**Book 1: Te Rerenga – The Pathway**

|  |  |
| --- | --- |
| Book Series | The Treaty of Waitangi Series: Book 1 |
| Authors | Alison Condon and Gina Taggart |
| Illustrator | Tania Hassounia |
| Producer | Big Book Publishing Ltd |

**Teacher Notes**

|  |  |
| --- | --- |
| NZ Curriculum Level | Three |
| Age Group | Years 5/6 (aged 9/10) |
| Links to Curriculum Values | Innovation, Inquiry and Curiosity  Diversity  Equity  Integrity  Respect |
| Links to Key Competencies | Thinking  Managing Self  Participating and Contributing  Relating to Others  Understanding Language, Symbols and Text |

*The books in this series can be used in whole class settings or for instructional guided reading sessions. Lessons can stand alone (i.e. one off) or be delivered over a series of days. This is dependent on the classroom/school context, the time frame available, and desires of the teacher. These teaching notes and resources are designed to be a guide only, and should be used in conjunction with the teacher’s own knowledge of their students, creative ideas, and overall desired outcome.*

**Overview**

The story “Te Rerenga – The Pathway” gives the reader an insight into the events leading up to the signing of the Treaty of Waitangi in February 1840. The introduction enlightens the reader about the invitation from Maori to the British to intervene – because Maori were the recognised sovereigns of NZ at that time. It then tells about William Wilberforce and the Clapham Group in the 1790s, and about the increasing concerns of English missionaries who are observing the ill-treatment of many native people in a number of Britain’s colonies. As the British population rises in New Zealand over the first three decades of the 1800s, the Maori request British intervention is heeded. Lord Glenelg, James Stephen, James Busby, and Captain William Hobson seek to work with the Maori people in helping to prevent their land from being unjustly taken.

**Possible Curriculum Contexts**

|  |  |  |
| --- | --- | --- |
| Curriculum Area | Achievement Objectives: | Possible Purposes: |
| English: Listening, Reading and Viewing | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Show a developing understanding of ideas within, across and beyond texts. * Show a developing understanding of how language features are used for effect within and across texts. | ***First Reading***  To learn more about the events and key people in the lead up to the signing of the Treaty of Waitangi in 1840.  ***Subsequent Reading/s***   * To understand the rapport that the missionaries built with the Maori people * To gain historical perspectives about key British personnel and their respective motives when it came to the colonisation of New Zealand. * To gain insights into the complexities faced by Maori and early British leaders/settlers. |
| English: Speaking, Writing and Presenting | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Select, form and communicate ideas on range of topics. * Use language features appropriately, showing a developing understanding of their effects. | ***Writing Suggestions***   * Write a newspaper article set in the 1830s about the issues Lord Glenelg faced and the decisions he sought to make. * Write a diary entry from a Maori perspective, missionary perspective, British leader’s perspective (e.g. William Hobson), or a British settler’s perspective * Re-tell the story by writing a script for a play and present it to an audience. * Hold a formal debate: Maori and Missionary Leaders vs. British settlers. |
| Social Sciences | * Understand how early Polynesian and British migrations to NZ have continuing significance for tangata whenua and communities. | Create a webquest or inquiry project that allows students to delve deeper into the historical aspects that led to the development of the Treaty, and its continuing impact on NZ today. |
| The Arts | * Initiate and develop ideas with others to create drama. * Describe the ideas that their own and others’ images communicate. | Get creative by allowing the students to respond to the story through drama or visual art. Music and dance could also be explored as ways of responding personally to what has been learnt. |
| ***Required Standard: “…by the end of Year 6…”*** | | |

**Reading**

* Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.
* Show a developing understanding of how texts are shaped for different purposes and audiences.
* Show a developing understanding of ideas within, across and beyond texts.
* Show a developing understanding of how language features are used for effect within and across texts.

***First Reading***

* Set the purpose for reading.
* Ask questions that elicit prior knowledge about the Treaty of Waitangi and record answers in a modeling book/whiteboard if desired e.g. key dates, people, locations, reasons why the treaty came to be
* Use the book cover to generate discussion about what might be taking place, who the people might be, and where/when the story is taking place. Make predictions about the story.
* Read the introductory pages together (p. 1-3) that introduce the students to Paki the Kiwi, the overview of the Treaty, and the situation in Britain concerning the slave trade at the time.
* Explain that story is told through the series of speech bubbles, along with additional factual information provided by Paki the Kiwi.
* Read the text for the first time through, taking note of new vocabulary, key characters, dates and plot developments. Record questions/answers if desired, or wait until a subsequent reading.

***Subsequent Reading/s***

Use as many or few approaches as desired by way of structuring lessons. Lessons could last for 3-4 weeks if all three approaches are undertaken in depth, especially if it was in an instructional guided reading context where multiple groups are a reality, meaning that time is not necessary a luxury (e.g. 15 minutes per group per day)

**Approaches:**

* Read the pages associated with each timeframe *i.e. 1790s, mid 1830s, 1835, 1837, 1839* and discuss/record historical facts associated with each timeframe.

Key Questions to Ask Students:

1. How do the new developments in the story build in the decisions or circumstances of the previous timeframe?
2. After each timeframe, make predictions about what might happen next i.e. cause and effect.
3. What can we learn from this time in New Zealand’s history and how can we apply this into our own lives today?

* Construct a portfolio of each character as you read.

Key Questions to Ask Students:

1. What is each character’s name?
2. What is their role/position in society?
3. What is their personal character like?
4. How can we tell what their priorities are?
5. What can we learn from each character in terms of relationships in our own lives?
6. Form an opinion about whether each character contributed positively or negatively to the events that led to the signing of the Treaty.

* Discuss and record collaborate perspectives *i.e. The Clapham Group/British Missionaries, Native Maori, British Government and Monarchy, British Leaders like the Wakefield Brothers and William Hobson, British settlers already residing in NZ, prospective British settlers.*

Key Questions to Ask Students:

1. What are the similarities and differences between each of the perspectives?
2. What are the issues being raised by each group of people?
3. Which perspective do you agree with and why?

***Extra for Experts (Discuss, Research, Record, Present):***

* What other significant world events were happening during the period 1790-1840? Construct a timeline of these events. Are there any links to Britain, NZ or to existing British colonies?
* Why do you think Waitangi became the setting for this key period in NZ’s history? What else was happening in other parts of NZ around this time (1790-1840)?
* How can we continue to improve Pakeha/Maori relationships in NZ today?

**Te Rerenga – The Pathway**

**Record of Key Events in the Lead-up to the Signing of the Treaty of Waitangi**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time Frame** | **Historical Facts/Main Events** | **Predictions** | **Applications** |
| **1790s** |  |  |  |
| **Mid 1830s** |  |  |  |
| **1835** |  |  |  |
| **1837** |  |  |  |
| **1839** |  |  |  |

**Te Rerenga – The Pathway**

**Character Profiles: Page 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution towards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Te Rerenga – The Pathway**

**Character Profiles: Page 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution towards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Te Rerenga – The Pathway**

**Collaborative Perspectives**

**The Clapham Group/British Missionaries**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Native Maori**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**British Government and Monarchy**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**British Leaders (e.g.Wakefield Brothers and William Hobson)**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**British settlers already residing in NZ**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Prospective British settlers**

*Similarities shared with other groups:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Differences in perspective:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Issues being raised (i.e. main viewpoint/s):*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Do you agree or disagree? Why:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Book 2: Te Wiki – The Week**

Insert “Chronicles of Paki” Logo here if desired.

|  |  |
| --- | --- |
| Book Series | The Treaty of Waitangi Series: Book 2 |
| Authors | Alison Condon and Gina Taggart |
| Illustrator | Tania Hassounia |
| Producer | Big Book Publishing Ltd |

**Teacher Notes**

|  |  |
| --- | --- |
| NZ Curriculum Level | Three |
| Age Group | Years 5/6 (aged 9/10) |
| Links to Curriculum Values | Innovation, Inquiry and Curiosity  Diversity  Equity  Integrity  Respect |
| Links to Key Competencies | Thinking  Managing Self  Participating and Contributing  Relating to Others  Understanding Language, Symbols and Text |

*The books in this series can be used in whole class settings or for instructional guided reading sessions. Lessons can stand alone (i.e. one off) or be delivered over a series of days. This is dependent on the classroom/school context, the time frame available, and desires of the teacher. These teaching notes and resources are designed to be a guide only, and should be used in conjunction with the teacher’s own knowledge of their students, creative ideas, and overall desired outcome.*

**Overview**

The story “Te Wiki – The Week” gives the reader an insight into the events that happened during the week that led up to the signing of the Treaty of Waitangi on February 6th 1840. William Hobson returns to New Zealand as the Queen’s representative, tasked with creating a treaty between the Maori chiefs and existing British settlers. Two public meetings are set up to discuss the conditions of the proposed treaty, but when Hobson falls ill, James Busby, William Colenso, Henry Williams and other prominent leaders are left to finalise the content of the treaty, to translate it into Te Reo and to make final arrangements for the meetings.

**Possible Curriculum Contexts**

|  |  |  |
| --- | --- | --- |
| Curriculum Area | Achievement Objectives: | Possible Purposes: |
| English: Listening, Reading and Viewing | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Show a developing understanding of ideas within, across and beyond texts. * Show a developing understanding of how language features are used for effect within and across texts. | ***First Reading***  To learn more about the events and key people in the lead up to the signing of the Treaty of Waitangi in 1840.  ***Subsequent Reading/s***   * To understand the rapport that the missionaries built with the Maori people * To gain historical perspectives about key British personnel and their respective motives when it came to the colonisation of New Zealand. * To gain insights into the complexities faced by Maori and early British leaders/settlers. |
| English: Speaking, Writing and Presenting | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Select, form and communicate ideas on range of topics. * Use language features appropriately, showing a developing understanding of their effects. | ***Writing Suggestions***   * Write a newspaper article set on February 3rd 1840, advertising the public meetings associated with forming the treaty. * Choose a character from the story and write a journal entry from their perspective. * Re-tell the story by writing a script for a play and present it to an audience. * Compose a piece of persuasive writing that creates a strong argument for or against the conditions of the treaty. Present your case to an audience. |
| Social Sciences | * Understand how early Polynesian and British migrations to NZ have continuing significance for tangata whenua and communities. | Create a webquest or inquiry project that allows students to delve deeper into the historical aspects that led to the development of the Treaty, and its continuing impact on NZ today. |
| The Arts | * Initiate and develop ideas with others to create drama. * Describe the ideas that their own and others’ images communicate. | Get creative by allowing the students to respond to the story through drama or visual art. |
| ***Required Standard: “…by the end of Year 6…”*** | | |

**Reading**

* Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.
* Show a developing understanding of how texts are shaped for different purposes and audiences.
* Show a developing understanding of ideas within, across and beyond texts.
* Show a developing understanding of how language features are used for effect within and across texts.

*First Reading*

* Set the purpose for reading.
* Ask questions that elicit prior knowledge about the Treaty of Waitangi and record answers in a modeling book/whiteboard if desired e.g. key dates, people, locations, reasons why the treaty came to be
* Use the book cover to generate discussion about what might be taking place, who the people might be, and where/when the story is taking place. Make predictions about the story.
* Read the introductory page together (p. 1) that introduces the students to Paki the Kiwi, the turmoil that Maori people faced regarding the loss of land to an increasing British population, the unruly behaviour demonstrated by some European settlers, and the commission that Captain William Hobson had to draft up a Treaty document for this struggling nation.
* Explain that story is told through the series of speech bubbles, along with additional factual information provided by Paki the Kiwi.
* Read the text for the first time through, taking note of new vocabulary, key characters, dates and plot developments. Record questions/answers if desired, or wait until a subsequent reading.

*Subsequent Reading/s*

Use as many or few approaches as desired by way of structuring lessons. Lessons could last for 3-4 weeks if all three approaches are undertaken in depth, especially if it was in an instructional guided reading context where multiple groups are a reality, meaning that time is not necessary a luxury (e.g. 15 minutes per group per day)

Approaches:

* As you read each page, identify the main idea or event being conveyed and record it chronologically.

Key Questions to Ask Students:

1. How does each new development in the story build upon the decisions or circumstances of the previous one?
2. Make predictions about what might happen next i.e. cause and effect.

* Create a storyboard or comic strip of the main ideas presented in the text and use captions where necessary. Remind students not to copy the illustrations and speech bubbles that already exist, but to use their own creativity and understanding to capture the details of the story.
* From a leadership perspective, what qualities and principles can we glean based upon this significant week in New Zealand’s history? Record your ideas *e.g. courage, faithfulness, diligence, integrity, service, vision, patience, justice, empathy*.

Key Questions to Ask Students and Processes:

1. How can we apply these leadership traits into our own lives today?
2. Choose one or two to explore further. Write down which qualities you are choosing to grow in over the next few weeks.
3. Why you have chosen those leadership traits and how you might go about improving in those areas?
4. Share your ideas with a buddy or with the teacher.

* Construct a portfolio of each character as you read.

Key Questions to Ask Students:

1. What is each character’s name?
2. What is their role/position in society?
3. What is their personal character like?
4. How can we tell what their priorities are?
5. What can we learn from each character in terms of relationships in our own lives?
6. Form an opinion about whether each character contributed positively or negatively to the events that led to the signing of the Treaty.

*Extra for Experts (Discuss, Research, Record, Present):*

* Build a model of Captain William Hobson’s sailing ship, which he travelled aboard from England to New Zealand. Share your model with the class and maybe even float it in your school’s swimming pool if you have one!
* Research the life of Queen Victoria who was the British monarch at the time. Give biographical information about when she was born, her family background, coronation, marriage and family, significant events during her reign, when she died, and who she was succeeded by. Present your findings on a poster, as a book, on a science board, or make a powerpoint presentation, so that others can learn from your research.
* Learn some new phrases in Te Reo that you can include in your daily life. Use videos or other resources from the internet, find a book in the library, or seek out a friend/Te Reo specialist who can help you in your quest. Practise, practise, practise, and soon your new phrases will become a natural part of your vocabulary. Don’t forget to write a thank you letter if someone has personally given their time to help you learn some more Te Reo. Regular, authentic gratitude is a hallmark of excellent leadership!!

**Te Wiki – The Week**

**Record of Main Ideas and Events**

|  |  |
| --- | --- |
| **Page Number** | **Main Idea/Event** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Page Number** | **Main Idea/Event** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Predictions:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Te Wiki – The Week**

**Storyboard/Comic Strip of Main Ideas**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Te Wiki – The Week**

**Leadership Perspectives**

1. From a leadership perspective, what qualities and principles can we glean based upon this significant week in New Zealand’s history? Record your ideas.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How can we apply these leadership traits into our own lives today?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Choose one or two leadership traits to explore further. Write down which qualities you are choosing to grow in over the next few weeks.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Why you have chosen those leadership traits and how you might go about improving in these areas?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Share your ideas with a buddy or with the teacher! Go you!*

**Te Wiki – The Week**

**Character Profiles: Page 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution toards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Te Wiki – The Week**

**Character Profiles: Page 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution toards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Book 3: Te Hui – The Meeting**

Insert “Chronicles of Paki” Logo here if desired.

|  |  |
| --- | --- |
| Book Series | The Treaty of Waitangi Series: Book 3 |
| Authors | Alison Condon and Gina Taggart |
| Illustrator | Tania Hassounia |
| Producer | Big Book Publishing Ltd |

**Teacher Notes**

|  |  |
| --- | --- |
| NZ Curriculum Level | Three |
| Age Group | Years 5/6 (aged 9/10) |
| Links to Curriculum Values | Innovation, Inquiry and Curiosity  Diversity  Equity  Integrity  Respect |
| Links to Key Competencies | Thinking  Managing Self  Participating and Contributing  Relating to Others  Understanding Language, Symbols and Text |

*The books in this series can be used in whole class settings or for instructional guided reading sessions. Lessons can stand alone (i.e. one off) or be delivered over a series of days. This is dependent on the classroom/school context, the time frame available, and desires of the teacher. These teaching notes and resources are designed to be a guide only, and should be used in conjunction with the teacher’s own knowledge of their students, creative ideas, and overall desired outcome.*

**Overview**

The story “Te Hui – The Meeting” gives the reader many insights into the public meeting that was held on February 5th 1840. The purpose of the meeting was to discuss the conditions of the Treaty that had been proposed by Busby and Hobson on Queen Victoria’s behalf. Many Maori chiefs had travelled to Waitangi to express their feelings and thoughts toward the proposed treaty. Henry Williams, a missionary, had translated the document into Te Reo the previous evening, and he acted as the translator at the meeting itself. Discussions became intense as various chiefs expressed both their acceptance and disapproval of the drafted treaty document.

**Possible Curriculum Contexts**

|  |  |  |
| --- | --- | --- |
| Curriculum Area | Achievement Objectives: | Possible Purposes: |
| English: Listening, Reading and Viewing | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Show a developing understanding of ideas within, across and beyond texts. * Show a developing understanding of how language features are used for effect within and across texts. | ***First Reading***  To learn more about the events and key people in the lead up to the signing of the Treaty of Waitangi in 1840.  ***Subsequent Reading/s***   * To understand the rapport that the missionaries built with the Maori people * To gain historical perspectives about key British personnel and their respective motives when it came to the colonisation of New Zealand. * To gain insights into the complexities faced by Maori and early British leaders/settlers. |
| English: Speaking, Writing and Presenting | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Select, form and communicate ideas on range of topics. * Use language features appropriately, showing a developing understanding of their effects. | ***Writing Suggestions***   * Write a newspaper article set on February 5th 1840, which captures eye witness accounts of the Treaty meeting. * Choose a character from the story and write a journal entry from their perspective. * Re-tell the story by writing a script for a play and present it to an audience. * Compose a piece of persuasive writing that creates a strong argument for or against the conditions of the treaty. Present your case to an audience. |
| Social Sciences | * Understand how early Polynesian and British migrations to NZ have continuing significance for tangata whenua and communities. | Create a webquest or inquiry project that allows students to delve deeper into the historical aspects that led to the development of the Treaty, and its continuing impact on NZ today. |
| The Arts | * Initiate and develop ideas with others to create drama. * Describe the ideas that their own and others’ images communicate. | Get creative by allowing the students to respond to the story through drama or visual art. |
| ***Required Standard: “…by the end of Year 6…”*** | | |

**Reading**

* Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.
* Show a developing understanding of how texts are shaped for different purposes and audiences.
* Show a developing understanding of ideas within, across and beyond texts.
* Show a developing understanding of how language features are used for effect within and across texts.

*First Reading*

* Set the purpose for reading.
* Ask questions that elicit prior knowledge about the Treaty of Waitangi and record answers in a modeling book/whiteboard if desired e.g. key dates, people, locations, reasons why the treaty came to be
* Use the book cover to generate discussion about what might be taking place, who the people might be, and where/when the story is taking place. Make predictions about the story.
* Read the introductory pages together (p. 1-2) that introduce the students to Paki the Kiwi, the concerns that the Maori people had surrounding loss of land, and the roles that key British leaders played to formulate the treaty document.
* Explain that story is told through the series of speech bubbles, along with additional factual information provided by Paki the Kiwi.
* Read the text for the first time through, taking note of new vocabulary, key characters, dates and plot developments. Record questions/answers if desired, or wait until a subsequent reading.

*Subsequent Reading/s*

Use as many or few approaches as desired by way of structuring lessons. Lessons could last for 3-4 weeks if all three approaches are undertaken in depth, especially if it was in an instructional guided reading context where multiple groups are a reality, meaning that time is not necessary a luxury (e.g. 15 minutes per group per day)

Approaches:

* As you read each page, identify the main event or speaker. Construct a flow diagram that tracks these key ideas in the order that they happen. Does the information on your diagram highlight any trends? What role does cause and effect have? Make a prediction about what might happen in the next book/s.
* It’s time to be a detective! Was the Treaty originally drafted to prevent further loss of land for the Maori people, or was it supposed to ensure law and order amongst the unruly settlers? Or both? Once you’ve made a decision, write some sentences to back up your opinion and find some evidence from the story that supports your thinking.
* Complete a table as a way of tracking each Maori chief mentioned in the story. Use the following headings to help you to organize your information: Name of Maori Chief, Summary of Viewpoint, Accepts Treaty/Opposes Treaty, Use of Visual Aid (when you are recording the information for this last heading, include what object is used e.g. taiaha and why).
* At the end of the story, the missionaries seek to reassure the Maori chiefs about the positive benefits of signing the treaty. The missionaries’ motives were pure because they had built authentic relationships with the Maori people over a number of years and they genuinely had the Maori people’s best interests at heart. In your own words, summarise the fears of the Maori chiefs and the reassuring responses of the missionaries.
* Why was the date of the Treaty signing brought forward? Discuss the reasons with a buddy and record your thinking. Be ready to share your answers with the rest of the group/class.

*Extra for Experts (Discuss, Research, Record, Present):*

* Character Portfolio: There are several characters mentioned in passing within this story that are worth a closer look. Take some time to research ONE of the following people to find out more about their life and contribution to New Zealand history – William Colenso, Henry Williams, Bishop Pompallier, or Captain Joseph Nias. Present your findings on a poster, science board, as a book, or on a powerpoint. Use photos, maps and diagrams to enhance your presentation, and make sure that you use your own words.
* Explore traditional Maori dress and/or weapons and present your findings in a brochure. You could choose one aspect or several aspects to focus on. You could research the following: piupiu, woven dresses, cloak, feathers, pounamu/whale bone jewellery, moko, taiaha, mere, patu.
* In the illustration at the bottom of page 5, several flags are included. Take some time to explore the meaning and origin of the sailing flags which are strung up like bunting at the top of the picture. Summarise your findings in your workbook. The other flag in the illustration is the British Union Jack flag which is draped over the table. What is the background story connected to this flag? New Zealand had its own flag referendum in 2016. Did you want the current NZ flag to change or were you in favour of keeping the flag? Explain your position and give reasons to justify your thinking. If NZ were to change its flag in the future, what do you think it should look like? Draw your design and write a rationale that explains your choice of colours, symbols, and design/layout. Present your proposed design to an audience and ask them for some constructive feedback.

**Te Hui – The Meeting**

**Flowchart of Key Events**

**Te Hui – The Hui**

**Record of Maori Chiefs**

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Maori Chief | Viewpoint | Accepts/Opposes Treaty | Use of Visual Aid |
| E.g. Hakiro (pg. 13) | Don’t want or need British leadership. Busby and missionaries are trusted leaders for Maori. | Opposes | None |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Book 4: Te Tohu – The Signing**

Insert “Chronicles of Paki” Logo here if desired.

|  |  |
| --- | --- |
| Book Series | The Treaty of Waitangi Series: Book 4 |
| Authors | Alison Condon and Gina Taggart |
| Illustrator | Tania Hassounia |
| Producer | Big Book Publishing Ltd |

**Teacher Notes**

|  |  |
| --- | --- |
| NZ Curriculum Level | Three |
| Age Group | Years 5/6 (aged 9/10) |
| Links to Curriculum Values | Innovation, Inquiry and Curiosity  Diversity  Equity  Integrity  Respect |
| Links to Key Competencies | Thinking  Managing Self  Participating and Contributing  Relating to Others  Understanding Language, Symbols and Text |

*The books in this series can be used in whole class settings or for instructional guided reading sessions. Lessons can stand alone (i.e. one off) or be delivered over a series of days. This is dependent on the classroom/school context, the time frame available, and desires of the teacher. These teaching notes and resources are designed to be a guide only, and should be used in conjunction with the teacher’s own knowledge of their students, creative ideas, and overall desired outcome.*

**Overview**

The story “Te Tohu – The Signing” gives the reader insights into the decision as to why the date of the Treaty signing was brought forward from February 7th to February 6th 1840. A group of important Maori chiefs chose to sign the Treaty, but others had become disgruntled by the lack of food and unfair distribution of gifts at the hui and were beginning to return home. The missionaries were becoming increasingly fearful that without a Treaty being finalised that the Maori people would continue to be unfairly treated and lose further land. Many gathered to sign the Treaty on February 6th, however, Captain Hobson was late in receiving the news!

**Possible Curriculum Contexts**

|  |  |  |
| --- | --- | --- |
| Curriculum Area | Achievement Objectives: | Possible Purposes: |
| English: Listening, Reading and Viewing | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Show a developing understanding of ideas within, across and beyond texts. * Show a developing understanding of how language features are used for effect within and across texts. | ***First Reading***  To learn more about the events and key people in the lead up to the signing of the Treaty of Waitangi in 1840.  ***Subsequent Reading/s***   * To understand the rapport that the missionaries built with the Maori people * To gain historical perspectives about key British personnel and their respective motives when it came to the colonisation of New Zealand. * To gain insights into the complexities faced by Maori and early British leaders/settlers. |
| English: Speaking, Writing and Presenting | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Select, form and communicate ideas on range of topics. * Use language features appropriately, showing a developing understanding of their effects. | ***Writing Suggestions***   * Write a newspaper article set on February 6th 1840, which reports the auspicious occasion of the signing of the Treaty. * Choose a character from the story and write a journal entry from their perspective. * Pen some lyrics to a song or rap that captures the heart/emotions of the Treaty signing. * Write a poem about the day the Treaty was signed. * Write a treaty document for your class, family or group of friends. |
| Social Sciences | * Understand how early Polynesian and British migrations to NZ have continuing significance for tangata whenua and communities. | Create a webquest or inquiry project that allows students to delve deeper into the historical aspects that led to the development of the Treaty, and its continuing impact on NZ today. |
| The Arts | * Initiate and develop ideas with others to create drama. * Describe the ideas that their own and others’ images communicate. | Get creative by allowing the students to respond to the story through drama or visual art. |
| ***Required Standard: “…by the end of Year 6…”*** | | |

**Reading**

* Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.
* Show a developing understanding of how texts are shaped for different purposes and audiences.
* Show a developing understanding of ideas within, across and beyond texts.
* Show a developing understanding of how language features are used for effect within and across texts.

*First Reading*

* Set the purpose for reading.
* Ask questions that elicit prior knowledge about the Treaty of Waitangi and record answers in a modeling book/whiteboard if desired e.g. key dates, people, locations, reasons why the treaty came to be
* Use the book cover to generate discussion about what might be taking place, who the people might be, and where/when the story is taking place. Make predictions about the story.
* Read the introductory page together (p. 1) that introduces the students to Paki the Kiwi, the decision of some important Maori chiefs to sign the Treaty, the disgruntlement of other chiefs who started to return home earlier than planned, and the increasing fear shared by missionaries that further abuse and loss of land would occur if the Treaty wasn’t signed urgently.
* Explain that story is told through the series of speech bubbles, along with additional factual information provided by Paki the Kiwi.
* Read the text for the first time through, taking note of new vocabulary, key characters, dates and plot developments. Record questions/answers if desired, or wait until a subsequent reading.

*Subsequent Reading/s*

Use as many or few approaches as desired by way of structuring lessons. Lessons could last for 3-4 weeks if all three approaches are undertaken in depth, especially if it was in an instructional guided reading context where multiple groups are a reality, meaning that time is not necessary a luxury (e.g. 15 minutes per group per day)

Approaches:

* As you read each page, identify the main event or speaker. Construct a flow diagram that tracks these key ideas in the order that they happen. Does the information on your diagram highlight any trends? What role does cause and effect have? Make a prediction about what might happen in the final book.
* The missionaries in the story, especially William Colenso and Bishop Pompallier became highly concerned when Captain Hobson pushed for the Maori chiefs to sign the Treaty without further time to think about the decision. Write a short paragraph/s about why the missionaries suddenly felt so uneasy about the situation. Do you agree with their concerns or do you think they were being overly anxious? Conversely, why do you think Captain Hobson was in such a hurry to gain the signatures and closed to the idea of the Maori chiefs engaging in further discussion or time to think about the Treaty?
* Mini Character Portfolios: As you go through the story, note down the names of each of the Maori chiefs i.e. *Hone Heke, Marupō, Ruhe, Pukututu, Matiu, Rewa, Patuone, Taonui, Mohi, Piko.* Spend some time looking for more information about each chief e.g. where they were from, which tribe they belonged to, whether they were married or had any children, when they were born and when they died, any other important facts relating to their life. Try to come up with at least 3-5 facts for each chief and record your information in a table or on a poster. Use the internet or books to help you in your research. You may even find a picture/photograph of each chief which you can print out and add to the presentation of your work.
* Find a map of NZ (or draw one) and plot the different locations that Hobson and his team travelled to in order to gain more signatures for the Treaty. Did any chiefs sign the Treaty from your region?

*Extra for Experts (Discuss, Research, Record, Present):*

* Character Portfolio: There are several characters mentioned in passing within this story that are worth a closer look. Take some time to research ONE of the following people to find out more about their life and contribution to New Zealand history – James Freeman, Major Thomas Bunbury, Bishop Pompallier, or John Hobbs. Present your findings on a poster, science board, as a book, or on a powerpoint. Use photos, maps and diagrams to enhance your presentation, and make sure that you use your own words.
* In the story, Captain Hobson organised a celebration feast of pork, potatos, rice and sugar. Research other foods that Maori and early settlers ate. How did they grow or catch their food? How did they cook their food? How was food stored and for how long? Where did drinking water come from and how was it transported/prepared? What other types of drinks were common in the 1830s and 1840s? Summarise your findings and present it in a creative way. Include hand-drawn or computer-generated pictures and diagrams where possible to add to your explanations.
* Toward the end of the story, Captain Hobson falls ill – he is suspected of experiencing a stroke. What are the symptoms of a stroke? Medicines weren’t as readily available as they are today and there were no hospitals. What treatments/recovery plan might Captain Hobson have used? Explore what doctors did or what medicines they might have used in 1840. Name some of the common herbs and plants that the Maori people used for their medicines and what ailment it was traditionally used to cure.

**Book 5: Te Nanu – The Disappointment**

Insert “Chronicles of Paki” Logo here if desired.

|  |  |
| --- | --- |
| Book Series | The Treaty of Waitangi Series: Book 5 |
| Authors | Alison Condon and Gina Taggart |
| Illustrator | Tania Hassounia |
| Producer | Big Book Publishing Ltd |

**Teacher Notes**

|  |  |
| --- | --- |
| NZ Curriculum Level | Three |
| Age Group | Years 5/6 (aged 9/10) |
| Links to Curriculum Values | Innovation, Inquiry and Curiosity  Diversity  Equity  Integrity  Respect |
| Links to Key Competencies | Thinking  Managing Self  Participating and Contributing  Relating to Others  Understanding Language, Symbols and Text |

*The books in this series can be used in whole class settings or for instructional guided reading sessions. Lessons can stand alone (i.e. one off) or be delivered over a series of days. This is dependent on the classroom/school context, the time frame available, and desires of the teacher. These teaching notes and resources are designed to be a guide only, and should be used in conjunction with the teacher’s own knowledge of their students, creative ideas, and overall desired outcome.*

**Overview**

The story “Te Nanu – The Disappointment” gives the reader insights into the many twists and turns of the Treaty story since the first signing on February 6th 1840. The book journeys through the decades from 1840 to the 21st Century and tracks key developments, changes of personnel, and voices some of the frustrations linked to injustices. It highlights the disappointment that many Maori people and missionaries felt when historical British figures failed to fully keep their word regarding Treaty conditions and agreements. The story also seeks to convey the urgency of reconciling differences, offering forgiveness, and walking in humility in today’s New Zealand society, especially where race relations between Maori and Pakeha are concerned.

**Possible Curriculum Contexts**

|  |  |  |
| --- | --- | --- |
| Curriculum Area | Achievement Objectives: | Possible Purposes: |
| English: Listening, Reading and Viewing | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Show a developing understanding of ideas within, across and beyond texts. * Show a developing understanding of how language features are used for effect within and across texts. | ***First Reading***  To learn more about the events and key people in the lead up to the signing of the Treaty of Waitangi in 1840.  ***Subsequent Reading/s***   * To understand the rapport that the missionaries built with the Maori people * To gain historical perspectives about key British personnel and their respective motives when it came to the colonisation of New Zealand. * To gain insights into the complexities faced by Maori and early British leaders/settlers. |
| English: Speaking, Writing and Presenting | * Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas. * Show a developing understanding of how texts are shaped for different purposes and audiences. * Select, form and communicate ideas on range of topics. * Use language features appropriately, showing a developing understanding of their effects. | ***Writing Suggestions***   * Compose a piece of opinion writing about how well the Treaty has/hasn’t been adhered to. * Pen some lyrics to a song or rap that captures the emotions connected to the Treaty being abused. * Write a poem about the injustices that arose after the signing of the Treaty. * Write a letter of reconciliation from a Maori or Pakeha perspective. See if you can actually give it to someone living today. |
| Social Sciences | * Understand how early Polynesian and British migrations to NZ have continuing significance for tangata whenua and communities. | Create a webquest or inquiry project that allows students to delve deeper into the historical aspects that led to the development of the Treaty, and its continuing impact on NZ today. |
| The Arts | * Initiate and develop ideas with others to create drama. * Describe the ideas that their own and others’ images communicate. | Get creative by allowing the students to respond to the story through drama or visual art. |
| ***Required Standard: “…by the end of Year 6…”*** | | |

**Reading**

* Integrate sources of information, processes and strategies with developing confidence to identify, form and express ideas.
* Show a developing understanding of how texts are shaped for different purposes and audiences.
* Show a developing understanding of ideas within, across and beyond texts.
* Show a developing understanding of how language features are used for effect within and across texts.

*First Reading*

* Set the purpose for reading.
* Ask questions that elicit prior knowledge about the Treaty of Waitangi and record answers in a modeling book/whiteboard if desired e.g. key dates, people, locations, reasons why the treaty came to be
* Use the book cover to generate discussion about what might be taking place, who the people might be, and where/when the story is taking place. Make predictions about the story.
* Read the introductory page together (p. 1) that introduces the students to Paki the Kiwi, the conditions stipulated in the Treaty that was signed during 1840, and the ideas around disappointment, disgruntlement and hurt when it appeared that the Treaty was not fully adhered to by settlers and leaders who came to New Zealand in the decades afterwards.
* Explain that story is told through the series of speech bubbles, along with additional factual information provided by Paki the Kiwi.
* Read the text for the first time through, taking note of new vocabulary, key characters, dates and plot developments. Record questions/answers if desired, or wait until a subsequent reading.

*Subsequent Reading/s*

Use as many or few approaches as desired by way of structuring lessons. Lessons could last for 3-4 weeks if all three approaches are undertaken in depth, especially if it was in an instructional guided reading context where multiple groups are a reality, meaning that time is not necessary a luxury (e.g. 15 minutes per group per day)

Approaches:

* Read the pages associated with each timeframe *i.e. 1840, 1841, 1844, 1846, 1850s, 1860s, 1880s, 1900s, 1932, 1950s, 1974, 1975*  and discuss/record historical facts associated with each timeframe.

Key Questions to Ask Students:

1. How do the new developments in the story build in the decisions or circumstances of the previous timeframe? Make predictions about what might happen next i.e. cause and effect. 2. What can we learn from this time in New Zealand’s history and how can we apply this into our own lives today?

* We are introduced to some new characters in this story. Construct a portfolio of each character as you read *(e.g. Chief Pana-kareao, Hone Heke and his wife Hariata, Governor Fitzroy, Governor Grey, King Pōtatau, Governor Gore Browne, Tāmihana, Ratana, Lord Bledisloe, Dame Whina Cooper)*

Key Questions to Ask Students:

1. What is each character’s name?
2. What is their role/position in society?
3. What is their personal character like?
4. How can we tell what their priorities are?
5. What can we learn from each character in terms of relationships in our own lives?
6. Form an opinion about whether each character contributed positively or negatively to the events that led to the signing of the Treaty.

* In this book, there are examples of people (Maori and Pakeha) who show good leadership and there are others who show poor leadership. Within the story, identify at least two people who show good leadership and two people who show poor leadership. Write a rationale as to why you selected each person and identify what they said or did that caused you to see them as a good leader or a poor leader. What traits do you think a good leader exhibits in today’s society?

*Extra for Experts (Discuss, Research, Record, Present):*

* What other significant world events were happening during each time period mentioned in the story? *1850s, 1860s, 1880s, early 1900s, 1930s and 1940s, 1950s, 1970s.*  Construct a timeline of these events. Are there any links to Britain, NZ or to existing British colonies?
* Make a list of leaders (alive or deceased, New Zealand or internationally) who you believe show good leadership. Choose one person from your list to do a mini project about. What are their biographical details? What area of life do they lead in? Are they linked to a charity or organisation? Why should we follow their example? What challenges have they had to overcome in life? How have they positively contributed to society? What can we learn from their life? What legacy did they leave?
* How can we continue to improve Pakeha/Maori relationships in NZ today?
* What links can be made to Biblical principles, or what Biblical accounts can be found in Scripture that parallel the events following the Treaty?

**Te Nanu – The Disappointment**

**Record of Key Events/Historical Facts**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Historical Fact/Main Event** | **Prediction** | **Application** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Te Nanu – The Disappointment**

**Character Profiles: Page 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution towards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Te Nanu – The Disappointment**

**Character Profiles: Page 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Character’s Name** | **Role/Position in Society** | **Personal Character** | **Priorities** | **What we can learn from them** | **Positive or Negative Contribution towards Treaty** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |