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THE TREATY OF WAITANGI TE TIRITI O WAITANGI

Ross Calman

Since its signing in 1840, the Treaty of Waitangi/ Te Tiriti o Waitangi has been at the heart of questions about national identity, sovereignty and land rights in Aotearoa New Zealand. Disregarded by governments for many decades, it is now considered New Zealand's founding document. Understanding its origins and implications is essential to knowing the nation's past, present and future.

Ross Calman traces the journey of Te Tiriti from its historical beginnings, through the ebb and flow of its influence in the twentieth century, to modern-day protest, debate and reconciliation. The Treaty is more than a historical document — it is a commitment that remains at the centre of political and cultural life, and a key to the nation's shared future.

ACTIVITY 1 TE AO MĀORI, TE AO PĀKEHĀ PAGES 9-12

The cultures and societies of Māori and Pākehā in the 1700s were very different, but they did have some things in common.

Copy the chart below and use pages 9–12 to identify the ways in which these two worlds were **similar**, and the ways in which they **differed**.

	Te Ao Māori	Te Ao Pākehā
Similarities		
Differences		



Thinking time!

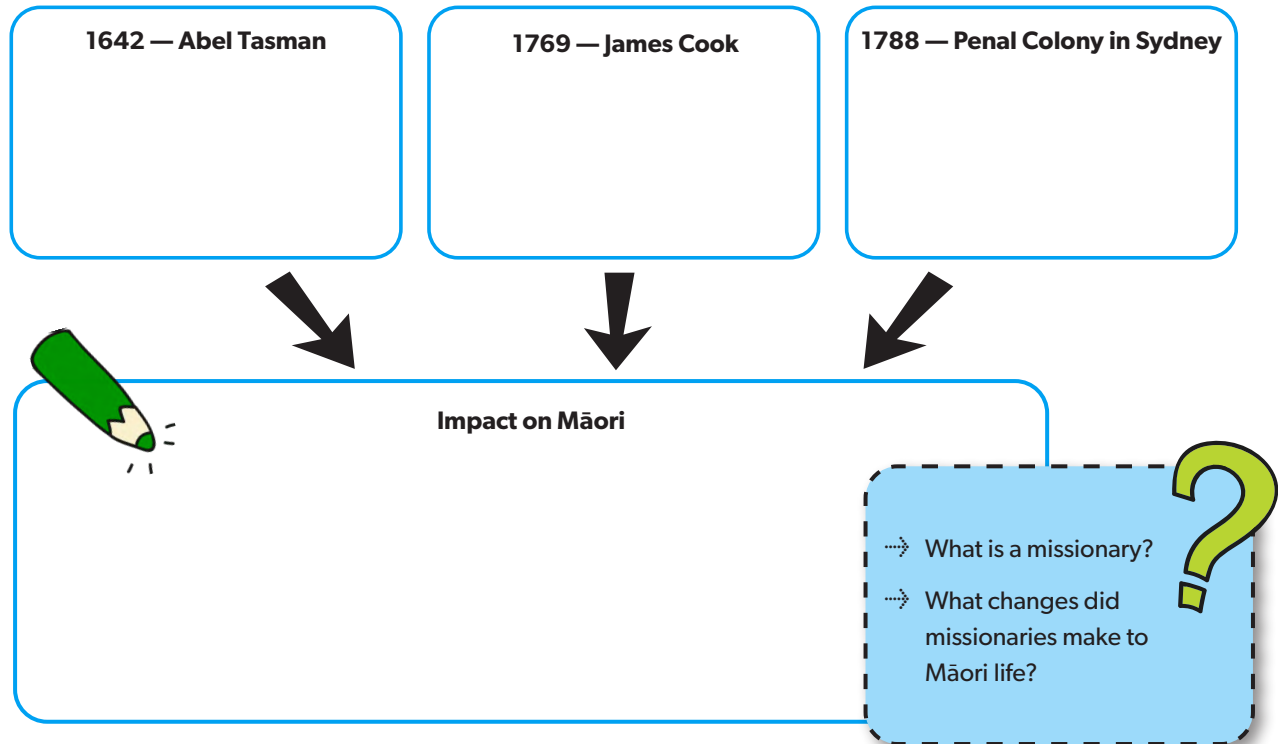
These following two questions require you to PREDICT — you aren't expected to know everything, just make some inferences (guesses) based on what you have identified. You might wish to discuss this in pairs or small groups first.

- How might some of these differences lead to confusion or misunderstanding?
- How might these differences lead to conflict?

ACTIVITY 2 FIRST CONTACT PAGES 12-16

At different times explorers from Europe or people from the new colony of New South Wales (now part of Australia) made contact with Māori in New Zealand. Although these times of contact were different, they led to some of the same impacts on Māori.

COPY AND COMPLETE the diagram below by giving some description of what happened in each time period, then explaining some of the impacts in the larger box titled 'Impact on Māori'.



ACTIVITY 3 TOWARDS COLONISATION PAGES 18-23

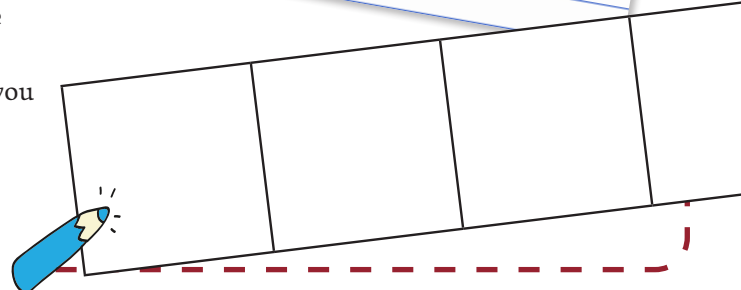
There were several important steps taken towards the signing of the Treaty.

For each of the following, write **in your own words** a description of what happened and **how** it led to the Treaty being offered by Britain.

- The *Elizabeth* controversy
- The appointment of a British Resident
- The Declaration of Independence (see page 22)
- The New Zealand Company
- Hobson appointed as Lieutenant Governor

OPTIONS

1. You can present this as a bullet-pointed series of paragraphs, or you could be more creative by drawing storyboards to illustrate what happened.
2. You could record yourself explaining the importance of each factor, or work in a small group, divide the factors between you and share your thoughts in a discussion.



ACTIVITY 4 EVENTS AT WAITANGI, 5-6 FEBRUARY 1840 PAGES 28-32, 37-40

The discussions at Waitangi provide a lot of insight into how people thought about the Treaty at the time. William Colenso, a missionary printer, recorded many of the speeches given by the different chiefs. Not all of the chiefs agreed with each other. Understanding different perspectives and viewpoints is an important skill.

CHART

Read through the different viewpoints of the chiefs on pages 28-32 and **copy and complete** the chart below.

Chief	Iwi	Quote/ statement	For or against the Treaty?	What does their quote mean?
Te Kēmara				
Rewa				
Matiu				
Kawiti				
Wharerahi				
Tāreha				
Tāmati Wāka Nene				
Eruera Maihi Patuone				

CONTINUUM

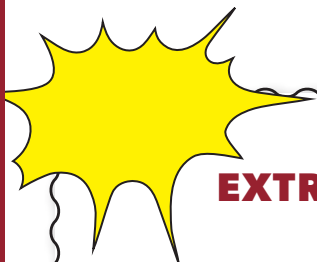
Alternatively, choose five of the chiefs. **Place their views on the continuum** below where you think they should go. Write the name of the chief next to the mark you make on the continuum.



Give a reason for TWO of your placements.

I placed _____ where I did because: _____

I placed _____ where I did because: _____



EXTRA FOR EXPERTS

Add the chiefs from pages 37-40 to your chart or your continuum.

Research task Choose a chief and research about that person using the Dictionary of New Zealand Biography on the Te Ara website: www.teara.govt.nz. Present your findings in a poster or slide presentation so that other people can learn about that person.

If you are a senior student, you may wish to analyse how the perspectives of the chiefs at the signing compare to modern-day perspectives on the Treaty.

Thinking time!

Before the chiefs signed, Colenso interrupted to ask if they really understood what they were signing. Hobson was definite that they did.

From what you have read, **do you agree with Hobson, or do you think that Colenso was right to be concerned?**

ACTIVITY 5 TE TIRITI TRAVELS PAGES 37-56

The Treaty of Waitangi consists of nine different sheets that were signed all around the country.

MAPPING ACTIVITY (You can complete this task using the text on pages 37-56, or using the map on page 41, or both.)

On a blank map of New Zealand (see map at the end of this document), **locate and label** the different signing locations. For each one, list the date, how many signatures were gathered, which Treaty sheet it comes from, and who was involved in the discussion. One location has been completed for you to show you what to do.



FACT CHECK QUIZ TIME!

- How many women signed Te Tiriti o Waitangi?
- Who was the only chief to sign Te Tiriti twice?
- Which individual obtained the most signatures from Māori (across sheets 2-9)?
- Which iwi did not sign Te Tiriti?
- Which was the only sheet signed in English, and how many chiefs signed it?
- How many Treaty sheets were printed rather than handwritten?
- At how many locations was the Treaty signed?

ACTIVITY 6 NGĀ KUPU O TE TIRITI PAGES 62-64

Summarise the Treaty Articles

Draw up a chart like the one below — you will probably need an A4 sheet of paper. Read the different texts of the Treaty on pages 62-64 and complete the summary.



	Māori text	English text	Issues/differences
Article One			
Article Two			
Article Three			

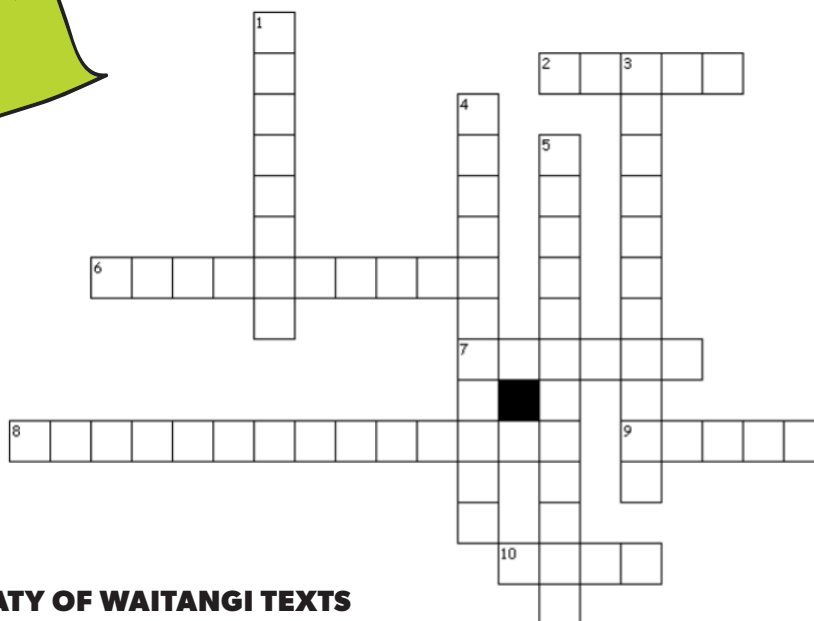
Thinking time!

Can **you** predict how these different texts could lead to conflict or misunderstandings?

- What rights did the British think they had achieved with Article One?
- What rights did Māori think they had achieved with Article One?
- What did Governor Hobson think he had obtained for the Crown in Article Two?
- What did Māori think they had kept in Article Two?
- What else did Article Two give Māori?
- What did the British mean in Article Three?
- What did Māori think it meant?



TEST YOUR UNDERSTANDING!



TREATY OF WAITANGI TEXTS

ACROSS

- 2. This man was sent to New Zealand to control the behaviour of early British settlers.
- 6. This means that if Māori had land they wanted to sell, they had to offer it to the British Crown first.
- 7. This word from Article Two of the Treaty roughly means 'treasures'. The equivalent passage in the English text refers only to physical things, but Māori understood this word to mean all things, including language and culture.
- 8. This word means 'chieftainship'. It relates to the idea of ultimate power.
- 9. The number of articles in the Treaty.
- 10. This word is used in the Treaty to mean 'give up'.

DOWN

- 1. Henry _____ translated the Treaty overnight.
- 3. This English word means 'complete power'.
- 4. This is a Māori word that roughly translates as 'governership' or leadership. The Māori version of Article One said that the British Crown would have this.
- 5. One of the first groups of people to arrive in New Zealand. They wanted to convert Māori to Christianity. They wanted a treaty that was compassionate to Māori.

ACTIVITY 7 KA WHATI TE TIRITI – THE TREATY IS BROKEN PAGES 66-72

After the signing of the Treaty of Waitangi, there followed many occasions on which the Treaty was broken or ignored. Much of the conflict of the 1800s came down to Māori and Pākehā both asserting the sovereignty they believed they held under the terms of the Treaty.

Using pages 66–72, create a timeline or history road of key moments when the Treaty was broken during the 1800s. The first one has been done for you.

TIP Look for the dates in the text and put the key moments on your timeline with a brief description.



1843

Conflict at Wairau. The New Zealand Company believed they had purchased land at Wairau. This sale was disputed by Te Rauparaha of Ngāti Toa, who chased off the Company surveyors. The Company responded by trying to arrest Te Rauparaha. Violence broke out and 22 Pākehā and 4 Māori were killed.

?

- What was the Ratana Movement?
- What happened in the 1970s?

IMAGE ANALYSIS

Examine the photograph of Māori attending the Native Land Court at Ahipara, 1904, **on page 70**.

Does the building look like what you would expect a courthouse to look like? Explain your answer.

Describe the group of people in the photograph.

- What kind of clothes are they wearing?
- Do they look young or old?
- Are there men and women?
- What is your impression of them?
- What can we learn from this photo about the Native Land Court hearings?
- What can we not learn (that is, what would we have to check or find out from another place)?



AWNS-19041027-11-01, Auckland Libraries Heritage Collections



PA1-e-142-093, Russell Durcan, Alexander Turnbull Library, Wellington

Examine the photograph of the Treaty House **on page 73**.

Describe your impressions of the house.

Compare it to a more recent photograph (you can search for this online or your teacher can show you).

- What differences do you notice?
- What explanation can you give for these differences?

Examine the photograph of the delivery of the Maori Language Petition **on page 75**.

- What do you notice about the crowd of people?
- What can we learn from this photo about the Māori Language Petition?
- What can we not learn (that is, what would we have to check or find out from another place)?



©Stuff

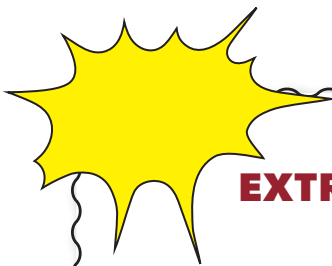
ACTIVITY 8 THE WAITANGI TRIBUNAL AND TREATY SETTLEMENTS PAGES 77-83

The Waitangi Tribunal was established in 1975 to hear and report on claims that the Crown had breached the Treaty of Waitangi. In 1985, this was expanded to include historical claims of Treaty breaches.

CREATE AN INFORMATION POSTER that explains:

- what the Tribunal is
- what it does
- how settlement of claims is reached
- different perspectives on the Tribunal process.





EXTRA FOR EXPERTS

Writing task Choose one of the claims mentioned in the text (the Sealords deal, the Treelords agreement, the Ngāi Tahu Settlement) and write a paragraph to explain what the claim was and how it was settled.

Research task Choose one of the following claims and research to find out more about it. Present your findings in a slideshow.

Kaituna River, 1984

Ngāti Pīkiao opposes plans to have effluent from Rotorua sewerage works released into their river. The Tribunal agrees and finds the plans contrary to the Treaty since it will pollute fisheries. Result: the Crown withdraws support for the plans, and instead supports another solution for sewage.

Bastion Point, 1984

Ngāti Whātua claims that the Treaty has been breached by the Government takeover of Bastion Point, Orakei. The Tribunal recommends that Ngāti Whātua and Auckland Council share the administration, and that Ngāti Whātua be compensated with \$3 million. The Government accepts.

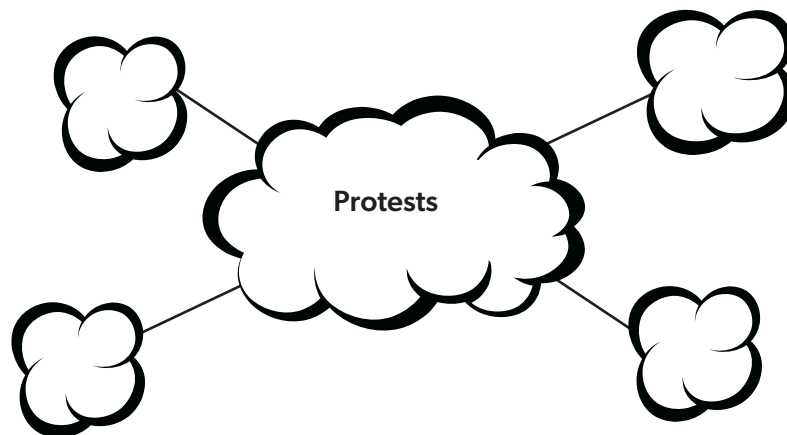
Te reo Māori, 1986

Māori claim that the Crown has breached the Treaty by not protecting the Māori language. The Tribunal recommends that it becomes an official language. Result: Parliament passes the Māori Language Act 1987.

ACTIVITY 9 TE TIRITI MĀ TE KATOĀ – THE TREATY FOR ALL PAGES 85-92

Make a **MIND MAP** of the different ways people have protested related to the Treaty since the 1970s.

Here is an example of a mind map:



Why do you think people protest in the ways they do?

Think about how effective different methods of protest are.

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 Treaty of Waitangi and its context.

DIARY ENTRY OR LETTER

Imagine you were a witness to the signing of the Treaty of Waitangi. **Write a letter** home about your experience.



SONG

In the past, many people wrote songs to remember important events. **Write the lyrics** to a song about either protest/war in the 1800s, or a protest in the 1900s or 2000s. What would someone who heard your song learn about responses to the Treaty of Waitangi?



DRAW

Create a design for a piece of jewellery or an ornament that symbolises the importance of the Treaty.



FORMAL WRITING

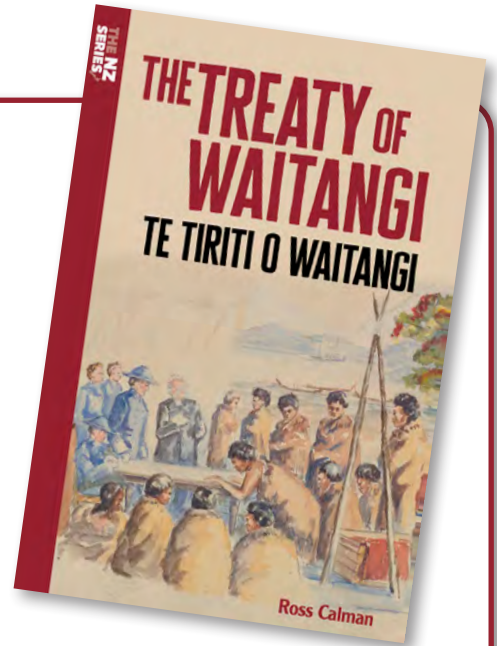
Learning how to turn lots of different information into one formal essay is an important skill. **Practise this skill by writing a short essay** on the importance of the Treaty of Waitangi. Include specific examples from the text.

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 describe the Treaty of Waitangi and some of the issues around it).
- Paragraph 1** Explain why the Treaty was signed. Try to use multiple examples from the text so you can provide a range of reasons. Use specific information such as place names and dates.
- Paragraph 2** Explain the ways in which people fought to honour the Treaty and/or some different perspectives on the Treaty. Try to use multiple examples from the text. Use specific information when discussing your points.
- Conclusion** A conclusion sums up your answer to the question without introducing any new material.

USING THIS RESOURCE IN THE AOTEAROA NEW ZEALAND CLASSROOM

This resource is designed for use in the **Social Sciences** curriculum, specifically for years 8–10, but it could be used in senior history classes as well. It fits easily into the new Level 1 curriculum covering concepts such as mana, cause, effect, and tuakiri.



UNDERSTAND

The material covered is relevant to several of the six Big Ideas, covering colonisation and settlement, cultural interaction, perspectives and power.

KNOW

The material fits most strongly into the context of Culture and Identity/Whakapapa me te Whanaungatanga.

DO

The activities in this resource encourage students to think conceptually, explore values and perspectives, and to critically analyse the past and how it is interpreted. Students may complete all or a selection of the tasks in this resource — it is left to the teacher to decide how best their ākonga learn, meaning that this resource can be used in a range of ways and for a range of purposes. The activities can be adapted to provide a differentiated learning experience.



ACTIVITY 5 RESOURCE

