

Ngā Pakanga o Aotearoa: The New Zealand Wars

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Overview

“The New Zealand Wars” describes the wars fought between 1845 and 1872. The wars were about who controlled the country and who owned the land. This long and fascinating article explains the circumstances of the wars, including the areas and tribes involved. There are good general descriptions of the main confrontations and key players, both Māori and British. The text is written by a Māori author who presents a balanced account of the wars and their impacts.

This article provides:

- a challenge for students to read a lengthy, complex text with support from the structure, timelines, summaries, and illustrations
- a powerful context for exploring the social studies topic of community challenges
- opportunities for students to question the text, evaluate ideas, and discuss the way that history shapes the future.

Texts related by theme “King and Country” SJ L4 June 2014 | “The Desert Kaupoi” SJSL L4 2013 | “Te Hokowhitu-a-Tū: The Pioneer Māori Battalion” SJ L3 June 2014

Text characteristics from the year 8 reading standard

Hōne Heke Pōkai and the Flagpole: THE NORTHERN WAR (1845-46)

Hōne Heke Pōkai, a Ngāpuhi chief, was a proud leader. He had been the first chief to sign the treaty, hoping it would benefit his people. However, many Ngāpuhi faced hard times after 1840, especially when the capital was moved from the Bay of Islands to Auckland in 1841. This meant there was less trading in the north. In protest, Heke Pōkai chopped down the British flagpole at Kororāreka (which the British called Russell) not once but three times between July 1844 and August 1845. Could Auckland be next? Was the colony about to descend into chaos? Under strong pressure, Governor Gipps requested more soldiers from Sydney. Heke Pōkai mounted a military campaign. Ngāpuhi chief. However, things did not go according to plan. The first battle, at Puketutu on 8 May 1845, was inconclusive. In the month, the pro-British faction did not have more success when they fought at Heke Pōkai's pā at Te Ahuahu. British troops had been involved in the

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas

Wiremu Kīngi's Defiance: THE TARANAKI WAR (1860-61)

In the years after the Northern War, boatloads of fresh settlers arrived in New Zealand. By the late 1850s, Pākehā outnumbered Māori. The new arrivals had been promised cheap land, and many eyed up the prime sites occupied by Māori. Some Māori were happy to sell, but many were not. They were worried about Pākehā taking over the country, so it was decided to establish a Māori king. He would lead opposition to the British and help to prevent further land sales. In 1858, the Waikato chief Pōtatau Te Wherowhero became the first Māori king and leader of the Kīngitanga (King Movement). Towards the end of the 1850s, New Plymouth was to make

complex layers of the meaning and/or information that is irrelevant to the identified purpose of reading (that is, competing information), requiring students to infer meanings or make judgments

“Hopes Are Ebbing Fast”: TĪTOKOWARU AND TE KOOTI

After the Waikato War ended, the British army withdrew, and the New Zealand government became responsible for running its own army. It relied heavily on kūpapa – Māori allied to the government. Troops moved through Māori settlements, tearing out crops and burning houses. Sporadic fighting continued, but it seemed that Māori resistance was waning. Then, during 1868, two Māori leaders emerged to challenge the government. For six years, the British were deeply concerned after these people worried that there would be a Māori uprising and their towns would be attacked. On 1 January 1868, the Whanganui's *Evening Herald* reported the general feeling of doom: “The year brings no joy or gladness to Wanganui. Suspense is everywhere and hopes are ebbing fast.” But events soon turned to the advantage of two Māori leaders. Te Kooti escaped from a battle at Ngāruahanga. For six

adverbial clauses or connectives that require students to make links across the whole text



illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content

Reading standard: by the end of year 8

Possible curriculum contexts

SOCIAL SCIENCES

Level 4 – Social Studies: Understand how people participate individually and collectively in response to community challenges.

ENGLISH (Reading)

Level 4 – Language Features: Show an increasing understanding of how language features are used for effect within and across texts.

ENGLISH (Writing)

Level 4 – Language Features: Use a range of language features appropriately, showing an increasing understanding of their effects.

Possible reading purposes

- To understand the what, when, and where of the New Zealand Wars
- To gain a better understanding of the roles and motivations of different groups in the early years of the New Zealand's colonial history
- To understand the causes and effects of the wars and some of their longer-term impacts.

Possible writing purposes

- To ask questions about information in the article or to make connections with it
- To retell an event from the article, using one or more points of view
- To respond to the text in a creative or emotive way
- To identify and compare the New Zealand Wars with other wars, including more recent wars, and examine how other people responded to a similar challenge?



Text and language challenges

VOCABULARY

- Possible unfamiliar words and terms, including “routed”, “garrison”, “antique muskets”, “mounted”, “campaign”, “faction”, “encountered”, “storm”, “setbacks”, “incident”, “inconclusive”, “arrogant”, “howitzers”, “palisades”, “redoubt”, “ancestral”, “decisive”, “stockade”, “resistance”, “lush”, “resisting”, “regiments”, “muster”, “invasion”, “defiance”, “confiscated”, “sporadic”, “waning”, “outwit”, “ebbing”, “refuge”, “ultimately”, “prevailed”, “wresting”, “confiscations”, “compounded”
- The names of people and places, many of which are in te reo Māori
- The use of colloquial and idiomatic words and phrases, including “didn’t always have it their own way”, “put ... to the test”, “make a break”, “off-limits”, “a close call”, “had the upper hand”.

Possible supporting strategies

- Familiarise yourself with the Māori names for people, places, and concepts. You can use the Ngata Dictionary (www.learningmedia.co.nz) or work with your school community or local iwi for support.
- See ESOL Online, Vocabulary for suggestions on how to support the students with unfamiliar vocabulary. Integrate vocabulary activities with those for exploring the topic and building prior knowledge.
- Support the students with key vocabulary, but for English language learners, it’s probably not a high priority to spend time learning very specialised language – they have a large amount of more frequent topic words and academic language that they need to spend time on. For the very low-frequency vocabulary, you could supply an extended glossary with simple definitions.
- Start a list of war-related words and terms from the text. Discuss them and add to the list during and after reading.
- Identify word families of less-familiar words, for example, “confiscate”, “confiscated”, “confiscations”; “resist”, “resistance”, “resisted”.

SPECIFIC KNOWLEDGE REQUIRED

- Some knowledge of New Zealand history, in particular, the colonisation and settlement by the British and some famous figures
- Knowledge of the Treaty of Waitangi (1840)
- Some understanding of the power and reach of the British Empire (“the world’s largest superpower at the time”)
- Knowledge that Māori belong to iwi, hapū, and whānau groupings
- Some knowledge of the ways in which wars are conducted and of the terminology around warfare
- Some knowledge of conflict and the positions people may take to defend their property or rights
- Some knowledge of New Zealand geography.

Possible supporting strategies

- Review what the students already know about New Zealand’s colonial history, in particular, relationships between Māori and the British.
- Locate the article within the overall time frame of settlement by Europeans, identifying key events up to the signing of the Treaty of Waitangi.
- Discuss the tensions that would have existed between Māori and Pākehā. Explore how they might have reacted to each other, especially around their different attitudes to land.
- If necessary, build background knowledge about the relationship of Māori to the land and the ways in which “ownership” was traditionally decided.
- Provide maps that show iwi areas and the sites in the article. For further information and images, see: www.teara.govt.nz/en/new-zealand-wars

TEXT FEATURES AND STRUCTURE

- Events described in chronological order
- Introduction and conclusion, both containing brief summaries of the article’s content
- Four main sections that describe the main events
- A time line, spread throughout the main parts of the article
- Text boxes that give supporting details
- A two-page spread describing Māori and British defensive structures (pā and forts or stockade)
- Diagrams, illustrations, and historical photographs, some with captions
- Map of the North Island.

Possible supporting strategies

- Several readings of this text may be necessary to deal with the complexities of content and structure.
- Skim the article with the students to help them to get a sense of its structure and purpose. Prompt the students to use the headings to identify the focus of each section and to examine the photographs. As you skim, ask the students to point out the text features. Discuss how each feature can help them as they read. Identify the “main” sections and the other, supportive features.
- During reading, remind the students to use the timelines and make connections between them and the events in the main text.
- If necessary, help the students to understand long complex sentences by breaking them into separate clauses and identifying the main ideas of each clause. Asking Who? What? Where? When? How? and Why? and breaking down the information together can help students to identify the main ideas. Pay attention to signals of relationships between ideas.



Instructional focus – Reading

Social Sciences (Level 4 – Social Studies: Understand how people participate individually and collectively in response to community challenges.)

English (Level 4 – Language Features: Show an increasing understanding of how language features are used for effect within and across texts.)

First reading

- Prepare the students before reading by using the previous suggestions to discuss the text structure, the topic, the vocabulary, and/or the curriculum concepts.
- Direct the students to skim the text to get a sense of its purpose and to find key ideas related to their reading purpose. What do the images and other features suggest about the topic and the purpose of the text?
- Read page 10 aloud, then if necessary, use a shared reading approach to read page 11, supporting the students to make connections as they position the content in time and place. What do you think the writer wants us to know? Why? What kind of language is he using?
- Ask questions to support the students as they begin to read for a specific purpose, for example, to locate information about the leaders on both sides of the conflict. It may be helpful for the students to record information on a graphic organiser so they can keep track of the people and events. Useful examples are a “What, Where, Who, and Why” template, or a “Somebody, Wanted, But, So” template. Look for main ideas, rather than details at this stage. Make brief notes about when and where each war took place, who was involved, and why they were fighting.

If the students struggle with this text

- Prompt the students to reread pages 10–11 to understand the background and the main ideas.
- Revisit the time lines and model how to use the information to better understand the main events. Observe as they read each section, cross-checking to make sure they follow the events.
- Support them to use a graphic organiser as they read. They may need to use copies so they can clarify information for each of the three main wars.
- Support the students who find the vocabulary challenging. You may choose to read the text together, one section at a time, to ensure they are able to use the supports to understand each section. Spend time unpacking the events, but on a first reading, it is more important that the students are able to understand the overall ideas.

Subsequent readings

The teacher

A jigsaw or reciprocal reading approach would work well with this text. Set the purpose for reading then direct them to work through the text, possibly over more than one session.

Ask questions to clarify the reasons for the events on page 12.

- What did you already know about the flagpole incidents? Does the information change your understanding? If so, why?
- Why did Hone Heke Pōkai change his mind about the treaty with the British?
- What were the challenges to his community that he was responding to? What evidence does the writer give for this?
- What “community challenges” was Governor Fitzroy responding to?

The teacher

Direct the students to reread the box at the foot of page 12.

- Why has the writer singled out this information?
- What does “a degree of independence” mean in this context?
- Were kūpapa right to fight with the British and against other Māori? Why?

The teacher

Support the students to examine the text critically:

- On page 18, we read that George Grey was “determined to break the resistance of the Māori king.” Reread this section carefully to see how the writer shows which events are important.
- How does the language help you to determine the importance of the ideas? If necessary, point out examples, such as “claiming”, “determined”, “persuaded”.
- What connotations do these words have? For example, “determined” could be neutral, but when put alongside “break the resistance”, the writer is showing that the governor’s actions are excessive. By contrast, he shows that Māori are “heavily outnumbered”.

The teacher

Direct the students to continue questioning, evaluating, and discussing the text so they can develop their thinking about the ways people respond to challenges.

- What are some of the questions you have of the writer?
- What questions do you have about the events?
- What is your response to what you’ve read?
- The writer states that Māori regard the effects of the wars as “a great injustice”. What does that mean? What evidence is there for this?
- Why do you think that people generally know very little about these wars, yet they know a lot about the world wars New Zealand was engaged in?

GIVE FEEDBACK

- You found information about each of the wars to answer your questions by scanning the text and finding key words. Remember that sometimes when you’re looking for specific information, you don’t have to read everything.

METACOGNITION

- How did your comparisons with some recent land and sovereignty conflicts help you to understand more about how competing interests can lead to war?

The students:

- reread to identify main ideas and the details that support them
- make connections between the text and what they already know about the flagpole incidents and evaluate Hone Heke Pōkai’s actions in the light of the information
- make connections between the text and what they know about community challenges to infer that the clashes between two very different communities could not be settled quickly or easily
- ask questions about the value of the Treaty of Waitangi and the changes it brought about for Māori and Pākehā.

The students:

- infer that “a degree of independence” means that kūpapa were not bound to the British: they did not have to fight
- integrate information in the text with their own knowledge and experience to understand more fully the meaning of independence.

The students:

- identify places where the language helps point to the relative importance of the ideas
- compare the wants and needs of Grey with those of the Māori king, and evaluate the aims of both men
- identify and discuss words and phrases that show each side’s aims and critically examine them for any bias
- form opinions about the way language can be used to tell both sides of a story.

The students:

- ask questions about the “negative effects of the wars on Māori” and the impact of the confiscations
- ask questions about the longer-term effects of the wars and the impact they have on the present day, for example, in Treaty claims and settlements
- integrate information in the text with what they already understand about New Zealand’s history and society to form new understandings of the impact of the past on the present.

Instructional focus – Writing

Social Sciences (Level 4 – Social Studies: Understand how people participate individually and collectively in response to community challenges.)

English (Level 4 – Language Features: Use a range of language features appropriately, showing an increasing understanding of their effects.)

Text excerpts from

“Ngā Pakanga

o Aotearoa:

The New Zealand Wars”

Examples of text characteristics

Teacher

(possible deliberate acts of teaching)

Beginnings

The New Zealand Wars were fought between 1845 and 1872. They were about who controlled the country and who owned the land.

CLARITY

Making clear, straightforward statements at the start of an article helps readers focus on the topic. Readers know what to expect.

Ask questions to support the students as they make decisions about their writing.

- What do you expect your readers to know?
- How will you help them understand what you’re writing about?
- Do your opening or “scene-setting” sentences have impact? Do they say what you mean? If not, try some revisions and test them out. Expect your writing partner to give you specific feedback so you can fine-tune your work. Do the same for your partner: peer reviewing is a very important strategy for all writers, and one that is used by most published authors.
- Do the ideas flow from one paragraph to the next, and from one section to the next?
- Will the writing encourage readers to think or form their own opinions?

In the nineteenth century, a handful of Māori tribes fought a series of wars against the might of the British Empire – the world’s largest superpower at the time. Although Māori were eventually defeated, the British didn’t always have it their own way.

WORD CHOICES

Writers choose words for impact, for example, to:

- compare opposites
- imply something
- help readers make connections.

Prompt the students to consider the impact words can have. In this example, the writer uses the modern word “superpower” with its connotations of world dominance to help readers understand how powerful the British Empire was. He then uses the expression “didn’t always have it their own way” to do two things. First, it implies that the British usually *did* get their own way. Second, the familiar expression allows readers to make connections with other stories where the “underdog” puts up a strong fight.

- Review your writing, looking for places where you can use words in these ways. Can you:
 - choose words with connotations that help carry the meaning
 - imply meaning
 - help readers make connections?
- Ask a partner to read a few sentences of your writing aloud. Listen carefully. Do your words have the impact you want them to have? What changes would give them more impact?

They had expected the British soldiers, with their superior weapons, to be more than a match for the Māori warriors and their antique muskets. Could Auckland be next? Was the young colony about to descend into chaos?

THOUGHT-PROVOKING QUESTIONS

Posing questions leads the reader to think about what might happen. They may build a sense of suspense. They can also show the state of mind of the implied speaker of the questions.

Direct the students to review this example.

- What did you think as you read this part of the text?
- Did it make you wonder what would happen? Did you get a sense of the settlers’ fear?
- If you want to create these effects in your own writing, a well-placed question or two could help.
- Try this out in a suitable place, perhaps at a turning point, then ask your partner to review the impact of your writing.

Although Māori fought bravely and had the upper hand in a number of battles, the superior resources of the British Empire – and later, the settler government – ultimately prevailed.

COMPLEX SENTENCES

A complex sentence contains two or more clauses. One is the main clause and the others are dependent on the main clause for meaning.

Model analysing the sentence. Write the sentence on a whiteboard.

- The conjunction “Although” indicates to me that the first clause is not the main one. If I cover up this clause (ending at “battles”), the rest of the sentence still makes sense. Next, I find the main verb: “prevailed”. I find the subject of the verb by asking, “Who or what prevailed?” In this case, it’s “the superior resources of the British Empire”.
- The phrase inside the dashes adds information to the subject of the main clause.
- When you’re writing a long, complex sentence, always check to make sure there is a main clause that can stand and make sense by itself. Test this by looking for the main verb. You can add dependent clauses, phrases, and other parts, but if there is no main verb, your complex sentences will not work.

GIVE FEEDBACK

- In your earlier draft, I wasn’t sure what the topic was, but your revisions have made the opening much clearer. You’ve discovered that saying less can often be better than giving readers too much information.
- Describing the warrior as a superhero let me make connections with figures I knew about. I could see why his enemies were so scared of him.
- This complex sentence works well now. You’ve added the missing verb and rearranged the order so it reads well and makes sense.

METACOGNITION

- Tell me about these words that you’ve added to your second draft. What connotations do they have? What impact do you hope they have on the reader?
- Taking a question you’ve had about the text has been a good starting point for your writing. What other strategies do you use when you’re looking for a way to get started?
- Why did you change your scene-setting sentences? How did your revision set the scene more accurately?

 Writing standard: by the end of year 8

 The Literacy Learning Progressions