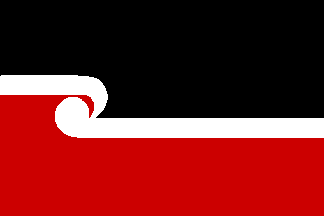
Waitangi Day



A Commemoration of the Signing of the Treaty of Waitangi

February 6th 1840

Teacher Resource Kit

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About Waitangi Day

Every year on 6 February, New Zealand marks the signing of the Treaty of Waitangi in 1840. Waitangi Day is recognised as New Zealand’s national day. For most people, it is a holiday; and for many, especially Māori, it is an occasion for reflecting on the treaty. The day represents the signing of the Treaty of Waitangi between representatives of the British Crown and over 500 Māori chiefs producing New Zealand’s founding document.

Waitangi Day was first officially recognised and commemorated in 1934, and it has been a public holiday since 1974. Since the 1970’s Māori throughout the country have become more active in voicing their frustrations and concerns with the New Zealand government surrounding the place of the Treaty of Waitangi in modern day Aotearoa New Zealand.

Celebrations are held in Waitangi each year to commemorate the signing of the treaty and also for Māori to discuss and debate issues of the past as well as current issues that affect the future of Māori and all New Zealanders. In recent years, communities throughout New Zealand and other parts of the world have been celebrating Waitangi Day in a variety of ways, including public concerts and festivals. Along with the celebrations are also protests by Māori activists concerning treaty injustices.

The history of the treaty is full of complexities and misunderstandings between both the Crown and the Māori who signed it. The treaty was written in English and translated into Māori. Most Māori chiefs, who signed it, signed the Māori version. Considering that most Māori could not read English and that they would have relied on the interpretation of the treaty in Te Reo Māori, it seems likely that the key concepts would have been interpreted differently from the Crown.

After a preamble, which noted the need to provide for peace and good order, there were three ‘articles’. The English version of the first article stated that the chiefs ceded ‘the rights and powers of sovereignty’ to the Queen of England. The English understood sovereignty to mean supreme or ultimate authority. The Māori translation was ‘kāwanatanga’ or ‘governorship’, and was derived from the word ‘governor’. It is unlikely that the Māori chiefs would give up their power and authority to the Queen, and Māori were more likely to have understood this to mean power as exercised by Governor Hobson – a more distant and limited power than sovereignty.

In the second article the Queen guaranteed to Māori chiefs and tribes ‘the full exclusive and undisturbed possession of their lands and estates, forests, fisheries and other properties’. In the Māori version, chiefs and tribes were promised ‘te tino rangatiratanga’, which meant the full essence of chieftainship, which Māori may have interpreted to be much closer to absolute power. In addition, the phrase ‘forests, fisheries and other properties’, was translated as ‘taonga’ (treasures). Māori understanding of taonga would include everything that is of value to them, including their sacred rites, ceremonies, customs and their language.

The third article gave Māori the ‘rights and privileges’ of British subjects.

How the treaty was understood by all parties involved at the time is uncertain, and their motives for a treaty questionable. There have been many debates about the meaning of the treaty since, and the debate continues today with issues that affect all New Zealanders, like the review of the Foreshore and Seabed Act.

All that can be said with certainty is that the chiefs who signed the treaty in 1840 agreed that the British should exercise some sort of power or authority in New Zealand to ensure law and order of the new settlers, and that people from Britain, Europe and Australia could settle in the country. Māori understood that in turn they were guaranteed possession of their lands, that they could maintain their own customs, and that the traditional authority of the chiefs would be upheld.

It is important to recognise that the two parties who signed the Treaty of Waitangi were the British Crown/Government (or rulers in Britain), and the Māori chiefs including some Māori women, from many hapū (the then rulers of New Zealand), not the British Settlers. The treaty still governs the relationship between the Crown and Māori. Its legal status has been debated, but the rights it proclaims are now enforceable in the courts, in certain circumstances. (*Reference: NZ History Online* [*http://www.nzhistory.net.nz/category/tid/133*](http://www.nzhistory.net.nz/category/tid/133))

This resource kit focuses on Waitangi Day and the commemoration of the signing of the Treaty of Waitangi in the Bay of Islands on February 6th 1840. The resource has a *Social Studies – Tikanga ā-Iwi* focus at curriculum levels 4 and 5 providing learning around the attitudes and the social decision-making that led to the signing of the Treaty of Waitangi, the events that followed and how it is commemorated today. It has been designed to assist teachers and students through **social inquiry** to explore the chain of events that led to the formation of the Treaty of Waitangi and to develop an understanding on how the ideas and actions of people in the past have had a significant impact on people’s lives, both then and in the future. Students will also identify what the treaty means to them, their family and friends, and society.

As there is a wealth of information and resources available to support the learning on this topic, this resource kit is a synthesis of new ideas and learning activities as well as current resources that are available online. As Waitangi Day is at the start of the school year, students may not have the opportunity to study this topic until later in the year. Celebrating the Treaty of Waitangi can be held at any time of the year and many ideas are included in this kit.

Things I need to know about Waitangi Day

* Waitangi Day was first officially commemorated in 1934, and it has been a public holiday since 1974.
* Waitangi Day commemorations are held around New Zealand and overseas each year in many different ways.
* Since the 1970s Waitangi Day has been influenced by political debate surrounding the place and relevance of the Treaty of Waitangi in present day New Zealand.
* The Declaration of Independence of New Zealand was signed in 1835. It has 52 signatures of Māori chiefs. Māori have seen the declaration as British recognition of an independent Māori nation.
* British representatives wrote the Treaty of Waitangi in a hurry. It was signed on February 6th 1840 at Waitangi in the Bay of Islands which is how it has come to be known as the Treaty of Waitangi – Te Tiriti o Waitangi. Over 40 chiefs signed the original copy.
* Several representatives of the Crown spent seven months travelling around New Zealand working to get as many rangatira (chiefs) to sign one of the nine copies.
* A treaty, in international law, is an agreement between two sovereign nations. The Treaty of Waitangi is primarily a political agreement in that it determined power arrangements between the hapū who signed it and the British Government.
* The Treaty of Waitangi affirms existing hapū rights and promises that Māori people would have the rights that the British people have.
* The Treaty is for tauiwi (those who are not Māori) because it established government for the settlers and enabled immigration from other countries to New Zealand.
* The Treaty is not the same as colonisation. Today, ‘Treaty’ issues (also referred to as grievances, claims, settlements) exist because of the effects of colonisation. They would be issues today even if there had not been a Treaty. Settlements are about fairness and recognising injustices.
* The Treaty of Waitangi is about relationships: between the Government – and all who migrated here under laws made by governments – and Māori hapū.
* It was not ‘Pākehā’, as this refers to anyone not Māori (for example Australians, Americans, or British) and it was not ‘Europeans’, as this refers to any group from the European continent (for example French, German, Spanish) who signed the treaty. It was also not the British settlers who signed the Treaty. The two parties who signed the Treaty of Waitangi were the British Crown/Government and the Māori chiefs of many hapū *(Reference: Treaty of Waitangi Resource Centre* [*http://www.trc.org.nz/education*](http://www.trc.org.nz/education)).

Links to the curriculum

Studying Waitangi Day can be incorporated into any of the curriculum learning areas, such as Social Science, Technology, Te Reo Māori, Drama, English, Health and Physical Education. Literacy and Numeracy can easily be weaved through the learning activities. Ideas are included as examples of teaching across the curriculum.

Key Learning Area

Social Science – Tikanga ā-Iwi strands

* Identity, Culture and Organisation
* Place and Environment
* Continuity and Change.

Key Competencies

Relating to others – students will share ideas, recognise different points of view, negotiate, and work together to learn about the history of Waitangi Day.

Participating and contributing – students will participate in discussions and activities, individually and in groups where they contribute their thoughts and ideas.

Thinking – students will follow a [social inquiry model](file:///C:\Users\M%20Brown\Desktop\Ako%20Panuku\Treaty%20of%20Waitangi%20Kitset\Waitangi%20Day%20Kit%20Folder\Social_Inquiry%5b1%5d.pdf) to explore, question, and develop awareness of the history of Waitangi Day and what it means to them.

Vision

Connected – students will share ideas about Waitangi Day and make connections between New Zealand’s past, present, and future.

Lifelong learners – students will investigate the history of Waitangi Day, and apply skills of inquiry, to help them develop critical and creative thinking skills.

Principles

High expectations – students have the opportunity to share their work with peers and their learning community.

Learning to learn – through using a social inquiry process, students reflect on their own learning about Waitangi Day and the learning of others.

Treaty of Waitangi – students investigate the history of the Treaty of Waitangi and the events that followed that have created the relationship between Māori and the Crown today.

Values

Excellence – students are encouraged to question, debate, research and present work about Waitangi Day to a high standard. This may require support and modeling from their teachers.

Innovation, inquiry and curiosity – through thinking critically, creatively and reflectively students are encouraged to explore the attitudes and the social decision-making that led to the signing of the Treaty of Waitangi.

Diversity – students will identify what Waitangi Day means to them, their family and friends and society, acknowledging differences of values, viewpoints, culture and heritages.

Achievement Objectives – Whāinga Paetae

Students will gain knowledge, skills, and experience to:

* Understand and explain how exploration and innovation create opportunities and challenges for people, places, and environments.
* Explain how places reflect the past interactions between people and the environment.
* Identify the causes and effects of events that have shaped the lives of people.
* Understand how the commemorations of Waitangi Day and the Treaty of Waitangi, is responded to differently by people in different times and places.
* Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.
* Appreciate and celebrate Māori culture and its relevance in the lives of Māori and others today.

Social Inquiry

Through social inquiry, students ask questions, gather information, and examine the background to important societal ideas and events. They are able to explore and analyse values and perspectives relating to these ideas and events; and develop understandings about issues and the ways that people make decisions and participate in social action.

For more information and online support tools, check out: <http://ssol.tki.org.nz/social_studies_years_1_10/teaching_and_learning/effective_teaching_in_social_studies/social_inquiry>

Use the social inquiry planning tool to assist with co-constructing student learning about the Treaty of Waitangi: <http://socialinquiry.ssol.tki.org.nz/>

For more inquiry learning resources, click here: <http://akopanuku.tki.org.nz/resources/inquiry-learning/>

Learning experiences

The activities can be taught as a sequence of lessons, or used to support existing programmes. Teachers should use their professional judgment in determining how best to manage the content in the activities in relation to the students they teach. Thought should be given to ensure all students have equal opportunity to participate and engage with the learning in a context of care and with regard to their emotional, mental and spiritual well-being.

Some of the activities listed below could be used as stand-alone activities to initiate discussion with students. Others follow a general sequence but could be easily adapted to fit into a typical 45 – 60 minute time duration. Alternatively, a number of activities could be selected to contribute to the development of a unit of work over an extended timeframe.

**Activity One:** So what do my students already know about Waitangi Day?

Using the [Social Inquiry Template](file:///C:\Users\M%20Brown\Desktop\Ako%20Panuku\Teacher%20Resources\SocialInquiryPlannerA4.pdf) co-construct with students what they already know about Waitangi Day and what they would like to know. Start with a big idea, question or issue to focus the inquiry. Use the social inquiry model to explore the topic of Waitangi Day and its significance to New Zealand’s past, present and future.

*Learning Outcome:*

Students are introduced to a social inquiry process to examine Waitangi Day and its significance to different groups of people in New Zealand.

Examples of inquiry questions:

* What has Waitangi Day meant to Māori in the past?
* How has the Treaty of Waitangi shaped and influenced history?
* What makes the treaty relevant and of value in the lives of people today?
* What do the youth of New Zealand know about the significance of Waitangi Day?
* How will events in the past affect youth now and in the future?
* What action can youth take today to influence the future of our nation that supports the principles of the Treaty of Waitangi?
* What ideas do youth have to celebrate Waitangi Day?
* What does the future for Māori look like?

*Resources*

Copies of both the English and Māori versions of the Treaty of Waitangi and comparisons between the texts can be downloaded from the Treaty Resource Centre:

<http://www.trc.org.nz/treaty>

<http://www.trc.org.nz/sites/trc.org.nz/files/%20Te%20Tiriti%20o%20Waitangi.pdf>

<http://www.trc.org.nz/sites/trc.org.nz/files/English%20Version.pdf>

<http://www.trc.org.nz/sites/trc.org.nz/files/compare%202%20docs.pdf>

*Success Criteria:*

Students have completed a social inquiry model to identify what they know about Waitangi Day and what they are interested in knowing and/or need to know to understand its significance to different groups of people in New Zealand.

Through following the social inquiry model, identify areas of student interest, and also gaps in their knowledge and understanding about the topic. Use this information to inform planning for the rest of your unit or possible next steps for learning.

For ideas on supporting learning on the Treaty of Waitangi, the following websites are highly recommended:

Waitangi.net.nz – this is the official website of the Waitangi Treaty Grounds. It has a lot of information supporting Waitangi Day celebrations: <http://www.waitangi.net.nz>

Treaty2u <http://www.treaty2u.govt.nz/>

New Zealand History Online: <http://www.nzhistory.net.nz/category/tid/133>

Treaty Resource Centre: <http://www.trc.org.nz/education>

**Activity Two:** How is Waitangi Day celebrated in New Zealand?

*Learning Outcome:*

Students identify and discuss the significance of Waitangi Day and what it means to themselves, others and society.

*Class Discussion*

* What is being celebrated on Waitangi Day?
* What are our reasons for celebrating Waitangi Day?
* Who celebrates Waitangi Day and who doesn’t celebrate Waitangi Day?

*Think, pair, share*

Using a T-Chart, students identify on one side of the chart how Waitangi Day is celebrated in their family.

Students share with another person how Waitangi Day is celebrated in their family.

Write on the other side of the chart how their partner celebrates Waitangi Day.

Compare the similarities and differences of how Waitangi Day is celebrated and share with the class.

*Class Discussion*

* How is Waitangi Day celebrated in our school?
* Identify ways that Waitangi Day is celebrated.
* What ways could Waitangi Day be celebrated in our school?

*Homework task*

Find out the following information:

* How is Waitangi Day celebrated in our town, and city?
* How does our local hapū and iwi celebrate Waitangi Day?

*Success Criteria*

Students have completed a T-Chart successfully identifying what Waitangi Day means for them and others.

*T-Chart*

|  |  |
| --- | --- |
| |  | | --- | | [http://www.worksheetworks.com/images/prev/T_Chart.gif](http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html?large_preview) |   A T-Chart is used for listing two separate viewpoints of a topic. Topics can include anything that can be cleanly divided into two opposing views. For example, evaluating the pros and cons of a major decision is a common use of T-Charts. Other opposing views that work well include facts vs. opinions, advantages and disadvantages or strengths and weaknesses. |

To create a T-Chart template for students to use: <http://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html>

**Activity Three:** What does Waitangi Day mean to different groups of people in New Zealand?

*Learning Outcome:*

Students will research what Waitangi Day means to different groups of people in their community and other parts of New Zealand and present their findings to the class. Students gain an understanding of how Waitangi Day commemorations and the Treaty of Waitangi are responded to differently by people in different times and places.

*Research*

Students research the wider community to find out how Waitangi Day is celebrated in New Zealand and what it means to different groups of people.

* How is Waitangi Day celebrated in our town, and city?
* How does our local hapū and iwi celebrate Waitangi Day?
* How is Waitangi Day celebrated in other parts of New Zealand and around the world?
* What does Waitangi Day mean to other people?

Students can present their findings in a range of ways to show what they have found and compare their experience of Waitangi Day with others:

* Poster
* Poem
* Newspaper article
* Television script
* Waiata
* Story-writing
* Graphs with explanation.

*Success Criteria*

Students have researched what Waitangi Day means to different groups of people in their community and other parts of New Zealand and have presented their findings to the class.

*Assessment Opportunity*

A piece of student research about Waitangi Day presented in any of the following contexts: poster, poem, newspaper article, television script, waiata, story-writing and graph with explanation.

*Possible resources:*

* Survey other classes, teachers, and parents in the school community. Use the survey monkey tool to assist: <http://www.surveymonkey.com/>
* Local newspaper articles
* Local council notices and websites
* Website search on ‘Waitangi Day Celebrations’
* Television coverage and video clips.

*Visual Media*

Watch the following video clips to find out how Waitangi Day is celebrated in some parts of New Zealand.

Waitangi Day Celebrations (1:14) <http://tvnz.co.nz/national-news/waitangi-day-celebrations-across-nz-1-14-video-3349656>

Ask questions about what students viewed on the video clips, for example:

* What does Waitangi Day mean to others?
* How is Waitangi Day being celebrated?

Prime Minister John Key on his Waitangi Day experience – a short news clip from Waitangi in the Bay of Islands on the Waitangi Day Celebrations 2010 (5:52)

<http://tvnz.co.nz/breakfast-news/waitangi-day-breakfast-special-3349442/video>

* What does Waitangi Day mean to the New Zealand Prime Minister John Key?
* What is the significance of flying the ‘Tino Rangatiratanga Flag’ on Waitangi Day?
* What are some of the issues around Waitangi Day with the Treaty of Waitangi?
* What were John Key and his family going to do on Waitangi Day?

Labour Party Leader Phil Goff talks about what Waitangi Day means to him in 2010 (3:11) <http://tvnz.co.nz/breakfast-news/waitangi-day-breakfast-special-3349442/video?vid=3349458>

* What does Waitangi Day mean to Labour leader Phil Goff and what was his family doing?
* Why do you think the Prime Minister and other politicians attend Waitangi Day celebrations?

Waka attract big crowds at Waitangi - around 2,000 paddlers and 24 waka took to the water in Waitangi on Waitangi Day 2010, making it the largest fleet of waka assembled at Waitangi since 1990 (1:51) <http://tvnz.co.nz/breakfast-news/waitangi-day-breakfast-special-3349442/video?vid=3349453>

Māori Haka – Waitangi Day (2:19)

<http://www.youtube.com/watch?v=srokIIV-E7I&feature=related>

* What would it be like to be in Waitangi on Waitangi Day?
* How is Waitangi day celebrated in Waitangi?
* What are some of the things that people do on Waitangi Day in Waitangi?

Waitangi Day Festival at Ōkahu Bay, Auckland 2010 (2:30)

<http://www.youtube.com/watch?v=senXLvH7dZk&feature=related>

* How is Waitangi Day celebrated in other parts of New Zealand?

**Activity Four:** Celebrating Waitangi Day in our school.

*Learning Outcome:*

Students will identify activities for celebrating ‘Waitangi Day’ in their school and plan for the activities to be implemented.

*Pairs Activity*

Students work in pairs to brainstorm ideas of possible activities that could be implemented in their class/school to celebrate Waitangi Day.

Students choose their TOP TWO ideas and complete a PMI Chart identifying the pluses, minuses and interesting things and decide whether their idea is viable – able to work and be implemented.

|  |  |
| --- | --- |
| |  | | --- | | [[http://www.worksheetworks.com/images/prev/PMI_Chart.gif](http://www.worksheetworks.com/miscellanea/graphic-organizers/pmi.html?large_preview)](http://www.worksheetworks.com/miscellanea/graphic-organizers/pmi.html?large_preview)  [Click to enlarge](http://www.worksheetworks.com/miscellanea/graphic-organizers/pmi.html?large_preview) |   The letters in PMI stand for the three sections of the PMI chart: Pluses, Minuses and Interesting things (the ‘I’ can also stand for Implications for some topics). The debate over a difficult decision makes for a good topic of a PMI chart since such decisions come with many pluses and minuses. In a brainstorming session, there will invariably be ideas that don't really fit in as either a plus or a minus column, so the ‘I’ column comes in handy. |

*PMI Chart*

To create a PMI Chart template for students to use: <http://www.worksheetworks.com/miscellanea/graphic-organizers/pmi.html>

Students present their TOP TWO ideas to the class outlining the positives, minuses and interesting things and pick one of the ideas to organise for the celebration day.

*Some ideas for celebrating Waitangi Day*

* Poster competition - Put the posters around the school
* Talk at assembly about what Waitangi Day means to you and your community
* Quiz on Waitangi Day
* Design T-shirts or garments to celebrate ‘being Māori’ or ‘Proud to be a Kiwi’
* Shared Lunch reflecting the different ethnic groups in your class/school
* Poster competition
* Display on Waitangi Day and the Treaty of Waitangi
* Invite a guest to speak about Waitangi Day and its importance to New Zealand – maybe a local kaumātua, politician, activist, Māori artist
* Traditional kite making competition
* Traditional Māori games and activities day
* Street performances of music, singing, dance
* Waka races
* Climb your local maunga (mountain) and learn about the history of your area.

*Success Criteria*

Students have completed a PMI chart identifying their TOP TWO ideas for celebrating Waitangi Day in their class/school and choose one to implement.

**Activity Five**: A celebration of traditional Māori sports and games in commemoration of Waitangi Day.

*Learning Outcomes:*

Students will explore traditional Māori sports, games and activities that they can play together in groups or as a class and discuss their relevance and level of enjoyment today.

Students will understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

*Additional Learning Outcomes*

Students will participate in and demonstrate an understanding of how social and cultural practices are expressed through movement (*Health & Physical Education Curriculum – Level 4*)

*Te Ao Kori* (the world of movement) is a Māori celebration of life through movement and its many expressions. *Exploring Te Ao Kori* describes learning experiences derived from customary Māori cultural practices. Many of these practices have been lost since the signing of the Treaty of Waitangi and the colonisation that followed. The following website at [TKI](http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/games/index_e.php) has many ideas and activities for students to explore and learn: <http://www.tki.org.nz/r/hpe/exploring_te_ao_kori/games/index_e.php>

*Inquiry Questions*

* What sports, games and activities did Māori play in pre-European times?
* What benefits would there be from playing sports, games and activities?
* What sports, games and activities were introduced to the Māori from other countries?
* What is played today in New Zealand and why?
* What sporting activity is played in Wellington on Waitangi Day?
* What can we learn from learning about and participating in traditional Māori sports, games and activities?
* What activities are celebrated on Waitangi Day by Māori?

*Exploring Te Ao Kori*

Choose from the many traditional Māori sports, games and activities that are available to teach students and participate in them.

Alternatively, students could research traditional Māori sports, games and activities and teach their peers.

An excellent resource that all teachers and students can use to learn about Māori sports and games is: ‘Ngā Taonga Tākaro – Māori Sports and Games’, by Harko Brown (2008).

Some of the topics which can be found in this resource are:

* Ki-o-Rahi
* Mū Tōrere
* Taumata
* Whai
* Kaipara
* Tapu Ae
* Waka Ama
* Manu Tukutuku.

*Success Criteria*

Students explore a range of Māori sports, games and activities and participate in them; Students experience the joy of movement and playing together as a team; Students have identified the importance of social and cultural practices sustaining the culture and heritage of people and the consequences when this is lost.

**Activity Six:** The Treaty of Waitangi

Before starting this activity, check out the interactive resources on the Treaty of Waitangi online at <http://www.treaty2u.govt.nz/cool-stuff/cd-rom/index.htm> and for more information: <http://www.treaty2u.govt.nz/the-treaty-up-close/the-making-of-the-treaty/index.htm>

*Learning Outcome*:

Research information about the Treaty of Waitangi and create a class ‘Treaty’ that everyone agrees to, and identify the causes and effects that this treaty might have on the participants.

*Class Discussion*

* What is a treaty?
* What other words are there to describe what a treaty is? For example: contract, promise, deal, rules, agreement, partnership
* What agreements or treaties have students experienced in their own lives?

For example: agreements with their parents about chores at home; mobile phone use agreements; completing homework

* What happens if the agreements of the treaty are broken or not kept?
* In groups of four students brainstorm what agreements the class could make to ensure that all students’ cultures and values can be recognised, acknowledged, respected and included to support learning in the classroom and school. Ask students to draft a treaty with these agreements on poster paper
* Place the treaty posters on the wall and allow each group to view what other groups have created
* Discuss any ‘items’ that may not be inclusive or supportive of a culture
* Discuss what consequences there will be (if any) if the treaty is broken or not kept?
* Who will administer the consequences and what authority or power will they have?
* What is the value of having consequences or not having consequences?
* Does everyone need to be in agreement for the treaty to be officially recognised and followed?
* If the students are in agreement of their treaty then they can sign it and shake hands with their treaty partners.

*Extra Activities*

The following resources have extra activities that you can add about the Treaty and have links to the *Health & Physical Education* curriculum:

*‘The Treaty and Me’* and ‘*Living the Treaty’*, <http://akopanuku.tki.org.nz/resources/>

(Make sure you register on the **Ako Panuku** website to access all the resources available there).

*Success Criteria:*

Students have researched key information about the Treaty of Waitangi and have contributed towards creating a class Treaty which they have signed.

**Activity Seven:** Drama – signing of the Treaty of Waitangi.

*Learning Outcome:*

Participate in the re-enactment of the treaty being signed and discuss possible thoughts and feelings of the original participants.

Compare how the Treaty of Waitangi was responded to by different people on February 6th 1840 with how it is viewed on Waitangi Day by the people who live in New Zealand today.

Download a copy of the script of the Signing of the Treaty of Waitangi, which can be found at the following website [www.trc.org.nz](http://www.trc.org.nz) for students to experience participating in the re-enactment of the treaty being signed.

Print copies of the Māori and English versions of the Treaty of Waitangi for students to use as part of their drama performance:

<http://www.trc.org.nz/sites/trc.org.nz/files/%20Te%20Tiriti%20o%20Waitangi.pdf>

<http://www.trc.org.nz/sites/trc.org.nz/files/English%20Version.pdf>

<http://www.trc.org.nz/sites/trc.org.nz/files/compare%202%20docs.pdf>

For an in-depth drama version of the signing of the Treaty of Waitangi, check out the resource on the Ako Panuku site in the resources section - Treaty of Waitangi Drama Script ‘The Signing’: <http://akopanuku.tki.org.nz/>

*Snapshots of History*

Place students into two groups allocating roles for each student to play.

Students go through the script practicing their parts and how each person might express their character (voice, body language) and play their part.

One or two students take “snapshots” of the scene – this is when the scene stops and the characters ‘freeze’ their positions. The person taking the snapshot then goes into the scene and interviews a character, i.e. “Rewa, what do you really think about the signing of this treaty? What do you think it will mean for your hapū?” The character answers and the audience can ask the character further questions about their thoughts and feelings. The scene then ‘un-freezes’ and the characters continue.

*Success Criteria*

Students explore through drama the treaty being signed and discuss possible thoughts and feelings of the original participants, and compare how the treaty and Waitangi Day are viewed by different groups of people today.

*Further Activities*

What happened after the signing of the Treaty of Waitangi?

Additional activities to further support learning about the Treaty of Waitangi can be found at: <http://www.treaty2u.govt.nz/education-resources/year-9/index.htm>

The following websites have more information and activities for students to explore the effects of this event on peoples’ lives including: colonisation and the impact of settlement; the land wars and land confiscation; challenges and opportunities; and present-day issues and innovation.

The Treaty Trail: <http://www.treaty2u.govt.nz/the-treaty-up-close/treaty-trail/index.htm>

Why Settle? <http://www.treaty2u.govt.nz/cool-stuff/cd-rom/index.htm>

Treaty Events: <http://www.nzhistory.net.nz/politics/treaty/treaty-timeline/treaty-events-1800-1849>

The Treaty in Practice: <http://www.nzhistory.net.nz/politics/treaty/the-treaty-in-practice/early-crown-policy>

The Treaty Today: <http://www.treaty2u.govt.nz/the-treaty-today/index.htm>

<http://www.treaty2u.govt.nz/cool-stuff/cd-rom/index.htm>

Seabed and Foreshore: <http://www.treaty2u.govt.nz/the-treaty-today/fisheries/index.htm>

<http://www.trc.org.nz/sites/trc.org.nz/files/events%20to%20foreshore.pdf>

[http://www.teara.govt.nz/en/nga-haumi-a-iwi-Māori-investment/3](http://www.teara.govt.nz/en/nga-haumi-a-iwi-maori-investment/3)

Innovation Today: <http://www.techlink.org.nz/Case-studies/Technological-practice/Soft-Materials/kia-kaha-clothing/>

Changes in Aquaculture: <http://en.wikipedia.org/wiki/Aquaculture_in_New_Zealand>

**Activity Eight:** Flags, Protests and Grievances.

*Learning Outcomes:*

Students will explore the history of the Māori Flag and what it represents to Māori.

Students will create their own flag and define what it represents and symbolises.

*Additional Learning Outcome:*

Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed and valued (Visual Arts Curriculum – Level 4)

*Flags and their Meanings*

Using a Y-Chart, students identify the meaning and symbolism behind the New Zealand national flag and the Māori flag, and develop their own flag.

Some research is required first into the meaning and symbolism behind the New Zealand national flag and the Māori flag. Using an inquiry approach, students can find out how each of the flags were created and what they represent. Students can think about what their flag might symbolize and represent, making notes and sketches on the Y-Chart. They may like to consider their values and their family’s connections, i.e. hapū, iwi, whakapapa, coat-of-arms.

|  |  |
| --- | --- |
| |  | | --- | | **[[http://www.worksheetworks.com/images/prev/Y_Chart.gif](http://www.worksheetworks.com/miscellanea/graphic-organizers/ychart.html?large_preview)](http://www.worksheetworks.com/miscellanea/graphic-organizers/ychart.html?large_preview)**  **[Click to enlarge](http://www.worksheetworks.com/miscellanea/graphic-organizers/ychart.html?large_preview)** |   A Y-Chart is a three-part graphic organizer that is used for describing three aspects of a topic. Examples include observations of an object (looks like, sounds like and feels like). |

To create a Y-Chart template for students to use: <http://www.worksheetworks.com/miscellanea/graphic-organizers/ychart.html>

*Inquiry Questions*

* Is there a Māori flag and what has led to its creation?
* Who designed the flag?
* When was the flag designed and what was the intent behind the flag design?
* Who decided it would represent Māori?
* What does the flag symbolize?
* Why is the flag important to Māori people?
* How did there come to be a flag that represents the Māori people?
* Where is it flown?
* How has the flag been used as a symbol of protest?
* Why do people protest on Waitangi Day?
* What are they protesting about?
* What is a grievance and why is it talked about on Waitangi Day?

Use similar questions to find out about the New Zealand national flag and the United Tribes flag.

*Visual Media*

Students can watch the following video excerpts about the Tino Rangatiratanga flag and listen to the views about the Māori Flag.

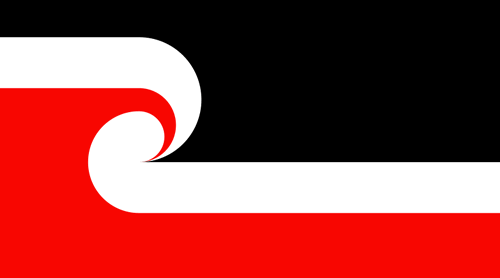
Discussion on the Tino Rangatiratanga flag on Waitangi Day 2010 (4:03) <http://tvnz.co.nz/breakfast-news/waitangi-day-breakfast-special-3349442/video?vid=3349509>

Flag row creates tension at Waitangi (1:56) <http://tvnz.co.nz/waitangi-day/question-flag-3348450/video>

Waitangi festivities begin - Prime Minister John Key and a government delegation were welcomed on to Te Tii Marae on Friday, February 5th 2010 for the beginning of Waitangi Day celebrations (4:17) <http://tvnz.co.nz/waitangi-day/waitangi-festivities-begin-3348957/video?vid=3349207>

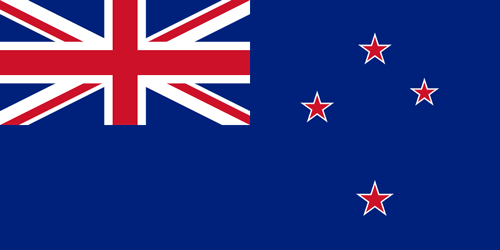
Waitangi Day: Professor Rawiri Taonui head of the University of Canterbury’s Māori and Indigenous school talks to TVNZ News at 8 (5:56) <http://tvnz.co.nz/waitangi-day/waitangi-festivities-begin-3348957/video?vid=3349303>

On Waitangi Day 2010 the national Māori flag was flown for the first time over the Auckland Harbour Bridge. It also flew at Parliament, Premier House, the National War Memorial and a number of government departments.



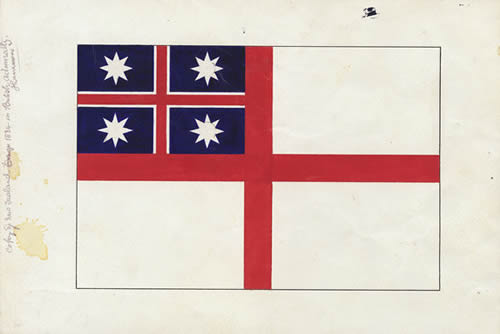
The design represents: the balance of natural forces with each other. To live life is to live with nature. To appreciate life is to understand nature.

For more information on the elements of the Māori national flag: [http://www.nzhistory.net.nz/media/photo/national-Māori-flag](http://www.nzhistory.net.nz/media/photo/national-maori-flag)



For more information on the elements of the New Zealand national flag:

<http://www.nzhistory.net.nz/politics/flags-of-new-zealand>



For more information on the elements of the United Tribes flag: <http://www.nzhistory.net.nz/politics/flags-of-new-zealand/united-tribes-flag>

*Design a Flag*

Students use the information they have collected about flags in New Zealand and design their own flag on poster paper. A written account of what their flag represents and symbolises can be attached to it.

*Success Criteria*

Students have an understanding of how the New Zealand national flags have been created and what they represent and symbolise; students have designed their own flag representing their values.

**Activity Nine:** Waitangi Day through my eyes.

Learning Outcome: Students will read stories about the Treaty of Waitangi and Waitangi Day and write their own story or poem about what Waitangi Day means to them.

*Taster Activity*

Access the following website for students to listen to poems and songs written and performed by New Zealanders.

<http://www.treaty2u.govt.nz/Interactive/soundpost/>

<http://www.treaty2u.govt.nz/Interactive/soundpost/Roma.htm>

<http://www.treaty2u.govt.nz/Interactive/soundpost/moana.htm>

Activity: Choose a story for students to read about Waitangi Day and/or the Treaty of Waitangi.

*Group Brainstorm*

* Divide the class into groups of four.
* Give each group a large sheet of paper, and tell each member of the group that they are allowed one edge of the paper each, with the middle of the paper to be kept blank. Ask them to imagine it looking like a picture frame in which they each have a side of the frame to write on.
* Ask the students to record everything they can think of that stood out for them in the story that relates to the Treaty of Waitangi and Waitangi Day. It could be words, dates, images, something of interest – there is no right or wrong response.
* What words were new to the students? What words did they not know the meaning of? What were the important words or themes? Write these as well.
* Allow time for students to observe what the other members of their group have recorded and to discuss what it means to them.
* What words, terms, themes or ideas are common to the group? Record these in the middle of the paper.
* Place the posters on the wall where students can see them and ask one member of the group to present the information from the middle of the page to the rest of the class.
* As a class identify new words and their meanings, main themes and anything interesting.
* Summarise what New Zealand may have been like before 1840, on Waitangi Day and after the Treaty had been signed.

*Waitangi Day through my eyes*

Choose a person who may have been at Waitangi on February 6th 1840. For example: a whaler; trader; seaman; chief; naval officer; member of a hapū; settler; missionary; governor; young Māori girl or boy.

Imagine you are at Waitangi on the day of the signing of the Treaty. Write a story or poem about the day through the eyes of the person you choose.

*Success Criteria*

Students have read a story about the Treaty of Waitangi and Waitangi Day and have written a story or poem about the day.

*Assessment Opportunity*

Students complete a piece of writing about the Treaty of Waitangi and Waitangi Day. Their work can be assessed against the literacy learning progressions: <http://www.literacyprogressions.tki.org.nz/>

*Resources*

Teachers will need to source books and resources about the Treaty of Waitangi and Waitangi Day for students to read. The following books are recommended as a start:

* *Kō Wai Ahau?* Na Ranea Abraham (1999) – TE TAUTOKO 37 – This is a **FREE** resource to schools and a class set can be ordered from Down the back of the chair Ministry of Education Resource website: [www.thechair.minedu.govt.nz/](http://www.thechair.minedu.govt.nz/)
* *Our Treaty* by Ruth Naumann (2008) ISBN 9780170950480
* *The Treaty House* by LeAnn Orams (2007) ISBN 9781869780104
* *Mission Girl: Paihia, c.1840* by Fleur Beale (2010) ISBN 9781869439897

***Further Activities***

Waitangi Day and The Treaty of Waitangi is a rich topic to explore the history of New Zealand, and how the ideas and actions of people in the past have had a significant impact on people’s lives, and the challenges and opportunities for the present and future of this country and its people.

*Other ideas for activities include:*

*The Great New Zealand Debate*

* Waitangi Day - is it just another holiday?
* Māori wouldn’t be who they are today without the Pākehā.
* We are all New Zealanders so we should be treated the same.
* Why should Māori be compensated for something that happened in the past?

Use a T-Chart for students to look at the pros and cons of the debate topic. Place students into groups of 4 to debate the topics with each other.

*Hui*

Imagine you are the chief of your hapū and your hapū has been called together to discuss the signing of the Treaty of Waitangi which has arrived in your village. Many other chiefs have already signed it. You cannot read so even though it is written in Te Reo Māori you rely on it being read to you from someone in your hapū who can read it. Discuss whether you will sign the treaty or not and list your reasons for or against it.

Use a T-Chart to identify the pros and cons of whether you will sign the treaty and make a decision on what your final choice will be and why.

Discuss as a class the pros and cons and issues each chief may have had to take into consideration in leading his hapū and the consequences of his choice for his hapū.

Māori language support

The following words have been identified to support student learning and understanding about Waitangi Day.

When teaching the activities in this resource kit, ensure that students know the definition and understanding of each word. New words in each activity can be introduced at the start of the lesson with their meanings, and written in student notes. Students should be encouraged to use the words, both Māori and English, as often as possible with their meanings and in the context of the lesson or material being presented.

Alternatively, teachers can take each of the words and create a word-find or crossword activity with them to scaffold learning. Two popular websites are: <http://www.toolsforeducators.com/wordsearch/> and <http://www.wordsearchfun.com/95852_Marae_wordsearch.html>

|  |  |  |
| --- | --- | --- |
| **Key Words** | **Translated into English/Māori** | **Example of word in a sentence** |
| Celebration | hākari | Everybody enjoyed the celebration. |
| Cession | tukunga | Some of the chiefs agreed to the cession of their land to the Crown. |
| Colony | taiwhenua, puwhenua | New Zealand was a British colony. |
| Confiscate | muru(a) | Much Māori land was confiscated after the land wars. |
| Declaration of Independence | Te whakaputanga o te Rangatiratanga o Niu Tīreni | The Declaration of Independence was signed in 1835. |
| Governor | kāwana | Governor Hobson signed the treaty. |
| Grievance | whakamau | Our hapū has a grievance against the Crown for land wrongfully confiscated. |
| Hapū | sub-tribe | The chiefs from the different sub-tribes signed the treaty. |
| Iwi | tribe, people, race | Ngā Puhi is one of the many tribes from Aotearoa New Zealand. |
| Justice | tika | Justice is seen to be done. |
| Kāwanatanga | government | The governor represented the British government. |
| Mana | authority | The people have authority over their land. |
| Migration | hekenga | Many settlers migrated to New Zealand. |
| Partnership | whakahoa | The Treaty of Waitangi was seen as a partnership between Māori and the British Crown. |
| Promise | kī taurangi | A person of honour will always keep a promise. |
| Protest | whakahē(tia) | There was a protest over the land being confiscated. |
| Protestor | hunga whakahē | The protestor waved his flag. |
| Rangatira | chief | The chiefs gathered at the meeting house to talk. |
| Responsibility | kawenga | We all have a responsibility to look after the ocean and keep it clean. |
| Sovereignty | mana ariki, mana motuhake | The Declaration of Independence 1835 established the sovereignty of New Zealand. |
| Taonga | assets, belongings, possessions | The mountain is a taonga to the local sub-tribe. |
| Tauiwi | foreigner, immigrant | The whaler was a foreigner from England. |
| Tino Rangatiratanga | independence | We will fight on for our independence. |
| Treaty | tiriti | The treaty was signed at Waitangi. |
| Trust | whakapono | I trust you to do the right thing. |

Cool stuff

The following websites have some great interactive games and activities to engage learners and apply their knowledge and learning about Waitangi Day and the Treaty of Waitangi.

The **Treaty 2 U**website <http://www.treaty2u.govt.nz/> has many activities, resources, lesson plans and games, including the Power Game.

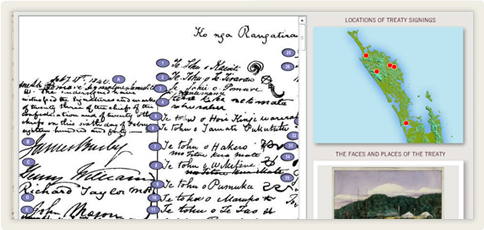
**The Power Game** puts you in the seat of the Prime Minister and asks you to select a viewpoint in relation to a Treaty of Waitangi claim. The claim changes each time the game is played. Can you stay in power?

[](http://www.treaty2u.govt.nz/Interactive/powergame/powergame_06.html)

<http://www.treaty2u.govt.nz/Interactive/powergame/powergame_06.html>

**Signatures**

The Signatures interactivity enables you to explore the signatures on the copies of the Treaty, including names and iwi (tribe) / hapū (sub-tribe). A map also shows the locations where Treaty copies were signed.

[](http://www.treaty2u.govt.nz/Interactive/signatories/treaty_20_resize.html)

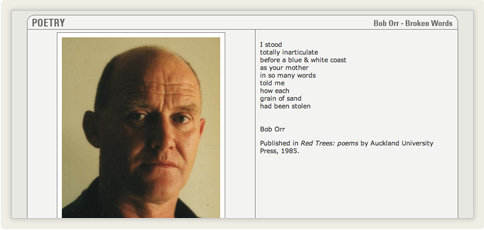
<http://www.treaty2u.govt.nz/Interactive/signatories/treaty_20_resize.html>

Locate the signatures of local hapū in your region and research where they lived in 1840 and how much land they owned.

**Poetry and Waiata**

This interactive resource enables you to make an audio selection from a choice of poetry and waiata (songs) and allows students to contemplate cultural identity and contemporary issues through sound. This resource provides some great ideas to bring stories and ideas to life through story-telling, poetry-reading and waiata.

<http://www.treaty2u.govt.nz/Interactive/soundpost/>

[](http://www.treaty2u.govt.nz/Interactive/soundpost/)

**Cartoons**

After the Waitangi Tribunal had been established, cartoons about the Treaty of Waitangi began to appear more regularly in publications. These cartoons use humour to explore some of the issues, events, and points of view relating to the Treaty. This is a good resource to start discussions with students: <http://www.treaty2u.govt.nz/cool-stuff/cartoons/index.htm>

**Film**

*The Governor* was a television series produced in 1977 and is an interesting resource for teachers to show to students to set the scene of events prior to the signing of the Treaty of Waitangi and following events after the signing of the treaty. ‘Episode One: The Reverend Traitor’, Grey arrives to colonial troubles: flag-pole chopping Hone Heke, missionary Henry Williams, and rebellious Te Rauparaha. There is a scene in the classroom for students to observe what it might have been like to be at school in the 1840’s: <http://www.nzonscreen.com/title/the-governor-episode1-1977>

*Billy T James* – uses comedy andhumour to create a different point of view about Māori and Tauiwi relationships? The following series of video clips can be used as starter activities when introducing a topic about the history of New Zealand.

Captain Cooks Arrival: <http://www.youtube.com/watch?v=quHeUUDfdcc&feature=related>

Buy the Beach 2: <http://www.youtube.com/watch?v=VQi9znLNCEM&feature=related>

Gifts: <http://www.youtube.com/watch?v=77gXDsxuAT0&feature=related>

*Te Matakite o Aotearoa – The Māori Land March 1975* – this is a wonderful documentary of the Māori renaissance led by then 79-year-old Whina Cooper. Aspects of this documentary can scaffold student learning about how the Māori Land March came about and the reasons for Māori protest.

<http://www.nzonscreen.com/title/te-matakite-o-aotearoa-1975>

Web resources

### Where can I obtain information booklets, CDs and posters about the Treaty?

### A series of booklets about the Treaty were published by the State Services Commission. Unfortunately these are now out of print and are no longer available. However, below are links to PDFs of the booklets, which are free to use:

* [All about the Treaty (pdf, 1.1mb)](http://www.nzhistory.net.nz/files/documents/All_about_the_Treaty.pdf)
* [Journey of the Treaty (pdf,](http://www.nzhistory.net.nz/files/documents/Journey.pdf) [700k)](http://www.nzhistory.net.nz/pdfs/Journey.pdf)
* [The Story of the Treaty Part 1 (pdf, 1.1mb)](http://www.nzhistory.net.nz/files/documents/The_Story_Part_1.pdf)
* [The Story of the Treaty Part 2 (pdf, 870k)](http://www.nzhistory.net.nz/files/documents/The_Story_Part_2.pdf)
* [Treaty Timeline (pdf, 820k)](http://www.nzhistory.net.nz/files/documents/Timeline.pdf)

Go to this website to access: <http://www.nzhistory.net.nz/politics/treaty/treaty-faqs#WherecanIobtainprintedbookletsabouttheTreaty>

Alternatively, hard copies of these booklets are ***free******to schools*** and can be ordered through the Treaty Resource Centre via email: <http://www.trc.org.nz/contact>

The **Treaty Resource Centre** has an excellent resource section with downloadable resources for schools to use with students. Print off the resources and add them to your teaching and learning activities: <http://www.trc.org.nz/education>

They also have posters on the Treaty of Waitangi and other publications to support teachers and students knowledge of this topic: <http://www.trc.org.nz/resources>

You can also find interactive resources related to the **TREATY 2 U** exhibition online at <http://www.treaty2u.govt.nz/>. This website is a great place to start with bringing Waitangi Day and the Treaty of Waitangi alive for students. The *Education Resources* section has more activities and ideas that you can use in your teaching and learning programme.

The **New Zealand History** online website (Ministry for Culture and Heritage) has some great activities to support students research the history of the Treaty of Waitangi, including activities for a range of curriculum learning levels. The activities can easily be used as part of your social inquiry into the history of the Treaty. For more information: <http://www.nzhistory.net.nz/the_history_classroom>

*Māori Language Week – Te Wiki ō Te Reo Māori* website information can also be found on the **New Zealand History** site. It includes a history of the Māori language, 100 Māori words every New Zealander should know and tips for pronunciation. It includes audio files of the 100 Māori words being read out loud: [http://www.nzhistory.net.nz/culture/Māori-language-week](http://www.nzhistory.net.nz/culture/maori-language-week)

**The Waitangi Tribunal** – this website effectively answers queries based around the Waitangi Tribunal. Visitors to the website can visit three sections of the website to learn about the claims process, inquiries and view reports. There is also a very helpful section on information for schools which covers frequently asked questions regarding the Waitangi Tribunal and claims. Resource kits for schools provide insights for students into the role of the Tribunal and the Treaty of Waitangi: <http://www.waitangitribunal.govt.nz/resources/school_info/resourcekitsforschools/>

**Office of Treaty Settlements** - this is a good site for researching about the Treaty of Waitangi claims and settlements. It also has sections on Waitangi Day and the Treaty of Waitangi: <http://www.ots.govt.nz>

**Waitangi.com -** if you are looking for a detailed timeline dating before the signing of the Treaty to the travels of the Treaty, this is a great website: <http://www.waitangi.com/>

**Waitangi.net.nz** – this is the official website of the Waitangi Treaty Grounds, overlooking the Bay of Islands where the Treaty of Waitangi was signed on February 6th 1840. It has a lot of information supporting Waitangi Day celebrations: <http://www.waitangi.net.nz>

**Human Rights and the Treaty of Waitangi -** this site is part of the Human Rights Commission strategy looking at human rights and Treaty rights in contemporary New Zealand. There are some excellent examples of posters produced for Race Relations Day which can be used as ideas for students to create their own posters: <http://www.hrc.co.nz/home/hrc/humanrightsandthetreatyofwaitangi/humanrightsandthetreatyofwaitangi.php>

**Te Ara: New Zealand Online Encyclopedia** – this is an excellent site for researching all aspects of the Treaty of Waitangi and has many links to a wealth of information:

<http://www.teara.govt.nz/en/government-and-nation>

**The Treaty of Waitangi** - this link from Archives New Zealand shows images of the nine Treaty sheets and offers additional information: [http://www.archives.govt.nz/exhibitions/  
permanentexhbitions/treaty.php](http://www.archives.govt.nz/exhibitions/permanentexhibitions/treaty.php)

Ako Panuku – is a Māori Teacher Professional Development and Resource website with access to a great selection of teaching and learning resources aimed specifically for Māori teachers in wharekura and English-medium secondary schools. Register to access these resources online at: <http://akopanuku.tki.org.nz/>

Other Resources:

Ballara, A. (2003). Taua – 'Musket Wars', 'land wars' or tikanga? Penguin Books: New Zealand.

Belgrave, M. (2005). Historical Frictions: Māori Claims and Reinvented

Auckland University Press.

Belgrave, M., Kawharu, M., & Williams, D. (Eds). (2004). Waitangi Revisited: Perspectives on the Treaty of Waitangi. Oxford University Press, Melbourne.

Boon, Kevin. (1999). The Treaty of Waitangi. Waiatarau Publishers, Auckland.

Brownlie, Ian. (1992). Treaties and Indigenous Peoples. Clarendon Press, England.

Brown, H. (2008). Nga Taonga Takaro – Māori Sports and Games. Penguin Books: New Zealand.

Calman, Ross. (2003). The Treaty of Waitangi. Reed, Auckland.

Consedine R, & Consedine J. (2001). Healing our History: The Challenge of the Treaty of Waitangi. Penguin Books: New Zealand.

Cubitt, Irvine and Dow. (1999). Top Tools for Social Sciences Teachers. Longman, Auckland.

Harris, Aroha. (2004). Hīkoi: Forty Years of Māori Protest. Huia Publishers, Wellington.

King, M. (2003). The Penguin History of New Zealand. Penguin Books: New Zealand

Moon, P., & Briggs, P. (2004). The Treaty and its Times – the illustrated history. Resource Books (www.resourcebooks.co.nz).

Moon, P. (2002). Te Ara ki te Tiriti - The Path to the Treaty of Waitangi. David Ling Publishing Limited.

Orange, C. (2004). An Illustrated History of the Treaty of Waitangi, Revised edition. Bridget Williams Books Ltd.

Walker, R. (2004). *Ka Whawhai Tonu Matou: Struggle Without End* (Revised edition). Penguin Books: New Zealand.