moment that highlights the challenges the explorers and Māori faced and what they thought about each other.



## CRITICAL THINKING AND CREATIVE WRITING

Critical thinking requires us to look deeper at events and information, to attempt to analyse or explain from a critical and reflective viewpoint. It involves looking at issues from all sides and making a judgement on which side has the strongest evidence.

You are going to **write THREE paragraphs** about the impact of first encounters on tangata whenua. To do this, you will need to identify possible **POSITIVE** and **NEGATIVE** impacts/consequences of these first encounters. Making a list in a chart like the one below can be a helpful place to start.

Positive impacts	Negative impacts

**Discuss with another student** — did they come up with the same impacts that you identified? Do you agree if an impact was positive or negative?

For your most significant positive and negative impacts, try to **write down ideas about WHY** you think they were so important.

*Write your paragraphs.*

**Paragraph 1** Explain the positive impacts of these first encounters on tangata whenua.

**Paragraph 2** Explain the negative impacts of these first encounters on tangata whenua.

**Paragraph 3** Make a judgement about whether these first encounters had an overall more positive or negative impact on tangata whenua.

## 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 pre-Te Tiriti o Waitangi/Treaty of Waitangi Aotearoa.



### 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 early contact phase delve into issues about culture and indirect colonisation.

### 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.

