Ngā Pakanga o Aotearoa: The New Zealand Wars
by Ross Calman

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 Kaupori" SJS L4 2013
- "Te Hokowhitu-a-Tū: The Pioneer Māori Battalion" SJ L3 June 2014

Text characteristics from the year 8 reading standard

- elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas
- adverbial clauses or connectives that require students to make links across the whole text
- complex layers of 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
- illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content

The above spread: TEACHER SUPPORT MATERIAL FOR "NGĀ PAKANGA O AOTEAROA: THE NEW ZEALAND WARS", SCHOOL JOURNAL, LEVEL 4, NOVEMBER 2014
Accessed from www.schooljournal.tki.org.nz
COPYRIGHT © NEW ZEALAND MINISTRY OF EDUCATION 2014
To understand the what, when, and where of the New Zealand Wars Text boxes that give supporting details
Locate the article within the overall time frame of settlement by Europeans, identifying key
Provide maps that show iwi areas and the sites in the article. For further information and
During reading, remind the students to use the timelines and make connections between
If necessary, build background knowledge about the relationship of Māori to the land and the
Identify word families of less-familiar words, for example, “confiscate”, “confiscated”,
Discuss the tensions that would have existed between Māori and Pākehā. Explore how they
Some knowledge of New Zealand history, in particular,
Start a list of war-related words and terms from the text. Discuss them and add to the list
Four main sections that describe the main events
The use of colloquial and idiomatic words and phrases,
Some knowledge of New Zealand geography.
If necessary, help the students to understand long complex sentences by breaking them into
A two-page spread describing Māori and British defensive
To respond to the text in a creative or emotive way
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.
To understand the causes and effects of the wars and some of their longer-term impacts.
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
Knowledge of the Treaty of Waitangi (1840)
Introduction and conclusion, both containing brief summaries of the article’s content
Possible curriculum contexts
SOCIAL SCIENCES
Level 4 – Social Studies: Understand how people participate individually and collectively in response to community challenges.
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 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
• 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”.

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.

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
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”.

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
If the students struggle with this text

- Ask questions to clarify the reasons for the events on page 12.
- Why did the writer give for this?
- What “community challenges” was Governor Fitzroy responding to?

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.

The teacher:
- support the students to examine the text critically: On page 12, ask questions to clarify the reasons for the events on page 12.
- 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 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:
- 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 teacher:
- support the students to examine the text critically:
- On page 12, ask questions to clarify the reasons for the events on page 12.
- 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 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:
- 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 teacher:
- support the students to examine the text critically:
- On page 12, ask questions to clarify the reasons for the events on page 12.
- 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 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:
- 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 teacher:
- support the students to examine the text critically:
- On page 12, ask questions to clarify the reasons for the events on page 12.
- 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 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:
- 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.
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?

Beginnings

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

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.

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?

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.

CLARITY

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

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?

WORD CHOICES

Writers choose words for impact, for example, to:
- compare opposites
- imply something
- help readers make connections.

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.

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.

- 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.

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.

GIVE FEEDBACK

- 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?
- 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?