This article considers events leading up to the signing of the Treaty of Waitangi. It also explores the difference between Maori and English versions, and the role of the Waitangi tribunal.

Bernardo is new to the class and can hardly speak any English. He is miserable until Lizzie finds out they have something in common - they both know Morse code.

<table>
<thead>
<tr>
<th>Social Sciences Goal</th>
<th>Literacy Goal</th>
</tr>
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<tbody>
<tr>
<td>Understand how people make and implement rules and the impact of these on different groups.</td>
<td>Identify, select and note down key information from several texts to achieve the curriculum goal.</td>
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<td>Ask and answer questions that extend understanding of the curriculum content.</td>
<td>Locate clues in the text and draw on background to predict what may have happened.</td>
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<td>Skim information to gain understanding of overall ideas contained in a text.</td>
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**Conceptual understandings:** identity, cultural interaction, language

**Big ideas:**

Communicating with someone who speaks another language can cause confusions.

Differences in the Maori and English versions of the Treaty of Waitangi have created problems in resolving the meanings of key words in the Treaty.
**Task purpose:** To find out what happens when communication breaks down.

*Have you met someone from another country who did not speak your language?*  
*Or*  
*When you arrived in New Zealand were you able to communicate in English?*

**How did you communicate?**

**Without talking or writing,** describe to your partner:

- What you enjoy doing in your spare time?  
- What you did in the weekend?  
- What you had for breakfast?

Was this activity easy to do without speaking? How successful were you?

What difficulties did you have?

How did you change things to help the other person better understand what you were trying to say?

Imagine how you would feel if you were put into a class where you could not speak the language of the other children.

**Discuss** with a partner:

- *How would you describe the way you would feel?*

**Read** 'Dit, Dit, Daah'.pp2-7  
One of the main characters is Bernardo.

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**Vocabulary:** article, claims, colonisation, compensation, confiscate, confiscated, empire, governor, morse, possession, missionaries, quandary, shorthand, sovereignty, subjects, Waitangi tribunal.

Maori vocabulary: kāinga,kāwanatanga, kotahitanga, taonga, tino rangatiratanga, whenua,

**Interest:**  
beamed, impression, static, transmission.

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![Fig 1](image-url)

<table>
<thead>
<tr>
<th>Words in the text that provide clues about how he feels</th>
<th>Thinking about my own feelings and the clues in the text how do I think Bernardo is feeling</th>
</tr>
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<tr>
<td>'A look on his face that yelled “I want to be somewhere else!”'</td>
<td>Anxious</td>
</tr>
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If you are not sure about words to use to express feelings you could refer to this link.

https://www.verywellfamily.com/feelings-words-from-a-to-z-2086647
What words or phrases from the text gave you clues about Bernardo’s feelings?
How do you think Bernardo is feeling?

Work with your partner to find clues in the text that show how Bernardo is feeling. Add these to Fig 1

Use these clues and what you know of how you would feel in this situation to identify how Bernardo feels.

At the end of the story Lizzie says, “...I’d say Bernardo’s settling in just fine.”

What had changed for Bernardo?
(Look back over Fig 1 to help you with the answer to this)
In what way did Morse code help?

Te Tiriti O Waitangi

The Treaty of Waitangi was written in both Maori and in English. But there were differences in each version.

Skim the article Te Tiriti O Waitangi. L3. August 2017 pp10-17

What do the main headings of the article tell you?

Discuss your findings with a partner
What questions do you have?

Jot your questions down.

Read the article

With a partner, think about and discuss these questions along with your own questions
What was happening leading up to signing the Treaty?
What were some of the major reasons for Māori and British signing the Treaty?

Skimming is getting the gist or general idea about something.

You use skimming to:

- See what’s in an article or a website by viewing images and headings
- Browse through a book looking at the chapter headings reading a little of the first page or the blurb
- Flick through a catalogue to see what is available
- View the options on a Google search to identify the sites it brings up.

Differences in Maori and English text
https://www.youtube.com/watch?v=RZR5cDlMs7Y
Record these in Fig 1

- What are the major differences between the Māori and English versions?

Record this information in Fig 2

Watch this video for more information about the differences in the 2 versions of the Treaty.

Add any new information to Fig 1 and 2

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**Purpose:** To find out what has been the impact of the two versions of the Treaty

The differences between the Maori and English versions of the Treaty of Waitangi contributed to misunderstandings between what the Maori chiefs thought they were signing and what Hobson agreed to when he signed the English version of the Treaty of Waitangi.

Reread P15-17 of Te Tiriti O Waitangi

Make a list of the impact of these misunderstandings from that time to today.

Refer to Fig 2 to help you with this activity

Share your ideas with another group. Are there any other ideas that you would add to your list?

Task: Getting it right
In the other L3 ENRICH resource in this series you learned about the Principles of the Treaty of Waitangi (you may want to complete this before working through this task.) You also learned about the difference between rules and principles.

Now, imagine that you and your team have been asked to create a multi-purpose sports / community venue for your local area.

You have been asked to hold a meeting to put together a draft plan, and you know that there are a number of groups coming with different needs and ideas. In particular you have the:

- badminton club
- local senior citizens choir
- an indoor soccer league
- the junior softball club

The purpose of the meeting and draft plan is to present a solution that will work for all the different groups.

However, your first task before the meeting is to come up with a set of ‘principles of communication’ that will guide you through this process and get the best result for all members and groups of the community.

These principles should provide a basis for making sure that all parties are heard, and that the best solution is achieved.

Create your list of principles (4 or 5 principles are enough).

Share these with another group and refine your list.

Discuss with your teacher how you could apply these principles to a class discussion where you are seeking to reach some kind of agreement.

Trial your principles, and refine your list (add to, remove, or adjust your principles)
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**Written by** Darren Gammie and Jill Ritchie.

Photos sourced from [https://www.pexels.com/](https://www.pexels.com/)