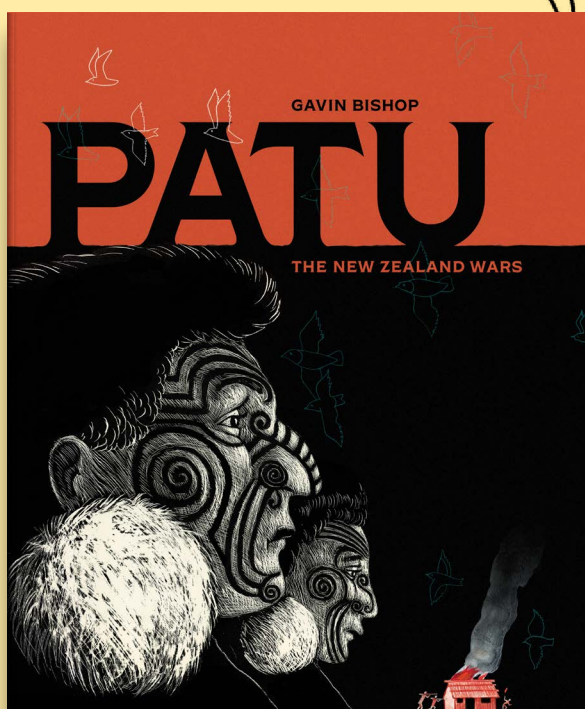


GAVIN BISHOP

PATU

THE NEW ZEALAND WARS



INTRODUCTION

These teacher notes for *Patu: The New Zealand Wars* are based on the Aotearoa New Zealand Histories curriculum implemented in 2023. They were created by Defyd Williams, who was a member of Ohu Matua, the Ministry of Education reference group for the curriculum. For more information about the curriculum, visit the website. <https://aotearoahistories.education.govt.nz/>

Gavin Bishop ONZM, Ngāti Mahuta, Tainui, Ngāti Pūkeko, Ngāti Awa, proves time and again the adage that a picture is worth a thousand words. The mixture of art and text increases our depth of understanding of this crucial period in our history. The teacher notes have been constructed to be taught over four years (7–10), covering two progression levels. Kāhui Ako, groups of schools, often consider how to best allocate different prescribed content between high school and intermediate levels. Avoiding repetition is a big challenge for the new histories curriculum. *Patu* provides the ideal vehicle to build a narrative over a four-year period.

Each double page warrants 1–3 lessons enabling ākonga to explore the Understand, Know and Do strands of the new curriculum requirements. The story of Gavin’s whānau, including his tipuna Irihāpeti Te Paea Hahau Te Wherowhero and his ancestor John McKay, from Scotland, also enable us to break the book up into four years of teaching and learning. The four big ideas of the new curriculum: Māori history, colonisation and settlement, the use of power, and relationships and connections between people, are present on every page.

There are various ways that the book can be used in the classroom, starting with the teacher reading, sharing visuals, and activities. Ideally, library and/or class sets are purchased to enable pair-share learning. Hopefully, the suggested activities will provide the ignition for classroom discussions and critical thinking across all the progression levels. Each year level of 7, 8, 9 and 10 have been allocated approximately 15 pages.

The 5Ws and an H (when, who, what, where, why and how) known as the ‘writer’s friend’ will help ākonga gain knowledge on events. The questions encourage close reading of text and accompanying illustrations. Pupils can either explore the double pages individually or in pairs. Teachers may opt for a seminar approach where groups of 3–5 pupils give presentations on double pages. Credit should be given for extra research. Assessment can be based on the skills of seeing different perspectives, using at least three sources, explaining historical relationships such as causes and consequences, continuity, and change, changing relationships, and explaining past experiences, decisions and actions. Making ethical judgements is another curriculum skill, yet being aware that the values of times past were often different to ours today.

Don’t hesitate to read and include appropriate lower-level progressions to provide context. Ākonga need to grasp what is being taught and learnt, past, present and future, so that they fully understand the big picture of the curriculum refresh. Teachers can use 5Ws and Hs to test listening and writing skills.

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Please note that some words in these notes are in te reo Māori. If you do not know a word, look it up on maoridictionary.co.nz. There is also an extensive glossary on page 64 of *Patu*



Penguin
Random House
New Zealand

YEAR 7

CONTENT OVERVIEW [HERE](#).

Inside cover and pages 1–2: Whakapapa me te whanaungatanga/Culture

Over time people from a wide range of cultures have participated in and contributed to Aotearoa New Zealand, while adopting their distinctive identities.

ACTIVITIES: Recapping previous learning from progression levels 1–3; and 4–6.

- Create a timeline using four events mentioned, plus the Polynesian arrival before these dates (see page 4) and include two dates after 1809 (see pages 11 and 12).
- Name five different cultural groups currently living in Aotearoa New Zealand.
- In what ways were Polynesian waka different to European ships.
- How did Polynesian navigators find land? (list 5 methods)
- Research to see if there were any positive outcomes from Tasman and Cook's interactions with tangata whenua.

<https://maatauranga.co.nz/index1.html>

<https://www.youtube.com/watch?v=LxeCWyC-E6>

<https://www.youtube.com/watch?v=AmGdmLW2HTo>

Pages 4–5: Whakapapa me te whanaungatanga/Culture: TANGATA WHENUA

ACTIVITIES: CLOSE READING AND LISTENING: The 5 Ws (who, what, where, when, why) and an H (how) are always a good way to test recall skills. Either the teacher reads or students read to each other. Rephrase the question in your answer, for example, Aotearoa and Te-Ika-a-Māui are two te reo Māori names for the North Island.

- What is the name for an iwi group who lived and worked together?
- Give two te reo Māori names for the North Island.
- What food was available for the first inhabitants?

Tūrangawaewae me te Kaitiakitanga/Place and environment: Māori cared for and transformed te taiao and expressed their connection to place by naming the land and its

- In what ways and how did tangata whenua change the landscape/environment?
- How did cultivation change the lives of tangata whenua?
- How was whakapapa (genealogy) defined by tangata whenua?

Pages 6–7: Kōwhiringa ohaoha me te whai oranga/Economic activity: Iwi and hapū experimented with new economic activities to enhance their mana. In doing so they built extensive trading networks domestically and with Australia.

ACTIVITIES: Look closely at the illustrations as well as reading the text

- a. Give your pepeha or mihi. Include: mountain, river and waka (first voyaged on to Aotearoa New Zealand). Ko wai to ingoa? Asks for your name and your waters.
- b. Life was shaped by tapu, mana and mauri. Define those three words.
- c. What did hapu and iwi construct to protect their resources?
- d. Why was harakeke (flax) such a valuable resource for Māori to trade with Pākehā?
- e. How was whakapapa defined?
- f. What items did Māori want from Pākehā?
- g. List three negative aspects of colonisation and list three positive aspects of colonisation.

Pages 8–9: Kōwhiringa ohaoha me te whai oranga/Economic activity

PĀKEHĀ MĀORI

Meet author illustrator Gavin Bishop's whānau, including his tipuna Irihāpeti Te Paea Hahau Te Wherowhero and his ancestor John Horton McKay, from Scotland. Knowing our whakapapa or genealogy allows us to have a much broader view of our personal histories, local histories and national histories. Throughout *Patu*, Gavin traces his maternal (from his mother Doris Bishop's side of the family) family tree. Whānau/family stories give us a rich context for studying the past. Their lives and achievements are a gift to future generations of mokopuna/grandchildren.

Understanding 4 Big Ideas: This is an important element of the new curriculum. The fourth big idea states: 'Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories. People in Aotearoa New Zealand have been connected locally, nationally and globally through voyaging, discovery, trade, aid, conflict and creative exchanges. This has led to the adoption of new ideas and technologies, political institutions and alliances, and social movements.

ACTIVITIES: Look closely at the illustrations as well as reading the text. Look and learn. Include the words of the question in your answer if you are writing them down. For instance: John Horton McKay migrated from Scotland in 1835. Write full sentences.

- a. Who were the Pākehā Māori?
- b. Why were they so valued by tangata whenua?
- c. What happened to John Rutherford?
- d. Where did John Horton McKay migrate from?
- e. When did he arrive in Aotearoa New Zealand?
- f. Who did he marry?
- g. What evidence is there to show that he adopted a Māori lifestyle?
- h. Give the Māori names for William, John, Elizabeth and Sophia?
- i. Why did Māori adopt these names?
- j. Where did John and Peti McKay live?
- k. How many children did they have?

Pages 10–11: Tino rangatiratanga me te kāwanatanga/government and organisation Auē! Te mamae (Oh, the pain) THE MUSKET WARS

ACTIVITIES: The trade in muskets led to the deadly inter-iwi and inter-hapu musket wars. Māori traded potatoes and pigs to buy muskets.

NUMERACY:

1815: 150 baskets of potatoes + 8 pigs = one musket

1820: 200 baskets of potatoes + 15 pigs = one musket

- How many more baskets of potatoes (as a percentage) did Māori need to produce to buy a musket between 1815 and 1820?
- Express the increase of pigs required to buy a musket between 1815 and 1820 as a percentage.
- Where did Hongi Hika acquire 300 muskets?
- What percentage of Māori were killed in the 25-year musket wars (mostly 1820s and 1830s)?
- Why did Māori pay more for muskets between 1815 and 1820?

HE WHAKAPUTANGA – DECLARATION OF INDEPENDENCE 1835

- Why did Tāmami Wāka Nene write to William IV, King of England?
- Why was British Resident James Busby unable to act?
- He Whakaputanga – Declaration of Independence: Answer 5 Ws and an H:
 - Who signed the Declaration of Independence?
 - Where did they sign?
 - When did they sign?
 - What did they hope to achieve?
 - Why did they sign?
 - How did Pākehā respond to He Whakaputanga – Declaration of Independence?

Pages 12–13: Tino rangatiratanga me te kāwanatanga/government and organisation

TE TIRITI O WAITANGI and THE TREATY OF WAITANGI <https://www.youtube.com/watch?v=YFSRodFrNZo>

ACTIVITIES: The English version of the Treaty was signed by 39 Rangatira, while over 500 Māori signed Te Tiriti (the te reo Māori) version of the Treaty. Watch *Waitangi: What really happened* – link above.

- How did the Māori view of land – Papatūānuku – differ from the Pākehā view of land?
- Write definitions of these words from Te Tiriti? Article 1 – Kāwanatanga; Article 2- Tino Rangatiratanga; Article 3 – Tikanga; Article 4 (unwritten article) – Wairuatanga.
- In what ways does the te reo Māori version differ from the English version?

NUMERACY:

Bar graphs and line graphs

- d. Draw bar graphs showing the Māori population in 1769 – 120,000; 1840 – 90,000; 1860 – 60,000 (make sure you have even intervals).
- e. Beside the bar graphs, draw a line graph, plotting the Pākehā population for these years: 1840 – 2,000; 1858 – 30,000; and 1860 – 100,000.
- f. Why and how did Pākehā ignore Te Tiriti/The Treaty.

Pages 14–15: Auē! Te mamae: BLENKINSOPP'S CANNON AND THE WAIRAU DISASTER 1843

INQUIRY PRACTICES Years 7 & 8: This is a good place to start assessing what our Year 7s have learnt from studying this book. Assess again at Year 8.

1. Identifying and exploring historical relationships. I can construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.
2. Identifying sources and perspectives. I can use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. I can recognise that the sources may not fully answer my questions and that my answers are themselves interpretations.
3. Interpreting past experiences, decisions and actions. I can make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced and the information available to them.

Research the Wairau Disaster: Go to the following websites, Radio New Zealand and YouTube :

- Wairau Affray/Te Rauparaha/Governor FitzRoy/Governor Grey.
<https://teara.govt.nz/en/biographies/1t74/te-rauparaha>
- What are some different perspectives on the Wairau Disaster?
Pou tiaki, our truth <https://www.stuff.co.nz/pou-tiaki/our-truth/300210518/our-truth-t-mtou-pono-the-many-uncomfortable-truths-of-the-wairau-affray>
- rnz.co.nz – Radio New Zealand – NZ Wars: Stories of Wairau – episode 1
<https://www.rnz.co.nz/programmes/nz-wars-stories-of-wairau/story/2018873707/podcast-nz-wars-stories-of-wairau-episode-1>
- YouTube – James Belich – 1843 the Wairau Incident https://www.youtube.com/watch?v=tMp9Kz_w3iY
- Te Rauparaha's account of the Wairau Disaster <https://www.theprow.org.nz/maori/te-rauparahas-account/>
- A short film on Te Rauparaha <https://www.nzonscreen.com/title/te-rauparaha-1972>

DO: INQUIRY:

- a. What caused the Wairau Disaster? Give three steps (6–7 sentences)

- b. Where are the 26,500-acre Wairau Plains located?
- c. Make an ethical judgement. Who do you think was right in this dispute? Give reasons.
- d. Research the story of Te Rauparaha. What role did he play in the history of Te Waipounamu?
- e. Was Governor Grey justified in his decision about the Wairau Disaster?

Cultural Difference:

Write a short essay on differences between Māori and Pākehā society:

A short introduction paragraph of 50 words:

Paragraph 2: What were the characteristics of Māori society before contact with Europeans?

Paragraph 3: How did different beliefs on whenua/land lead to clashes?

Paragraph 4: What things did Māori and Pākehā have in common by 1843?

Paragraph 5: What caused a worsening of race relations and conflict?

Paragraph 6: A short conclusion: 50 words.

Assess pupil's ability to see different perspectives. This could involve a de Bono PMI (Plus, Minus, Interesting) on people, events and places. Pupils should cite at least three sources. These can be visual or text. Introduce primary sources, such as Papers Past. <https://paperspast.natlib.govt.nz/newspapers/CHP18631104.2.15>

Also assess their understanding of historical relationships.

YEAR 8

CONTENT OVERVIEW [HERE](#).

Pages 16–17: Auē! Te mamae: THE NORTHERN WAR

INQUIRY PRACTICES: Write full sentence answers. Rephrase the question in your answer.

- a. Give three reasons why Hōne Heke, Ngāpuhi chief, the first person to sign Te Tiriti o Waitangi, became the nation's first protestor.
- b. What actions did Heke take to show his opposition to British colonisation?
- c. Which event ignited the Northern War?
- d. How did townspeople escape Kororāreka?

THE MCKAY WHĀNAU (when we meet them again in the year 1846)

- a. Who baptised the five McKay children?
- b. What problems were they facing?
- c. How did the mission schools fail to meet all the needs of the McKay tamariki?
- d. Why did the McKays return to school?

Pages 18–19: Auē! Te mamae: THE NORTHERN WAR

ROLE PLAY: The four battles of the Northern War.

1. In teams of 5 to 10, roleplay the battles of the Northern Wars: Puketutu, Te Ahuahu, Ōhaeawai (continues pages 20–21) and Ruapekapeka pā (see fold-out pages)
2. Make sure that your roleplay answers the 5 Ws and an H
 - When did the battle happen (year)?
 - Where did it happen (place)
 - Who was involved?
 - What happened?
 - Why did one side prevail?
 - How did the battle influence future events?
3. You could use a manu tukutuku as your narrator.

<https://www.youtube.com/watch?v=AN5hINEGrw8>

1. You may like to build a model of a pā site or part of a pā site. Classes who have visited Ruapekapeka in the past have been fascinated with the earthworks, imagining what the site looked like, including the shell-proof shelters.

Pages 20–21: Auē! Te mamae: THE NORTHERN WAR

Page 20: KŪPAPA <https://nzhistory.govt.nz/keyword/kupapa>

1. Who were the kūpapa?
2. Why did Tāmami Wāka Nene fight for the British?
3. What did they [kūpapa] carry into battle?
4. How did the British exploit Māori?
5. Why did Māori leave a supply of potatoes at Ōhaeawai pā?
6. Research where else did kūpapa, such as Rāpata Wahawaha, fight?

Page 21: INQUIRY

- a. What evidence is there that General Henry Despard was a racist?
- b. Translate Tāmami Wāka Nene's statement: 'He tangata tino wairangi koe'
- c. Why did Despard fail?
- d. How did Hōne Heke respond to Governor Grey's demand for surrender?
- e. Why did Māori leave a supply of potatoes at Ōhaeawai pā?

Pages 22–23: LAND DISPUTES IN WELLINGTON, HUTT VALLEY AND WHANGANUI

Page 21: ACTIVITIES:

1. *Dramatis Personae* (People in the play). Write cartoon bubbles for the following people, e.g. Te Rauparaha: 'We never sold the land'. 'The British burnt our whare, and crops were

destroyed’.

2. Allocate the characters below to individual students or pairs and they give an account of that person after presenting their cartoon bubble.

HUTT VALLEY

- a. Te Rauparaha
- b. Te Rangihaeata
- c. Governor Grey
- d. William Allen
- e. Tōpine Te Mamaku

BATTLE HILL – HOROKIRI (page 23)

- f. Major Edward Last
- g. A Te Ātiawa warrior
- h. A soldier from the British army
- i. Te Rangihaeata (Ngāti Toa)

WHANGANUI (page 23)

- j. Te Peehi Tūroa
- k. Governor George Grey
- l. Tōpine Te Mamaku

Pages 24–25: THE FIRST TARANAKI WAR (1860–61)

UNDERSTANDING CONFLICT: Historians when explaining wars, look at causes, events and consequences.

ESSAY: Explain why the Waitara Dispute was a cause of the first Taranaki War

- a. When did the Taranaki War happen (years)?
- b. Where is Waitara (place)
- c. Who was involved? (Te Teira and Wiremu Kingi Te Rangitāke)
- d. What actions did they take?
- e. How much did Governor Gore Brown pay Te Teira for the 240-hectare Waitara Block?
- f. Why did this lead to war?

EVENTS: Explain in a paragraph how Colonel Gold was able to take the Waitara. What were the numbers of men and what were the advantages of weapons, such as Enfield rifles and Armstrong guns. Make sure that your paragraph starts with a statement sentence. The second sentence should expand on that statement. The third sentence should give examples, such as statistics. And the final sentence sums up your opinion without using the words ‘I’ or ‘me’.

- g. Page 25 MĀORI AMALGAMATION: Why did Governor Thomas Gore Browne establish native schools?

- h. Where were redoubts, churches and schools established?

Pages 26–27: THE FIRST TARANAKI WAR (1860–61) EVENTS

UNDERSTANDING CONFLICT: The battles, places and people involved are important aspects of events.

- a. Describe what happened at TE KOHIA PĀ in 3-4 sentences.
- b. Why was Seaman William Odgers awarded a Victoria Cross?
- c. PUKETĀKAUERE – describe what happened in 3-4 sentences.
- d. Which iwi supported Te Ātiawa?
- e. Who won the battle?
- f. Describe the illustration of the town of New Plymouth – buildings, people and evidence of preparedness for war.
- g. Who was appointed Major General to lead the British and settler troops?
- h. Why did the Waikato warrior Rewi Maniapoto join the fight?
- i. What was unusual about this?
- j. How did the war end?

Pages 28–29: THE FIRST TARANAKI WAR (1860–61) CONSEQUENCES

UNDERSTANDING CONFLICT: CONSEQUENCES: These are the results or outcomes of war. Effects of war include deaths, poverty and loss of land. Historians look at short-term, midterm, and long-term consequences of war.

- a. Describe what happened at TE AREI PĀ in 3–4 sentences.
- b. What is a sap?
- c. How long were Pratt's saps?
- d. Which weapon gave the British an advantage?
- e. Who was Wiremu Tāmihana?
- f. Why did he fail to negotiate a peace?
- g. Why was Seaman William Odgers awarded a Victoria Cross?
- h. What was a consequence of Māori defending their land?
- i. THE SECOND TARANAKI WAR (1863–64)
- j. How and why is one war a consequence of another?
- k. Who is pictured in the illustration of the *Eclipse*. Write a thought bubble to show what he might be thinking.
- l. Where did Lieutenant-General Duncan Cameron attack?
- m. What was the result of his attack?
- n. Name five types of soldiers.

Pages 30–31: KĪNGITANGA

Māori realised more and more that they were being disadvantaged by British colonisation. The first Pākehā Settlers' Parliament met in 1856. Māori had no vote or representation. Māori were becoming increasingly aware of the loss of land. : [New Zealand Wars \(Part 1\) | RNZ](#)

A big idea of the Aotearoa New Zealand Histories curriculum is the use and abuse of power. Iwi from throughout New Zealand met on the shores of Lake Taupō in 1856. They were concerned about the loss of tino rangatiratanga – chieftainship of the land – as promised in Te Tiriti o Waitangi/The Treaty of Waitangi. The idea of a Māori King was discussed.

In 1858, Wiremu Tāmihana, who became known as the king-maker, placed a Bible on the head of Waikato chief Te Wherowhero, who became Pōtatau, the first Māori King. Tāmihana summed up his vision for Kīngitanga – the King Movement – by placing two sticks in the ground, one represented the Pākehā Governor, the other the Māori King. They were joined by another rākau, representing the law of God and the Queen.

INQUIRY: Answer who, what, where, when, why and how (from text above) and the book

- a. What was the name given to the second Māori king?
- b. What do the words and symbols on the Kīngitanga flag mean?
- c. Where did the King reside?
- d. Who was the king-maker?
- e. When did Pōtatau become king?
- f. Kīngitanga were great entrepreneurs and traders – find evidence in the pictures and text, and your own research. They owned and operated many flour mills. The Queen received a bag of flour from two Rangiaowhia chiefs. She sent them a painting of her family, which is in the Te Awamutu Museum.
- g. List five types of food produced by Kīngitanga in the Waikato.
- h. Why did Auckland depend on Kīngitanga?
- i. How did Kīngitanga show its support for Governor Grey?
- j. Which iwi did Kīngitanga support in the Taranaki War?

GAVIN'S WHĀNAU AND WHAKAPAPA: THE MCKAYS

- a. Where were the McKays living in 1859?
- b. Where did John McKay drown?
- c. What was Peti McKay's relationship to Pōtatau and Tāwhiao?
- d. Who was Sam Joy?
- e. How many children did Peti have with her second husband?
- f. Explain How and Why the McKay tartan is a good example of cultural interaction?

CULTURAL INTERACTION: CLASS DEBATE: Historian James Belich says the main reason Governor Grey invaded the Waikato was that he couldn't accept 'a kingdom the size of Belgium' in Aotearoa New Zealand.

Have a class debate with the moot that 'A separate Māori kingdom should have been allowed to live peacefully alongside a Pākehā New Zealand.' Construct a T-bar to show reasons for and against this proposal. Points for on left and points against on the right. Research for your debate: Tainui resource on Kīngitanga and government history site on Wiremu Tāmihana.

<https://waikatotainui.com/about-us/kiingitanga/>

<https://nzhistory.govt.nz/media/photo/wiremu-tamihana>

TVNZ mini-series (1977) – The Governor – fiction based on fact. This episode looks at the role Wiremu Tāmihana played in trying to make Aotearoa New Zealand a peaceful bicultural nation, where people of different races worked, traded, played and respected each other. Teachers should watch first to ensure anything unsuitable for the age group is censored.

<https://www.nzonscreen.com/title/the-governor-episode-four-1977>

Assess on research, content, how convincing arguments are – historical relationships, use of sources (cite at least 3 including Patu)

YEAR 9

CONTENT OVERVIEW [HERE](#).

Pages 32–33: Auē! Te mamea: THE WAIKATO WAR 1863–64

INQUIRY PRACTICES: This section provides context for how the colonial government imposed social control, the uses and abuses of power, and worsening race relations. [5New Zealand Wars \(Part 1\) | RNZ](#)

Teachers might use these videos for background. Preview first for scenes that may be unsuitable for your class.

Historian James Belich: The New Zealand Wars

<https://www.nzonscreen.com/title/the-new-zealand-wars-the-invasion-of-the-waikato-episode-three-1998>

TV Miniseries *The Governor* (1977). Episode 6 'The Lame Seagull' on Tauranga War needs censorship.

<https://www.nzonscreen.com/title/the-governor-episode-four-1977>

- a. What excuses did the British use to invade the Waikato?
- b. Why did the Settler Government want to invade the Waikato?
- c. Name a British fort.
- d. Where were 2,500 soldiers recruited with the promise of receiving free land?
- e. Who demanded that King Tāwhiao submit to the Queen's authority agreed to in the English version of the Treaty of Waitangi (that Tainui had never signed)?

Page 33

- a. How did Grey plan [strategies] to invade the Waikato?

- b. Where were Māori driven for their land at the start of the invasion?
- c. Which boundary river did Lieutenant-General Cameron cross to invade the Waikato?
- d. How many soldiers, including colonial troops and kūpapa, did the British army have?
- e. How many troops did Kīngitanga have?
- f. Governor Grey claimed that Kīngitanga were planning to invade Auckland. Was this true or 'fake news'? Give reasons.
- g. Why was the telegraph useful in war?

Pages 34–35: THE WAIKATO WAR 1863–64

- a. Where did Māori flee after skirmishes on Grey's military road?
- b. How did Lieutenant-General Cameron's tactics change after his supply lines on the Great South Road were disrupted?
- c. Why was one of the gunboats named *Avon*?
- d. How many men could the *Pioneer* carry?
- e. What advantages did the gunboats give the Imperial army? Look at the picture of the *Avon*, the *Pioneer*, and the four small gunboats.
- f. Why was Meremere pā abandoned in 1863?

Gavin Bishop's whakapapa: The McKay whānau

- a. Where did the McKay family see the arrival of the gunboats?
- b. What was a resident magistrate?
- c. http://www.nzlii.org/nz/legis/hist_act/rmca184610v1846n16438.pdf
- d. Who saw the boats arrive while at school?
- e. Name the two oldest McKay sisters.
- f. Where was Catherine, age 21, living?
- g. Where was Mere, age 7, living?
- h. Why do you think they may have moved from the Waikato?
- i. How many of the McKay whānau saw the arrival of the gunboats.

OPEN OUT PAGE: RANGIRIRI PĀ

- a. What does the name Rangiriri mean?
- b. Why was the pā so difficult to capture?
- c. Where did Tawhiao and Tāmihana escape to via a 1500m trench (see picture)?
- d. Why couldn't Kīngitanga warriors become full time soldiers?
- e. How did the British and Māori views on the white flag differ?
- f. What weapons did Māori use? (see final foldout.) Name three weapons.
- g. Who led the British attack on Rangiriri pā?

Pages 36–37: THE WAIKATO WAR 1863–64

8 December 1863:

- a. Where did Māori flee after skirmishes on Grey's military road?
- b. How did Lieutenant-General Cameron's tactics change after his supply lines on the Great South Road were disrupted?
- c. Who stood to benefit from raupatu (confiscated land)?
- d. What was Wiremu Tāmihana's symbolic peace offering?
- e. How did Rewi Maniapoto and Kingite warriors plan to defend themselves?
- f. What happened at Pāterangi on 20 February 1864?
- g. Why are soldiers shown guarding the King's whareniui?

Page 37 RANGIAOWHIA

- a. What did the Kingites produce at Rangiaowhia?
- b. Who encouraged women, children and the elderly to stay away from the defences at Pāterangi?
- c. How many Māori were killed at Rangiaowhia?
- d. Why is this event seen as a shameful moment in our history?
- e. Where did Cameron kill more than 30 Māori on 22 February 1864?
- f. What further abuses happened on 23 February 1864?
- g. How should we commemorate these events? ANZAC Day is a day we reflect on the dead and the dying of all wars.

GAVIN BISHOP'S WHĀNAU: THE MCKAYS

We have previously met Irihāpeti 'Peti' Te Paea McKay, Gavin's great grandmother, and now we introduce Te Paea Tīaho, her sister. They were outstanding Christian peacemakers in a time of terrible warfare.

INQUIRY

- a. Why did Māori plan to burn down St John's Anglican Church in Te Awamutu?
- b. Who built the church?
- c. How did the sisters become peacemakers? Define the word rāhui.
- d. What message did their action leave with Pākehā and Māori living in Te Awamutu?
- e. How (in what ways) does their message have relevance today?

Pages 38–39: THE WAIKATO WAR 1863–64

8 December 1863:

ŌRĀKAU

- a. Why did Rewi Maniapoto build the pā at Ōrākau?
- b. How did Lieutenant-General Cameron's tactics change after his supply lines on the Great South Road were disrupted?
- c. What was used as a substitute for bullets?
- d. Who asked the pā occupants to surrender?
- e. Translate te reo Māori into English from the responses given by Rewi Maniapoto and wahine toa Ahumai Te Paerata.
- f. What happened to those escaping the pā on 2 April?
- g. Where did the Kingite refugees go?

Page 39

- a. What was Reverend Robert Maunsell's role in the Waikato War?
- b. Define raupatu.
- c. How many acres did Waikato Māori lose in the confiscations?
- d. Define kūpapa and suggest why they also lost land.
- e. Why did Tauranga warriors retreat?

Pages 40–41: Auē! Te mamae: THE TAURANGA WAR 1864

Page 40: PUKEHINAHINA – GATE PĀ

- a. Why did the war move from the Waikato to Tauranga?
- b. How many troops did Brigadier-General Carey land in Tauranga Harbour?
- c. Where did Rāwiri Tuaia build a pā?
- d. When did Lieutenant-General Cameron arrive?
- e. What was special about the fortifications at Pukehinahina, also known as Gate Pā?
- f. Describe what happened on 29 April 1864.
- g. Why was the battle considered a victory to Māori?

Page 41: TE RANGA

- a. When did this battle take place?
- b. What action did Lieutenant-Colonel Henry Greer take?
- c. Who was the Christian leader killed at Te Ranga?
- d. What was found on his body?
- e. What are the symbols on the flag?

- f. CONSEQUENCES – What were the outcomes of this battle?
- g. How many immigrants arrived in 1863?
- h. What advantages did the British and colonial troops have in these battles in the Bay of Plenty?

NOTE: You may like to skip forward to pages 60 and 61 to see the consequences in THE LEGISLATION WARS and catch up with the impact the wars had on Gavin Bishop’s whānau. Check with Year 8 teachers that they are not covering this, though there would be no harm in repetition for reinforcement. Leave pages 62 and 63 for the conclusion of the whānau story.

SOCIAL CONTROL:

The Year 9 section of the book is mostly about how Governor Grey sought to gain control over the Waikato and crush the Kīngitanga movement. The massive loss of Māori land was the major outcome. Sovereignty, the power to make the rules or laws, was a major motivation for this controversial character in our history.

HEADLINE WRITING is a useful skill and a way of assessing what you have learnt and can DO as a result of this study. SVO (Subject Verb Object) is a common way to write headlines. Newspaper headlines are usually in the present tense to capture attention, whereas the text of the article is usually past tense. The SUBJECT could be a person, place or force who interacts with an OBJECT, which could be a battle of a war. Powerful verbs, doing words, enable this action to happen. Keep looking for the strongest verb.

Example: The hail (object) pummelled (verb) the window (object).

Newspapers are often a primary source used by historians. They have been called the ‘first rough draft of history’. James Edward Fitzgerald, a politician and editor of *The Press* newspaper in colonial Christchurch, said journalists were ‘today’s historians.’ Kīngitanga had its own newspaper – *Te Hōkioi* – named after a mythical bird – that outlined the aspirations of movement and gave the Kingite perspectives on events leading up to and during the Waikato War.

https://www.researchgate.net/figure/Part-of-the-first-page-of-the-first-issue-of-Te-Hokioi-o-Nui-Tireni-e-rere-atu-na_fig1_48668173

<https://paperspast.natlib.govt.nz/newspapers/all>

<https://paperspast.natlib.govt.nz/newspapers/NZ18640130.2.22>

Here are some examples of the SVO formula. Try to come up with 20 headlines between pages 32–41. Here are some examples:

Sisters save Church

Wahine Toa challenges British soldiers

Kīngitanga opposes Māori land sales

Write letters to the editor supporting or opposing the headlines (150 words maximum).

Pages 16–41: Auē! Te mamea: WAR IN THE WAIKATO AND BAY OF PLENTY 1863–64

INQUIRY PRACTICES Years 9 & 10: This is a good place to start assessing what our Year 7s have learnt from studying this book. Assess again at Year 10. These assessments expand on the assessments presented for the Year 7 & 8 progressions.

1. Identifying and exploring historical relationships. I can construct a narrative of cause and effect that shows relationships between events. By comparing examples over time, I can identify continuity or changes in the relationships. I can recognise that others might interpret these relationships differently.
2. Identifying sources and perspectives. I can use historical sources with differing perspectives and contrary views (including those that challenge my own interpretation), giving deliberate attention to mātauranga Māori sources. I can recognise that the sources available that may not capture and fairly represent the diversity of people's experiences.
3. Interpreting past experiences, decisions and actions. I can make informed ethical judgements about people's actions in the past, basing them on historical evidence and giving careful consideration to the complex predicaments people faced, what they knew and expected, the attitudes and values of the times, and values of the times, the challenges people faced, and my own attitudes and values.

YEAR 10

CONTENT OVERVIEW [HERE.](#)

Pages 42–43: WARS OF THE MĀORI PROPHETS PAI MĀRIRE AND RINGATŪ 1864–72

INQUIRY PRACTICES: This section provides context for how society changed in the final years of the New Zealand Wars through the uses and abuses of power, and worsening race relations. Legislative changes had a negative influence on tangata whenua despite the introduction of the four Māori seats in 1867.

KNOW: To get you started: Page 42

1. What did Pai Mārire mean?
2. Who led Pai Mārire?
3. Where was Pai Mārire established?
4. When were military settlers ordered to destroy Māori crops?
5. Why did they fail?
6. How did Pai Mārire recruit followers?

Page 43

- a. Describe the shape of Wirianga Te Kahara from the illustration.
- b. How did Lieutenant-General Duncan Cameron earn the nickname 'Lame Seagull'?
<https://nzhistory.govt.nz/people/duncan-cameron>
- c. Why do you think he became disillusioned with the war?
- d. What happened to Reverend Carl Volkner?
- e. <https://nzhistory.govt.nz/people/duncan-cameron>

Pages 44–45: WARS OF THE MĀORI PROPHETS PAI MĀRIRE AND RINGATŪ 1864–72

TARANAKI

Lieutenant-General Cameron became disillusioned with the New Zealand Wars. He no longer believed that the wars were being fought to stop a Māori rebellion, but rather to get land for Auckland speculators in the Settlers' Parliament. The Canterbury politician James Edward Fitzgerald was one of the few Members of Parliament to oppose the North Island Wars.

KNOW: Page 44: Write answers using the 5Ws and an H.

- a. Who replaced Lieutenant-General Cameron?
- b. When did he launch his attacks?
- c. What was wrong with his ethics?
- d. Where did he launch his attacks?
- e. How many pā and villages did he destroy?
- f. Why was he regarded as a poor leader?

KNOW: Page 45: Write answers using the 5Ws and an H.

- a. Who was Major Thomas McDonnell?
- b. Where did he attack?
- c. What other villages did he attack?
- d. When did he launch his attacks?
- e. How should McDonnell be remembered in our history?
- f. Why would Thomas McDonnell be regarded today as a war criminal?

EAST COAST: Write three headlines for a newspaper on 3 October. Use the SVO formula (Subject, Verb, Object). For example: Pai Mārire (subject) intercepted (verb) near Napier (object).

INQUIRY TASK 'DO': Seminars are a good way for ākonga to know and understand material. Allocate pupils in pairs the following historical characters, who appear in pages 42-59. Use Te Ara and the government website: <https://nzhistory.govt.nz/people/erueti-te-whiti-o-rongomai-iii>

<https://natlib.govt.nz/records/22352670>

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

Papers Past <https://paperspast.natlib.govt.nz/newspapers/NZ18640130.2.22>

- Te Ua Haumēne
- Lieutenant-General Duncan Cameron
- Major-General Trevor Chute
- Major Thomas McDonnell
- Riwaha Titokowaru

- Kimble Bent
- Gustavus Ferdinand von Tempsky
- Colonel George Whitmore
- Major Kemp (Te Keepa Te Rangihwinui)
- Te Kooti Arikirangi Te Tūruki
- Reginald Biggs
- Rāpata Wahawaha
- Te Whiti o Rongomai
- Tohu Kākahi
- Native Minister John Bryce

Each seminar should have:

1. Perspectives: provide a de Bono PMI test on each character (Plus, Minus and Interesting)
2. Cite at least five different sources, including Patu.
3. Some understanding of experiences, actions and decisions. Ethical judgement yet being aware that when it comes to war truth is often the first casualty.

Pages 46-47: WARS OF THE MĀORI PROPHETS PAI MĀRIRE AND RINGATŪ 1864-72

TARANAKI – RIWHA TITOKOWARU

- a. When did war break out again?
- b. Where did war break out?
- c. Who was Titokowaru?
- d. What were some of his physical characteristics?
- e. How did government react to his peaceful resistance?
- f. Why was he feared?

PAGE 47: Why was the rainbow important?

TASK: Write three headlines for 13 July 1868. Use the Subject, Verb, Object formula. E.g. von Tempsky (subject) relieves (verb, doing word) redoubt (subject).

Who was Kimble Bent? https://en.wikipedia.org/wiki/Kimball_Bent

Read Maurice Shadbolt's novel *Monday's Warriors* <https://www.amazon.com/Mondays-Warriors-Maurice-Shadbolt/dp/0879239158>

Pages 48-49: WARS OF THE MĀORI PROPHETS PAI MĀRIRE AND RINGATŪ 1864-72

TITOKOWARU

- a. What was Te Ngutu-o-te-Manu (translate te reo Māori)?

- b. When did McDonnell attack Te Ngutu-o-te-Manu?
- c. How did McDonnell plan to attack the pā for the second time?
- d. Who were the kūpapa? (use glossary or Māori dictionary)
- e. Name Titokowaru's horse.
- f. What does Niu Tirene mean? (appears in Te Tiriti o Waitangi)
- g. Where did Pākehā survivors of the battle go?
- h. Explain the function of the watchtower. Look closely at the illustration.

Page 49:

- a. Who was Gustavus Ferdinand von Tempsky?
- b. <https://nzhistory.govt.nz/media/video/gustavus-ferdinand-von-tempsky>
- c. What happened to six-year-old Ngātau Omahuru?
- d. How did Hau Hau benefit from the battle?

KNOW: Pages 50–51:

- a. When did Colonel Whitmore attack Moturoa?
- b. Who led the party of kūpapa Māori?
- c. What was the name of the voluntary unit?
- d. How old were the children killed by the unit?
- e. Where did Hau Hau kill a Pākehā family?
- f. Why did British government refuse to send more troops?
- g. FOLD OUT PAGES A, B, C & D. Look closely at text and pictures.

PAGE A

1. Describe the layout of Tauranga-Ika pā.

PAGE B:

1. What was the purpose of the different-sized buildings and tents?
2. Where do you think was the best place to escape and evacuate?

PAGE C:

1. Who is atua Uenuku (use Māori Dictionary)? <https://maoridictionary.co.nz/>

PAGE D:

1. Why was Tūtahi Church a symbol of peace?
2. How might Tūtahi Church help bring peace?
3. What weapon was used by both Forest Rangers and kūpapa?

4. Who was Te Keepa Te Rangihwinui? <https://teara.govt.nz/en/biographies/1t64/te-rangihwinui-te-keepa>

KNOW: 52–53: EAST COAST: TE KOOTI

Page 52:

1. What were two different perspectives about Te Kooti?
2. When did he fight for the government?
3. Who was he fighting against?
4. Where was he imprisoned?
5. How did Ringatū represent Māori and Christian beliefs. Read text and look at the flag Te Kooti captured (at top of page). Name the maunga/mountain.
6. Why did Rēkohu Chatham Island prisoners overpower the Rifleman?

Page 53:

1. Who was Reginald Biggs?
2. What action did he take against Te Kooti?
3. Why did he fail?
4. When did Colonel George Whitmore arrive to try to capture Te Kooti?
5. Where did Te Kooti escape to? Lake . . . ?
6. How many warriors did Te Kooti recruit?

HEADLINES: Make two headlines for 7 September. Use the SVO formula (subject, verb, object) e.g. Te Kooti (subject) refuses (verb) Government peace offering (object).

KNOW: 54–55: MĀKARETŪ, MATAWHERO, NGĀTAPA – TE KOOTI AVOIDS CAPTURE

Page 54 MĀKARETŪ

1. How far did Te Kooti travel to reach Mākaretū?
2. Who travelled with Te Kooti?
3. What did Te Kooti achieve at Pātūtahi?
4. Where was the stronghold of Ngātapa?

MATAWHERO

1. When did Te Kooti arrive here?
2. Who discouraged Te Kooti from entering the King Country?
3. Where was land confiscated?
4. What action did Te Kooti take?
5. Why was this action so brutal?

6. How did the army and government react?
7. WHAT IS HAPPENING: Describe the scene at the bottom of the page. Answer 5 Ws and an H.

Page 56: NGĀTAPA

1. Why was Ngātapa difficult to attack?
2. RESEARCH: write 3–4 sentences on Major Kemp and George Whitmore.
3. <https://teara.govt.nz/en/biographies/1t64/te-rangihwinui-te-keepa>
4. <https://nzhistory.govt.nz/people/george-whitmore>
5. Which iwi gave Te Kooti shelter in Te Urewera Mountains?

Pages 56–57: TE KOOTI AND RINGATŪ

Page 56:

- a. When did Te Kooti raid Whakatāne?
- b. Where did Te Kooti feel safe?
- c. Who invaded the Ureweras?
- d. How many followers did Te Kooti have?
- e. What was their destination?
- f. Why were Te Kooti's followers keen to reach Lake Taupō?
- g. What did Te Kooti seek on 4 October 1869?
- h. Why do you think some iwi supported the Armed Constabulary?
- i. Who led the Armed Constabulary?
- j. What happened to Te Kooti during his escape?
- k. Why did Tūhoe agree to hunt Te Kooti down?
- l. How did Te Kooti's war end?

An important historical skill is interpreting past experiences, decisions and actions. Ākonga need to keep asking the question WHY? Why did tribal alliances and allegiances keep changing? Te Kooti found iwi changed between supporting him to endangering him. Students at this stage should understand historical relationships including cause and consequence, continuity and change, and the relationship between past and present. They should cite at least five sources in their research, including *Patu*. Using de Bono's PMI (Plus, Minus, Interesting) will help them identify different perspectives.

Page 57

1. Who provided refuge for Te Kooti?
2. Where did he live for the next 10 years?
3. What did he do to thank King Tāwhiao?
4. Did Te Kooti live up to the statement (above his head in illustration)?

5. THE McKAY FAMILY: Why did Gavin's tipuna/ancestor Benjamin McKay move to Invercargill in 1870?
6. Who was pardoned in 1883?
7. When did Te Kooti die?
8. What was Te Kooti remembered for, apart from being a fearsome warrior (see last paragraph)?

Pages 58–59: Auē! Te mamae: PARIHAKA

Parihaka was a model Māori settlement beneath Mount Taranaki. The town had running water and electricity before many New Zealand towns. The events of 5 November 1881 are regarded as a day of shame in our history. The Armed Constabulary, led by Native Minister John Bryce, arrested the settlement's leaders and sent many of its inhabitants to the South Island to hard labour on the Otago Peninsula.

Page 58:

1. How did Te Whiti o Rongomai and Tohu Kākahi resist European settlement and land confiscations?
2. Why did the followers of Te Whiti and Tohu plough up disputed lands?
3. What happened to the 182 ploughmen?
4. Where were they sent?
5. When did the government install a road and telegraph line?
6. How did the Parihaka people react to this action?

TIMELINE: Skill = sequencing: Using all the dates (years and months) on pages 58–59 construct a timeline or illustrated history road to show the key events at Parihaka.

Page 59: Recognising different perspectives is a skill used by historians.

- a. Why was the re-siting of the lighthouse seen by the people of Parihaka as a hostile action?
- b. What action by the Parihaka people did Native Minister John Bryce use to justify taking the Armed Constabulary to invade the township?

5 November 1881: TE RĀ O TE PĀHUA – The Day of Plunder

This is regarded as a day of shame in the histories of Aotearoa New Zealand.

INQUIRY TASK 'DO': You are a television news reporter teleported back to 1881. Describe what is happening at Parihaka on 5 November 1881. Use the text and illustrations. Make sure you answer the 5 Ws and an H. Research what happened to Te Whiti and Tohu after their arrests.

Tim Finn and Herbs 1989 song 'Parihaka' would be a good place to start your inquiry.

<https://www.youtube.com/watch?v=s8el8LiY2XI>

On Tohu and Te Whiti from Te Ara

<https://teara.govt.nz/en/maori-prophetic-movements-nga-poropiti/page-4>

Write a caption describing Te Whiti and Tohu from illustrations of them.

<https://www.odt.co.nz/lifestyle/magazine/place-peace>

Dick Scott's *Ask that Mountain: The Story of Parihaka* is another good reference:

<https://www.penguin.co.nz/books/ask-that-mountain-the-story-of-parihaka-9780143010869>

How (in what ways) did Te Whiti and Tohu influence peaceful protests by Indian leader Mahatma Gandhi and USA civil rights leader Martin Luther King?

<https://indiannewslink.co.nz/the-binding-leadership-of-gandhi-and-te-whiti-across-generations/>

<https://mikefrost.net/hes-the-father-of-nonviolent-protest-and-youve-probably-never-heard-of-him/>

Pages 60–61: THE LEGISLATION WARS

Crisis in race relations: authority, land and war, New Zealand 1853-65 / Graham Langton. Historian Graham Langton points out that Māori lost land through law as well as war. The establishment of the Native Land Court in 1865 meant Māori had to prove land ownership on an individual basis where land was communally owned by the iwi. Despite the establishment of the four Māori seats in 1867, tangata whenua were having less and less say in their future.

Page 60

LOOK AND LEARN: What is the message in Gavin Bishop's illustration of pou at the bottom of the page. After answering the text questions, the Five Ws and an H below, write 150–200 words on the Legislation Wars of the 1860s.

Come up with an SVO headline (SVO – subject, verb, object).

1. What do the words 'raupatu' and 'whiunga' mean?
2. How many years after the wars was Te Tiriti ignored?
3. Describe assimilation policies.
4. Why was the 1862 Native Lands Act introduced?
5. Who were punished by the New Zealand Settlements Act 1863?
6. Where was land taken by the Public Works Act 1864?
7. What was the purpose of the Native Land Court Act 1865?

NOTE: Māori had to prove land ownership on an individual basis, where land had been traditionally owned by the community. Even those who supported the British war effort lost their land.

NATIVE SCHOOLS ACT 1867: Attempt a de Bono PMI. Give a Plus, Minus and Interesting test on these schools.

<https://teara.govt.nz/en/maori-education-matauranga/page-3>

Page 61: THE MCKAY WHĀNAU: We meet Gavin's tīpuna/ancestors, circa 1874. Only four of the twelve McKay children are still living in the Waikato.

Activity: Devise cartoon bubbles for Clara, Harriet, Annie and Maria stating a memory or something that happened during their lives.

How did the McKay whānau acquire land? Where and why did Peti move? Note: Taupiri Maunga is the sacred hill for Kingitanga.

IRIHĀPETI TE PAEA TE WHEROWHERO McKAY/JOY

Activities: Make a list of the achievements of Gavin's famous tīpuna/ancestors on pages 9, 17, 31, 37 and 61.

1. What does the word 'ariki' mean in te reo Māori?
2. Who was Irihāpeti's brother?
3. Who was her father?
4. What was his title?
5. Where did he live?
6. Why should Gavin be proud of his tīpuna?
7. How is Gavin related to Irihāpeti?
8. When did Irihāpeti die?

Pages 62–63: IRIHĀPETI TE PAEA TE WHEROWHERO McKAY/JOY

The heading refers to the idea of being blown to the four winds. Where did the four winds – North, South, East and West – blow eight McKay siblings – across the motu – throughout Aotearoa New Zealand? If unknown, write 'unknown' in brackets beside their name. Write briefly about their career and achievements, if known.

Page 63: BENJAMIN CHARLES McKAY

1. When was he born?
2. Why do you think that he smothered his whakapapa (ancestry)?
3. What were some examples of racism in Eurocentric colonial Southland?
4. How did Benjamin keep his taha Māori (Māori side)?
5. Who was Gavin's mother Doris Irihāpeti Hinepau McKay related to?
6. Where was the clue in her name for Gavin and his brother Russell to trace their ancestry?
7. How does knowing the past help us know who we are?

INSIDE COVER PAGES ACTIVITIES:

Inside cover page: Make a timeline of the New Zealand Wars from the map.

Facing cover page: Name the regions or provinces where 3 million acres were confiscated – known as raupatu – by the Crown.

CLASS DISCUSSION: WAR AND SOCIAL CHANGE

War is the cause of death and destruction. Loss of land and resources is often the outcome for the victims of war. Can we say anything positive about war? Does war benefit humanity in any way? Peace and reconciliation may take many generations to achieve. Research how the Crown tried to right the wrongs of the past through the Waitangi Tribunal. Queen Elizabeth apologised to the Tainui people for Governor Grey's wrongful and unjust invasion of the Waikato (1863–64). We can never fully right the wrongs of the past, yet we need to acknowledge that these events happened,

compensate the victims and their descendants, accept forgiveness and move forwards to a better bicultural future.

Queen Elizabeth's apology to Tainui:

<https://teara.govt.nz/en/video/33050/royal-apology-to-tainui-1995#:~:text=During%20a%201995%20visit%20to,financial%20compensation%20totalling%20%>

<https://www.waitangitribunal.govt.nz/>

© Defyd Williams Blend Learning (2023-); Ohu Matua, Ministry of Education reference group on the new Histories of Aotearoa New Zealand (2019–22). Editor/Manager of The Press Newspapers in Education department (1986–99). History teacher: Fiordland (1974–76); United Kingdom (1976–77); Christchurch (1978–85); Waikato (2005–19).

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