



Overview

This TSM contains a wide range of information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide multiple opportunities for revisiting the text several times.

This straightforward article explains what the Treaty of Waitangi is, why it was needed, and what it says. Although most students will have heard of the Treaty, this may be the first time they have read about it for themselves. The article gives an outline of the context for the Treaty, including the planned colonisation that made it necessary. This is essential information to an understanding of why the Treaty came about. The concept of colonisation will need support as will some of the explanation about the controversies attached to the two versions of the Treaty.

This article:

- describes the events leading up to and following 6 February 1840
- provides reasons for and against the original signing by Māori chiefs
- has factual information presented in sections with headings, supported by a short glossary
- includes a table comparing the articles of the Treaty in English with te reo Māori versions
- includes historical photos and paintings relating to the topic
- sets out the reasons for debate about the Treaty, the promises made, and the establishment of the Waitangi Tribunal.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

“Ngā Pakanga o Aotearoa: The New Zealand Wars” SJ L4 Nov 2014 | “Hakaraia” SJ L4 May 2015 |
“Mahinga Kai Crusaders” SJ L3 Sept 2014 | “The Remarkable Reti” SJ L3 Oct 2015 |
“Te Kura Tuatahi: New Zealand’s First School” SJ L4 Nov 2016 | “Ngā Tātarakihi o Parihaka” SJ L4 May 2016

Text characteristics from the year 5 reading standard

British – were living in New Zealand. Many more people in Britain wanted to come here to start new lives, and pressure was building on their government to take control of New Zealand, just as it had done with Australia. Those British people already in New Zealand also wanted their government to bring law and order, and some Māori agreed. They thought this would give them protection, too, especially from those Pākehā who were dishonest or unruly.

Back in Britain, a company had plans to buy land in New Zealand and to send boatloads of settlers to live here. This forced the British government to take action.

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abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students’ understanding

Māori first came to New Zealand between 1250 and 1300. For around five hundred years, they had Aotearoa to themselves. Then, in 1769, Captain Cook came and put the country on the world map. In the 1790s, Pākehā arrived to hunt seals and whales. Missionaries from England and France came a few years later, as did trading ships.

By the late 1830s, around two thousand Europeans – most of them British – were living in New Zealand. Many more people in Britain wanted to come here to start new lives, and pressure was building on their government to take control of New Zealand, just as it had done with Australia. Those British people already in New Zealand also wanted their government to bring law and order, and some Māori agreed. They thought this would give them protection, too, especially from

some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text

The next day, 6 February, the chiefs met again. Hobson wasn’t expecting a hui that day and was wearing casual clothes. He had to quickly put on his naval hat in order to look more official. The Treaty was read aloud, and then around forty chiefs signed it. As they did this, Hobson said, “He iwi tahi tātou.” (“We are one people.”)

A number of copies of the Treaty were made and taken around the country. Not all iwi got to see the Treaty, and some chiefs decided against signing. Others were fearful about what the Treaty would mean but signed anyway. Over the next seven months, over five hundred chiefs signed their names or moko – almost all of them on the te reo Māori version.

some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions

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England promises
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The chiefs are promised
“tino rangatiratanga” (absolute
chieftainship) over their whenua
(land), kāinga (villages), and
taonga (treasures).

a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations



VOCABULARY

Possible supporting strategies

- Possibly unfamiliar words and phrases, including “founding document”, “trading ships”, “unruly”, “settlers”, “empire”, “colonisation”, “to secure”, “treaty”, “advised”, “intertribal warfare”, “casual clothes”, “naval hat”, “article”, “significant”, “honour”, “confiscated”, “the New Zealand Wars”, “opportunities”, “acknowledge”, “Waitangi Tribunal”, “claims”, “a hearing”, “Treaty settlements”, “relevant”, “defines”
- Metaphors: “put the country on the world map”, “pressure was building”
- Use of both English and te reo Māori terms: “New Zealand”/“Aotearoa”, “Pākehā”/“Europeans”, “kāwanatanga (or governorship)”, “tino rangatiratanga (absolute chieftainship)”, “whenua (land)”, “kāinga (villages)”, “taonga (treasures)”, “The Māori King Movement (Kingitanga)”, “Māori Parliament (Kotahitanga)”
- Te reo Māori terms, including “iwi”, “moko”
- Other words and terms used in the Treaty: “sovereignty”, “independence”, “possession”, “royal protection”, “privileges”, “subjects”

- Discuss the word “treaty”, asking students what they think it means – both as a general term and as a short-hand reference to the Treaty of Waitangi.
- Develop a chart of topic-specific terms that are used in both English and te reo Māori. Ensure that you know the correct pronunciation of words in te reo Māori, seeking help from other staff or the community if necessary. Prompt students to use the chart as they read.
- Identify other words and terms that may be unfamiliar or that are used in a way that is different, for example, the use of “secure” as a verb and “hearing” as a noun with a specific meaning. These words could be charted, too, and new words added and discussed during reading.
- The accuracy of translations from English to te reo Māori is a significant part of any examination of the Treaty: the section headed “Debate” (page 15) deserves a separate discussion after a subsequent reading.
- You could use Before and After Vocabulary Grids, which help students become independent learners of new words by using strategies such as context clues. Before reading, draw up a grid like the one below with key words that students will need to understand.

Word	My definition	Revised definition
chieftainship		
governorship		
sovereignty		

- Have the students write their own definitions for each word without using a dictionary. As they read the text, they can confirm or revise their original definition. The answers can then be discussed and clarified as a class. This reflection helps students to think about their own learning. You could encourage English language learners to write definitions in their first language.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

Possible supporting strategies

- Knowledge that New Zealand celebrates Waitangi Day every year
- Some understanding of the significance of Waitangi Day
- An awareness of the Treaty, Te Tiriti o Waitangi
- Some understanding that Māori were the original settlers in New Zealand, followed hundreds of years later by Europeans from Britain and other countries
- Awareness that the British monarch is the official head of state of New Zealand
- Awareness that the Treaty is between two nations: Britain and Aotearoa

- Prompt students to share what they know about New Zealand’s early history. *Who were the first settlers in Aotearoa New Zealand? What happened when British settlers arrived?*
Note: The question of misunderstanding between immigrant groups and those already living in a country should be discussed sensitively. Be alert to any negative discussion around recent immigration to New Zealand.
- Ask students if they know why we celebrate Waitangi Day on 6 February each year. *What does it celebrate? How do you know about it? Have you heard of Te Tiriti o Waitangi? What do you know about it?*
- Prompt students to ask questions about Waitangi Day and the Treaty. Record these for discussion after the first reading and during subsequent readings.
- Prompt students to share what they know about parliament, making sure they understand the official roles of the current Queen and the Governor-General.

TEXT FEATURES AND STRUCTURE

Possible supporting strategies

- Chronological explanation of events leading up to the signing of Te Tiriti o Waitangi
- Use of a table to support comparisons between the two versions of the Treaty
- Glossary
- Historical photos and paintings, including portraits of some of the main participants in the signing

- Skim the article with the students, prompting them to notice the features and predict the kind of text it is and the kind of information it will contain.
- It may be useful to show students how to turn the headings into questions so that they focus their reading on finding specific information within each section.



Possible curriculum contexts

ENGLISH (Reading)

Level 3 – Structure: Show a developing understanding of text structures.

ENGLISH (Writing)

Level 3 – Structure: Organise texts, using a range of appropriate structures.

SOCIAL SCIENCES

Level 3 – Understand how groups make and implement rules and laws.

Possible first reading purpose

- To find out why we have the Treaty of Waitangi.

Possible subsequent reading purposes

- To find out about the historical context of the Treaty of Waitangi
- To answer our questions about the Treaty.

Possible writing purposes

- To describe one way that the Treaty is important in your life
- To describe some “articles” that could be part of a school or class agreement
- To investigate and report on some of the early players in the Treaty process (such as Hōne Heke Pōkai and William Hobson).



Instructional focus – Reading

English Level 3 – Structure: Show a developing understanding of text structures.

Social Sciences Level 3 – Understand how groups make and implement rules and laws.

First reading

- Share the purpose for reading.
- Initiate a discussion to find out how much the students know about the meaning of Waitangi Day and, in particular, about the Treaty itself. Elicit questions they have about Waitangi and the Treaty and list these on a chart. You could use a KWL chart to record what they know and what they want to know.
- It may be useful to spread the initial reading of the text over two sessions to ensure that students have time to process and respond to the information they read.
- Read the introductory paragraph together, then ask the students to read the first section silently.
- Ask them to check if any of their questions have been answered so far and then share this with a partner.
- Clarify any misunderstanding or vocabulary problems. Invite any further questions and add them to the list.
- Continue in this way, with students reading a section, discussing any questions that may have been answered with a peer, clarifying vocabulary, and adding any further questions.
- At the end of the article, review any unanswered questions and add any new questions.
- Explain that asking questions is a good way to focus reading. *Reading to locate information to answer a question is a very useful strategy to use when reading non-fiction. When we search for answers, we have to read more closely.*

If the students struggle with this text

- Using your knowledge of the students, make decisions about how to chunk the text and how many sessions you will need. You may wish to use a shared reading approach, enlarging the text page by page.
-  You could project the PDF of the text onto the whiteboard and zoom in to specific sections.
- Read the introduction together then pose a guiding question for the first section, for example, *Why did people from England and other countries decide to move to New Zealand?* Support the students to locate information in the text that will help answer the question. Make connections by asking immigrant students to share why their families moved to New Zealand.
- Read the heading on page 12 and examine the illustrations with the students. Set a guiding question, such as: *Why did the British government want to rule New Zealand?* Share-read the whole section together, pausing where necessary to clarify any questions or vocabulary. Support the students to locate information to answer the guiding question, including the sequence of events it involved.
- Continue share-reading the article in this way, posing guiding questions and discussing each section in turn.

Make a list of any questions that remain after reading and use these during subsequent readings as the basis for locating information and clarifying understanding.

 Have a student add the questions to a Google Doc. The students can then work on their own copy of this when locating relevant information to answer the questions.

Subsequent readings How you approach subsequent readings will depend on your reading purpose.

The teacher

Enlarge the chart on page 14 and work through it carefully with the students.

Read aloud the two questions in the second paragraph of page 15 and prompt the students to form opinions about the different interpretations. In particular, focus on the meaning of “article” in the context of the Treaty to make sure students understand its relevance.

- *What does “article” mean here? What is another word for “article”?*
- *What are the differences between the English and Māori versions of Article One and Article Two?*

The teacher

Ask the students to work as a group to consider the Treaty process from the original idea to the way it is used today. You could assign one or more of the following questions to individuals or pairs, then bring the group together to share their responses. Remind the students to use evidence from the text as they locate information to answer the questions.

- *Why did Hobson think a treaty would help secure British rule? Why did some Māori agree with the idea and some disagree?*
- *What was the main reason for debate about the Treaty?*
- *By 1900, it was clear that the Treaty wasn't working for Māori. What were the main reasons for this?*
- *How does the work of the Waitangi Tribunal help to resolve some of the problems that have arisen over the years?*

The students:

- locate specific words in the two versions that are controversial and think critically about their meanings
- locate the explanation of “article” at the top of page 14
- integrate their vocabulary knowledge with the explanations in the text to evaluate the concepts of sovereignty, kāwanatanga, and tino rangatiratanga, comparing their meanings
- form an opinion about the wording, giving their reasons by using information in the text.

The students:

- reread to locate information that is relevant to the questions
- think critically about the information, identifying and rejecting information that is irrelevant to their purpose
- evaluate information and integrate it to form responses
- where necessary, use information in the text along with their prior knowledge to infer meaning. For example, students who are aware of Waitangi Day protests can combine what they know with the information in the text to infer that “honouring the Treaty” remains a very important issue.

Subsequent readings (cont.)

The teacher

Lead a discussion with the students about the way a treaty can help different groups of people to live or work together.

- *The British wanted a treaty so they could rule New Zealand. Hōne Heke Pōkai and Tāmāti Wāka Nene believed a treaty would make trade with Pākehā easier and fairer.*
- *How do we work together at school? What rules or agreements help us to work together as a class?*
- *If we had an agreement for our class or school, what “articles” should it include? (Or if your class or school already has an agreement) Why do we have the “articles” that are in our class or school agreement? Are they clear? Should we add or change any?*

METACOGNITION

- *How did your knowledge of te reo Māori help you to understand the different meanings of the terms used in the two versions of the Treaty?*

The students:

- draw on what they know about school rules to explain how these work at school
- bring together what they have learned from the text with their own knowledge of working together to suggest some “articles” that could form a class or school agreement.

GIVE FEEDBACK

- *It was good to see how you used what you already knew about the work your hapū has done on a Treaty claim to help you understand why claims are being made and why the Waitangi Tribunal exists.*



Reading standard: by the end of year 5



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 3 – Structure: Organise texts, using a range of appropriate structures.

Social Sciences Level 3 – Understand how groups make and implement rules and laws

Text excerpts from
“Te Tiriti o Waitangi”

Examples of text
characteristics

Teacher
(possible deliberate acts of teaching)

Page 10

Every year on 6 February – Waitangi Day – we remember the signing of New Zealand’s founding document: the Treaty of Waitangi. This was an agreement between the Queen of England and more than five hundred Māori chiefs. So why was a treaty needed, and what does it say?

SETTING THE TOPIC

The introductory part of an informational text sets the scene for the topic and needs to capture the reader’s interest. It can sometimes include questions that will be answered in the main body of the text.

Prompt the students to consider how they engage their readers’ interest right from the start.

- How will you make your readers interested in your text? Why will they want to keep reading?

(As covered in “Subsequent readings” on page 4 of these TSM, make sure the students are clear about the different meanings of “article”, especially in relation to the Treaty and to the kinds of informational texts we write.)

Direct the students to reread the introduction and consider the way the writer uses a familiar event (Waitangi Day) and links it to the background of the event before posing questions.

- You’re familiar with Waitangi Day, but do you know why we celebrate it?
- Have you ever wondered what the Treaty is all about?
- Can you use a connection with something familiar to engage your readers?
- Can you add questions to make your readers want to keep reading to find the answers?

Page 10

Many more people in Britain wanted to come here to start new lives, and pressure was building on their government to take control of New Zealand, just as it had done with Australia.

SENTENCE STRUCTURE

Writers vary their sentences to make their writing more interesting. They generally use a mixture of simple, compound, and complex sentences. Identifying the clauses and phrases and taking note of the punctuation will help you make sense of the text.

Model unpacking the sentence to show how the writer has constructed it. Start by circling the word “and”, then underline the clauses as you model.

DIGITAL TOOLS You could project the PDF onto a whiteboard so that you can annotate the text. Alternatively, you could use a PDF annotator such as [Kami Google Chrome App](#).

- In this sentence, the “and” tells me there are two main clauses. Each one makes sense by itself. Together these make a compound sentence.
- Then there is an additional clause (“just as it had done with Australia”). This part doesn’t make sense by itself – it’s an adverbial clause that adds information to the second main clause. The words “just as” signal that this clause will tell us how the government should take control.

Remind the students to think about how and why they use different sentence structures and to check to make sure the sentences make sense. Ensure that English language learners can write simple and compound sentences before teaching them about complex sentences. Sentence reconstructing tasks can help develop their understanding of sentence structure. Write sentences onto paper strips and then cut up each sentence into individual words. The students try to recreate the sentence so that it makes sense grammatically. Sentence reconstructing tasks can also be used to give students practice in combining two or three simple sentences into one sentence. Have them practise creating compound sentences first and later move on to complex sentences.

Pages 12–13

At the time, Britain was a powerful country that ruled over an empire ...

In late January 1840, a British official named William Hobson arrived in the Bay of Islands ... Then Hobson invited Māori chiefs – most of them from Northland – to a hui at Waitangi ...

The next day, 6 February, the chiefs met again ...

SEQUENCE OF EVENTS

Historical articles show how events unfolded over time. Writers usually organise information in chronological order and use signal words to show the sequence of events.

Invite students to share their writing with a partner, giving each other feedback.

- If your article tells about events (or a process), how have you organised facts to show the correct order?
- Do you need to make any changes to keep the order of events clear?
- What words or phrases have you used to show that one thing followed another?

Develop and display class lists of time-connective words and phrases (such as “At the time”, “In late January”, “Then”, “The next day”) that students can refer to when writing.

DIGITAL TOOLS If students have been writing on a Google Doc, they can share the doc so that their partner can add feedback using the comments tool.

METACOGNITION

- How did you plan your writing to make sure you had the events in the right order? Did making a timeline help you?

GIVE FEEDBACK

- Complex sentences can be tricky. Reading your sentence aloud was a good way to test it for sense. You’ve reworked it correctly – now it makes sense.



Reading standard: by the end of year 5

The Literacy Learning Progressions

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