



### Education Programme Junior Secondary

#### Suitability

Students: Years 7-10  
Curriculum: Level 5

#### Length of Programme

90 minutes

#### Vision

TREATY 2 U encourages students to be:

**Connected:** students are encouraged to work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full treaty partners.

#### Principles

The TREATY 2 U education programme is founded in the principles of the NZ curriculum. It embodies:

**Cultural diversity:** that the curriculum reflects NZ's cultural diversity and values the histories and traditions of all its people.

**Community engagement:** that the curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities

**Treaty of Waitangi:** that the curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

## Values

Through the TREATY 2 U education programme, students will learn about the values on which New Zealand's cultural, social and political traditions are based.

Through their learning experiences within this programme, students will be encouraged to value:

**Inquiry and curiosity:** students will think critically and reflectively

**Diversity:** students will think about different cultures, languages and heritages

**Equity:** students will think about social justice

## Key Competencies

Opportunities to develop key competencies occur in social contexts. Students adopt and adapt practices that they see used and valued and they make these part of their own identity and expertise.

TREATY 2 U encourages students to develop competencies in:

**Thinking:** asking questions and challenging assumptions and perceptions. The students will explore, question, and form opinions about New Zealand history and the Treaty of Waitangi.

**Participating and contributing:** being actively involved in communities so that students have a sense of belonging and the confidence to participate in new contexts.

**Relating to others :** the students will share ideas, recognise different points of view, negotiate, and work together to learn about the themes in the TREATY 2 U exhibition.

**Using language, symbols and texts:** the students will interpret language and symbols within a variety of primary and secondary sources, including written, oral, and visual.

## Focus Learning Area

Social Sciences – Social Studies

## Strands

The TREATY 2 U junior secondary education programme sits within Level 5 of the New Zealand Curriculum. Students will gain knowledge, skills and experience to:

**Continuity and Change:** *understand how the Treaty of Waitangi is responded to differently by people in different times and places.*

It is relevant, however, to a number of strands across levels 1 - 6 of the Social Science curriculum:

**Identity, Culture and Organisation:** students learn about New Zealand society and how it is structured by examining our founding document and considering its importance.

**Continuity and Change:** students learn about past events and the changing ways in which these are interpreted over time.

**Economic world:** students learn about the ways in which 19<sup>th</sup> century New Zealanders participated in economic activities such as whaling and trading.

### **Programme Overview**

This education programme offers students the opportunity to explore the TREATY 2 U exhibition and learn more about the importance of the Treaty of Waitangi.

The programme will look at why a treaty was needed, what the Treaty means, and how different groups have responded to the treaty since its signing.

The exhibition consists of the following three sections.

1. Māori and the British | *Te iwi Māori me ngā tangata nō Ingarangi*, 1800 – 1840
2. The Treaty up close | *Te matawai i te Tiriti*
3. The Treaty today | *Te Tiriti ināiane*

### **Learning Outcomes**

By the end of the TREATY 2 U education programme students will be able to:

- Identify some of the reasons why a treaty was signed in 1840.
- Describe some of the important differences in the Maori and English texts of the treaty.
- Give examples of how groups in Aotearoa view the Treaty of Waitangi differently.
- Explain why the Treaty of Waitangi continues to shape relationships between New Zealanders today.

## Specific Learning Experiences

### Site One: The Void

Welcome them to Te Papa Tongarewa and ask them what they have come along to learn about.

**We are going to stop here and talk about:**

**i) what a treaty is**

Possible questions:

- *What is a treaty?* (Look for words like rules, agreement, deal, promise, contract, partnership). Students are to understand that a treaty is a signed agreement between two different groups.
- *If we were going to write a treaty between Te Papa and your school, a contract that agreed on how we will act in Te Papa, what do you think would be written in our treaty?*  
Discuss the conditions of 'our treaty' - an agreement between the group and the educators for their time spent in the museum.

Today we are going to be studying the Treaty of Waitangi, an agreement between two groups of people over 150 years ago.  
We will look not just at **why it was needed** but also **why people have such different views on it today**.

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### Site Two: The Ellipse – 20 minutes

**We are in this space here to discuss:**

- i) **what groups of people were in New Zealand by 1840**
- ii) **why a treaty was needed**

On arrival in the ellipse, ask for three volunteers, and then form the remainder of the class into three, separate groups.

Tell the three groups that they represent three iwi o Aotearoa in the early 1800's. Each iwi can sit in three separate places in the ellipse. Each rangatira is given a patu/mere/taiaha.

Each of the three volunteers is given some props:

1. **A trader** – a musket
2. **An unruly whaler** – a bottle of alcohol
3. **A missionary** – a cross and Bible

#### **1. Traders**

- Watch Exhibition AV 'Why a treaty: muskets' (1min 42 sec)

**PAIR DISCUSSION:** Turn to the person beside you and discuss what you saw.

Introduce the volunteer trader.

**ANALYSE:**

*What were traders here in NZ for?*

Whales – to use the oil for lamps and machinery

Seals – for the fur for clothing

Flax – to make rope

Trees – to build houses in Australia and ships

*Do you think chiefs would have let traders help themselves to these things?*

*What do you think a chief would ask for in return from the trader?*

Muskets, tools, blankets, clothing, and different food.

**ILLUSTRATE:**

Lets see what impact this had on Maori. Mr Trader can you give your musket to one of the iwi in front of you in exchange for some goods. Now, one iwi now has muskets, while the others do not. Get two rangtira to stand up – one with a musket, one still with a traditional weapon.

*Who do you think will win between these iwi and why?*

Muskets are a long range weapon, whereas traditional Māori weapons were short range, and Māori initially did not know how to treat musket-induced injuries.

**CONCLUDE:**

*What was the impact of the trade of muskets?*

It turned into the Musket Wars. 20,000 Maori were killed and many lost their homes and land.

*What did this mean for Maori?*

Even if they didn't want a relationship with European traders they had to have one. If they didn't they would get beaten in battle with other iwi.

**2. A whaler**

- Watch Exhibition AV 'Why a treaty: whalers' (1:42)

**PAIR DISCUSSION:** Turn to the person beside you and discuss what you saw.

Introduce the volunteer unruly whaler.

**ANALYSE:**

*Why were the whalers so troublesome?*

Whalers would be at sea for a long periods of time, in tough conditions, so when they came ashore they acted irresponsibly.

*Why weren't they arrested do you think?*

There were no official rules or laws in NZ at this time, so drunkenness, brawling and prostitution all came about because of the whalers and traders. Kororareka was infamously known as the “Hell Hole of the Pacific”.

**CONCLUDE:**

*What was the impact of the whalers?*

The absence of law and order concerned early missionaries and Maori chiefs. This shared cause for concern helped establish further co-operation between these groups.

**3. A missionary**

- Watch Exhibition AV ‘Why a treaty: missionaries’ (1:45)

**PAIR DISCUSSION:** Turn to the person beside you and discuss what you saw.

Introduce the missionary volunteer to the group.

**ANALYSE:**

*What was the missionaries job? Their religion?*

To teach others about their religion and teach new customs. They were Christian missionaries.

*Who has heard of Tane Mahuta, Tawhirimatea, Haumiatiketike and Tangaroa?*

Māori believe in many Gods and Christians only in one. Missionaries wanted to teach Māori about believing in one God.

*Who noticed in the AV how long it took to get their first conversion to Christianity?*

15 years! Missionaries established strong relationships with the iwi they worked with.

*Did they just bring the Christian god to Aotearoa? What else did you see they were responsible for?*

Missionaries also helped Te Reo Māori become a written language, and taught Māori the farming skills needed to raise new crops and animals.

**CONCLUDE:**

*What was the impact of the missionaries?*

Many of the missionaries living in NZ and many chiefs were concerned with what was happening in NZ. They asked Queen Victoria in Britain for help in setting up a government.

Eventually, William Hobson was sent to make a Treaty between the British government and Māori chiefs.

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### Site Three – The Treaty cases – 5 minutes

**We are in this space here to discuss:**

- how groups in Aotearoa responded to the Treaty of Waitangi.

Before we look at the treaty text, we can learn a lot by looking at the condition of the nine surviving treaties.

Looking at them – what can we tell about the Treaty's importance once it was signed?

Looking at Te Papa and the way that the treaty has been displayed here how important is the Treaty in today's world?

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### Site Four – The Treaty texts – 20 minutes

**We are in this space here to discuss:**

- **some of the important differences in the Maori and English texts of the treaty.**

Divide into three groups each is given a laminated copy of one of the Articles.

Groups are given 10 minutes to read through the article, highlight the most important terms and decide what the article is about. Each group also needs to nominate a spokesperson to feed back to the group.

**1. Article one - Power** (This word is commonly used to summarise the overall theme in Article One of the Treaty, in both languages. The words 'power and participation' can be used as a prompt to remember what this Article addresses.)

- *Discussing the English text of Article One*

First group reports back to the group.

If they need help, prompt them, to find a word that starts with s and means absolute power - *sovereignty*. In the English version, Māori are signing away absolutely all of their power. The word that is used instead of power in the English version is 'sovereignty'.

- *Discussing the Māori text of Article One*

Turn your focus to the Māori text on the wall. The word used in the Māori translation for the same concept of sovereignty is 'Kawanatanga', which

means governorship. Discuss what it means to govern. What is the difference between sovereignty and governorship?

Ask – did Māori signed the Maori Text or the English text? What did Maori believe they were signing? What did the British believe they were signing?

**2. Article two – Property** (This word is commonly used to summarise the overall theme in Article Two of the Treaty, in both languages. The words ‘property and possession’ can be used as a prompt to remember what this Article addresses.)

- *Discussing the English text of Article Two*

Second group reports back to the group.

If they need help, prompt them by asking, what does the Queen guarantee, ‘full exclusive and undisturbed possession’ of? (*‘Lands and Estates Forests Fisheries and other properties’*)

- *Discussing the Māori text of Article Two*

Turn your focus to the Māori text on the wall. The Maori word for power and independence is used in the treaty but it is in Article Two, not Article One.

The closest word for power in Maori is **‘Tino Rangatiranga’**.

Instead, of giving their power away, many Māori believed they would get to keep their power because Article Two guaranteed it.

- Differences in translation

Looking at the Māori text of the Treaty, ask the students to locate and highlight the words ‘ratou taonga katoa’. This is the translation of the English text ‘other properties’.

Ask if anyone has heard the word ‘taonga’ before and if so, do they know the meaning?

The closest English translation of taonga, is treasure. Therefore, in the Māori translation, the phrase ‘all treasures’, has been used for ‘other properties’.

Discuss the fact that most of the Māori chiefs who agreed to the Treaty signed the Māori language text (more than 480 of the approximate 520). The chiefs therefore believed that not only their lands, estates, forests and fisheries were protected, but also other treasures such as their culture, rituals, and language

iii) Taonga / treasures

Hand out post-it notes on which you have already written single words to describe things that are taonga and things that aren’t. To encourage students to think of taonga in the broadest sense make sure you have a wide range of

treasures listed (family, culture, language, heirlooms, whakairo, etc) . Students discuss their post-it note and bring it to the board, placing it in one of two circles on the board 'considered a taonga' or 'not considered a taonga'

**Article three – Protection** (This word is commonly used to summarise the overall theme in Article Three of the Treaty, in both languages. The words 'protection and privilege' can be used as a prompt to remember what this Article addresses.)

Third group reports back to the group

If they need help, prompt them to look for two words beginning with p (protection and privileges).

Protection

- Discuss why the protection of the Queen of England would have been important to Māori. This discussion should bring back points from why a treaty was needed, such as protection from the attentions of other countries and from the lawless behaviour of Europeans that was beginning to emerge.
- The protection from tribal violence was also very important.

Privileges

- Ask the students if they feel it was important to include that Māori would receive the same 'Rights and Privileges of British Subjects'. Do you think Maori have always been treated the same as the British?

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## Site Five – Blood, Earth, Fire – 10 minutes

**We are in this space here to discuss:**

- **how the Treaty of Waitangi was honoured.**

Divide the group into two groups – each group follows an educator to each of these stops. 5 minutes at each.

i) STOP ONE. Stand by the maps that show the deforestation of Aotearoa. What do you think is shown here?

Think about the treaty and what Maori believed they were signing - what might have been your reaction to this deforestation? What article protected Aotearoa from this?

ii) STOP TWO. Stand by the hapu landscape photograph, the Ngai Tahu map and the surveyors chains. What do you think is being illustrated here?

Think about the treaty and what Maori believed they were signing - what might have been your reaction to land confiscation? What article protected Maori from this?

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## **Site Six – Signs of a Nation – 10 minutes**

**We are in this space here to discuss:**

- **the Treaty of Waitangi's importance in relationships between New Zealanders today.**

### RATANA ACTIVITY

Students talk in pairs about what they think are the key themes/words in the exhibition. Feedback briefly.

T. W. Ratana gave three things to PM Savage in 1935 to represent Treaty relations. (Pretend you are Ratana and the other educator is Savage, pass him each of the props as you speak about their importance)

**A potato:** like the potato, Maori need land to survive

**A broken watch:** like a broken watch, past wrongs can be mended

**A tiki:** the tiki symbolises the spirit and mana of Maori people.

Join another pair and brainstorm symbols that could represent the importance of the Treaty of Waitangi today. What would you give the PM today to represent the treaty? Think about the key themes/words you discussed. What could symbolise those themes?

Each group present their ideas back to everyone.

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## **Site Six – Signs of a Nation – 10 minutes**

**Finally we will take a look at:**

- **how groups in Aotearoa view the Treaty of Waitangi differently.**

### TALKING POU ACTIVITY

Go and listen to the talking pou. It has a New Zealander talking about the Treaty of Waitangi. When you have found an opinion, come and stand on this continuum line – from very positive about the role of the Treaty of Waitangi at this end, to very negative at this end.

Discuss – what does this show us?

## References and Resources

### Books:

Binney, J., Bassett, J., & Olssen, E. (1995). *The people and the land, te tangata me te whenua: an illustrated history of New Zealand 1820 – 1920*. Bridget Williams Books, Wellington.

Boon, Kevin (1999). *The Treaty Of Waitangi*. Waiaatarau Publishers, Auckland.

Harris, Aroha (2004). *Hikoi: Forty Years Of Māori Protest*. Huia Publishers, Wellington.

Naumann, Ruth (2004). *Our Treaty: The Treaty Of Waitangi 1840 to the Present*. New House Publishers, Auckland.

Orange, Claudia (2004). *An Illustrated History Of The Treaty Of Waitangi, Revised Edition*. Bridget Williams Books, Wellington.

Whaanga, Mere (2003). *Treaty / Te Tiriti*. Scholastic New Zealand, Auckland.

### Websites:

- Ministry Of Education websites of resources for schools and the wider community  
[www.tki.org.nz](http://www.tki.org.nz)
- New Zealand History Online – Classroom: Treaty of Waitangi  
<http://www.nzhistory.net.nz/category/tid/133>
- TREATY 2 U  
<http://www.treaty2u.govt.nz/>
- Treaty Of Waitangi Information Programme website  
[www.treatyofwaitangi.govt.nz](http://www.treatyofwaitangi.govt.nz)
- Museum Of New Zealand Te Papa Tongarewa  
This website provides access to the Museum's knowledge net, which includes the Signs of the Nation exhibition here at Te Papa  
<http://www.tepapa.govt.nz/TePapa/English/Learning/TaiAwatea/>
- Waitangi Tribunal  
[www.waitangi-tribunal.govt.nz/forschools](http://www.waitangi-tribunal.govt.nz/forschools)
- Office Of Treaty Settlements  
[www.ots.govt.nz](http://www.ots.govt.nz)