<table>
<thead>
<tr>
<th>Level 4 Treaty of Waitangi</th>
<th>After the Treaty: War or Peace?</th>
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<tbody>
<tr>
<td><strong>Ngā Pakanga o Aotearoa: The New Zealand Wars</strong>&lt;br&gt;Level 4 Nov, 2014. Pp 10-23&lt;br&gt;Ross Calman,&lt;br&gt;This article describes the New Zealand wars fought between 1845 and 1872. The wars were about who controlled the country and who owned the land. This article explains the circumstances of the wars, including the areas and tribes involved. There are general descriptions of the main confrontations and key players, both Māori and British. The text is written by a Māori author who presents an account of the wars and their impacts.</td>
<td><strong>Hakaraia</strong>&lt;br&gt;Level 4. May, 2015. Pp 28-35&lt;br&gt;Mark Derby&lt;br&gt;This article describes the life of Hakaraia, once the most prominent Maori leader in the Bay of Plenty. He was born in the early 1800s and died in 1870. His life spanned a period of immense change in New Zealand that included the impact of missionaries, the colonisation by the British, and the New Zealand wars.</td>
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<tr>
<th>Social Sciences Goal</th>
<th>Literacy Goal</th>
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<tbody>
<tr>
<td>Understand that events have causes and effects.</td>
<td>Locate integrate evaluate and summarise key information.</td>
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<tr>
<td><strong>Big ideas:</strong></td>
<td>Presents a point of view clearly to a small group.</td>
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<td>Wars are sometimes fought when peaceful negotiation has failed, and one side or both are not getting what they want, or what they believe to be fair.</td>
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**Vocabulary:** colonisation, Kingitanga, kūpapa,

**Interest:**
Cabinet, compensation, confiscating, defiance, inconclusive, mission school, musket wars, prophet, stockade, truce.

**Task purpose**

To understand why Maori went to war in the 1860s after the Treaty of Waitangi was signed.

**Task 1**

1. **Discuss** as a small group:

   *Have you ever had hurtful words said to you or about you?*
   *Have you ever had something that belongs to you taken?*
   
   - How did this make you feel?
   - What did you do about it?
   - How was the situation resolved?
   - How did you feel about the result?

   Most of us want things to be ‘fair’ in our lives. And we can get very upset, frustrated, or angry when they are not (or when we don’t think that they are.)

   The Treaty of Waitangi was set up to protect Maori land and other resources from the abuse of others, and to give them the rights of British subjects.

   However, history shows that most Maori land and resources were lost and they became poor in their own land.

2. **Read** the article *Ngā Pakanga o Aotearoa: The New Zealand Wars.**

   pp 10-23

   a) Make a photocopy of the text and read through.

   **After reading** think about:

Information about events leading up to the signing of the Treaty of Waitangi can be viewed here:

https://www.youtube.com/watch?v=vudkf8REqwM

<table>
<thead>
<tr>
<th>War</th>
<th>Sentences from text that explain reasons for war...</th>
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<tbody>
<tr>
<td>Norther</td>
<td>“However, many Ngāpuhi faced hard times after 1840, especially when the capital was moved from the Bay of Islands to Auckland in 1841. This</td>
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</tbody>
</table>
**What was the cause of the wars in Northland, Taranaki and Waikato?**

**What sentences in the text support your thinking?**

<table>
<thead>
<tr>
<th>b)Use</th>
<th>a highlighter to mark up those sentences pointing to the reasons behind each war (or cut and paste from the online document into Fig1).</th>
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<tr>
<th>c)Discuss</th>
<th>your thinking with your group:</th>
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3. **Watch** the video about the NZ wars.

- *Why did Māori feel justified in going to war?*
- *What key sentences or phrases in the video give you this information?*

Based on your findings in Fig.1 and what you learned from the video, **summarise** the main reasons behind the wars in Fig.2.

4. Based on your findings in Fig. 1&2, **discuss** as a group:

- *How could war have been avoided?*
- *What could you have done if you were the Governor of NZ to make sure that peace was maintained?*

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**Purpose:** To understand some of the difficult choices that were made by Maori who went to war.

**Task 2**

**War or Peace?**

The NZ wars were very difficult times for Maori, and many Maori suffered as a result.

**Fig 3**

Additional information can be found about the Maori wars

[https://www.youtube.com/watch?v=1lZB16pELeM](https://www.youtube.com/watch?v=1lZB16pELeM)
It is difficult for us to imagine how hard it must have been for Māori, who were affected by the war and having their land taken away. One of the questions they had to face was: Do we fight or not?

The life of Hakaraia is a case in point, and the title Hakaraia, Warrior, Peacemaker gives us a clue.


In a group:
List the key events in the life of Hakaraia in Fig.3.

- What clues in the text indicate that Hakaraia was both a man of peace and a man of war?

- What was it that made him decide that he should join the Waikato King in war?

- What words in the text tell you that Hakaraia struggled with his decision to go to war?

- Go back to Fig.1 - in what ways were Hakaraia’s reasons for going to war similar or different from those of the Northern, Taranaki and Waikato wars?

Task 3
Now transport yourself back in time and place to Hakaraia’s village. You are a group of elders in the village where Hakaraia has come to discuss whether he should go to war.

Split your group in ½ and take opposing views i.e. some for going to war and some against (if your group is too small then join with another group and take opposing points of view).

- Brainstorm the key reasons for your point of view.

Each group member is to:
- select a leader
- share an important point that supports their view

The leader
- finishes for their team by summarising their group’s viewpoint.

You may also want to have an independent audience to listen to your group(s) discussion. If you do, then you can ask them:

- how persuasive was our argument?
- which points were most persuasive?
- what else could we have said?

Or

You have been sent back in time to interview Hakaraia.

Your task as a group is to:

- develop your interview questions (use the fact sheet at the bottom of this page), drawing upon the information you have about the Maori land wars and Hakaraia.
- Plan out what Harakaia might say in response to the questions
- Nominate two people from your group to be Hakaraia and the interviewer.
- Film your interview and edit (if you have some movie editing software).
- Share your filmed interview with your class,

**After watching the video discuss:**

- What kind of person did you think Hakaraia was?

- What did you learn about Hakaraia’s difficult decision and why he decided to go to war?
- What can we learn from Hakaraia’s decision?

P.S. We would love to see your video also, so send us a link at info@journalsurf.co.nz if you upload it to YouTube!

Ideas on conducting an interview

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<tr>
<th>Review:</th>
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Written by Darren Gammie and Jill Ritchie.

Photos sourced from https://www.pexels.com/