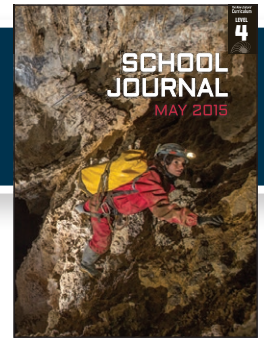


Hakaraia: Warrior Peacemaker

by Mark Derby

School Journal
Level 4, May 2015
Year 8



Overview

This article, written by historian Mark Derby, profiles an overlooked figure in New Zealand's history. Hakaraia was born in the early 1800s and died in 1870. His life spanned a period of immense change in New Zealand that included the impact of missionaries, the colonisation by the British, and the New Zealand wars. By examining the impact of these changes on one man, Derby illustrates the much wider story about what the arrival of Pākehā meant for Māori.

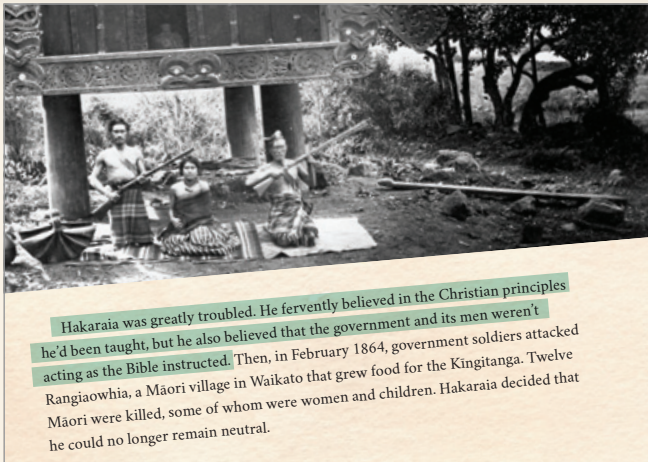
It is an excellent companion piece to the article about the New Zealand Wars in *School Journal* L4 October 2014 and provides a more personal way for students to learn about history.

Texts related by theme "Ngā Pakanga o Aotearoa/The New Zealand Wars" SJ L4 November 2014

This article:

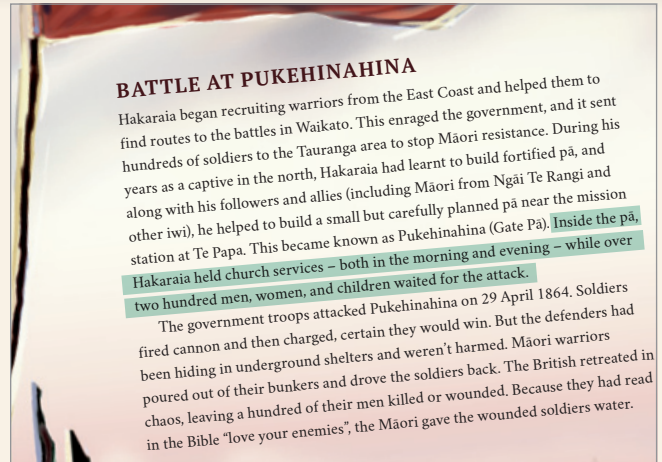
- includes themes of rights, peace, and resistance
- provides the opportunity to explore the rights and wrongs of conflicting beliefs about land ownership and sovereignty
- provides opportunities for students to make connections between and beyond texts in order to evaluate actions and perspectives
- gives students opportunities to develop their history literacy skills.

Text characteristics from the year 8 reading standard



Hakaraia was greatly troubled. He fervently believed in the Christian principles he'd been taught, but he also believed that the government and its men weren't acting as the Bible instructed. Then, in February 1864, government soldiers attacked Rangiaowhia, a Māori village in Waikato that grew food for the Kingitanga. Twelve Māori were killed, some of whom were women and children. Hakaraia decided that he could no longer remain neutral.

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

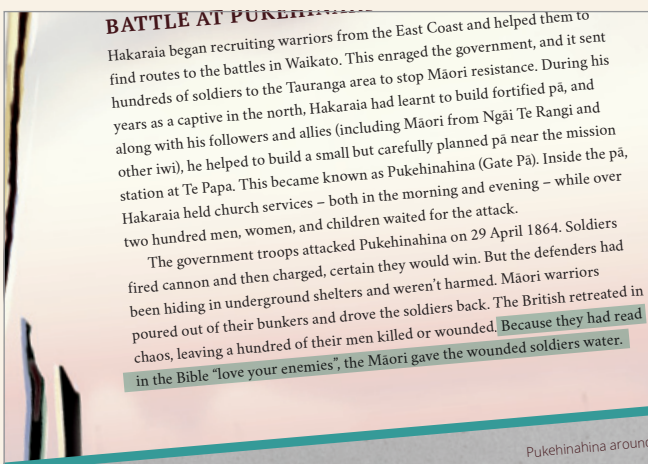


BATTLE AT PUKEHINAHINA

Hakaraia began recruiting warriors from the East Coast and helped them to find routes to the battles in Waikato. This enraged the government, and it sent hundreds of soldiers to the Tauranga area to stop Māori resistance. During his years as a captive in the north, Hakaraia had learnt to build fortified pā, and along with his followers and allies (including Māori from Ngāi Te Rangi and other iwi), he helped to build a small but carefully planned pā near the mission station at Te Papa. This became known as Pukehinahina (Gate Pā). Inside the pā, Hakaraia held church services – both in the morning and evening – while over two hundred men, women, and children waited for the attack.

The government troops attacked Pukehinahina on 29 April 1864. Soldiers fired cannon and then charged, certain they would win. But the defenders had been hiding in underground shelters and weren't harmed. Māori warriors poured out of their bunkers and drove the soldiers back. The British retreated in chaos, leaving a hundred of their men killed or wounded. Because they had read in the Bible "love your enemies", the Māori gave the wounded soldiers water.

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



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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 (Social Studies)

Level 4 – Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

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

ENGLISH (Reading)

Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

ENGLISH (Writing)

Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

Possible reading purposes

- To find out how and why a young Māori man became a leader of his people more than 150 years ago
- To evaluate the events that led Hākaraia to switch from peacemaker to warrior
- To understand more about the tensions that followed the arrival of Europeans in Aotearoa New Zealand.

Possible writing purposes

- To research and describe the life of another nineteenth century Māori leader
- To write a letter from Hākaraia to the colonial government of the day, explaining his reasons for leading his people against government forces
- To tell all or part of Hākaraia's life by using another genre or medium, for example, dance, drama, music, or poetry.



Text and language challenges

VOCABULARY

- Words and phrases that may be unfamiliar to some students, including “kin”, “miraculous”, “seized”, “converted”, “descendants”, “missionaries”, “baptised”, “territories”, “exile”, “devout”, “smallpox”, “measles”, “monarch”, “controversial”, “block”, “truce”, “fervently”, “neutral”, “resistance”, “allies”, “bunkers”, “confiscated”, “surrender”, “fugitives”, “notorious”, “principled”, “inter-tribal”
- The use of te reo Māori that may be unfamiliar to some students, including “rohe” (territory), “whenua” (land), “tipuna” (ancestors), “iwi” (people), “waka” (canoe), “mana” (authority/status), “pā” (fortified village), “maunga” (mountain), “awa” (river)
- Māori names of people and places
- Colloquial and/or figurative expressions, including “given shelter”, “claimed the land”, “to broker peace”, “sparked a series of battles”, “raise a large army”
- The oxymoron of the subtitle: “Warrior Peacemaker”.

Possible supporting strategies

Some of these may be more useful before reading, but they can be used at any time in response to students' needs.

- If you are unsure of correct Māori pronunciation, ask for advice from other staff or from students before reading. Use your own example to encourage and support students to use te reo Māori with accuracy and confidence.
- Remind students of the different strategies they can use to work out meanings of unfamiliar words, including te reo Māori, and apply them in context, for example, you could help students identify root words, prefixes, or word families and use this knowledge to understand related but less-familiar words.
- Some students may benefit from (or simply enjoy) opportunities to create collections of words that use the same prefixes, roots, or suffixes.
- Before, during, and after reading, ask students to contribute to a glossary of words from the article, listing, researching, and defining unknown words.
- Students could take turns to mime the meanings of words in the glossary, while the other students try to guess the word.
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- See [ESOL Online](#) for other examples of strategies for teaching vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Some experience of how to read history by evaluating, integrating, and inferring information and thinking critically about information and themes
- Knowledge of New Zealand's history, in particular, of Māori arrival, the musket wars, colonisation, Kīngitanga, the purpose of a pā, and of the role of Britain in New Zealand's governance
- Knowledge of the time period and the places where Hākaraia lived
- Knowledge of the role of the missionaries and the purpose of mission stations.
- Knowledge of names, stories, and concepts from the Bible, including: “Zachariah”, “Canaan or the promised land”, “risen from the dead”, “the prophet Moses”, “led his people back to their homeland”, “love your enemies”, “the shepherd”, “mission”, “baptised”
- Understanding of abstract concepts, including neutrality, peacekeeping, resistance, “a principled man”.

Possible supporting strategies

- Remind students of the ways in which history needs to be read and the reasons for this. Specifically, review the ways readers can apply critical thinking as they read and evaluate a text, asking questions to determine whose points of view are represented (and whose are not), how reliable the information is, and how the information fits with what you already know or understand.
- Review the students' knowledge of the general topic, referring to other *School Journal* sources, to support them to make connections before and during reading.
- Use the map on page 29 to help students locate places of significance to Waitahi's rohe pōtae (tribal area).
- Students who are familiar with the Bible references may like to share their knowledge. If necessary, provide a brief synopsis of the stories mentioned, using online or other sources if necessary.
- Be aware of any sensitivities around religion. Using your knowledge of your students and their cultures and religions, encourage them to make connections with similar stories they know.
- Some students, especially those who are new to New Zealand, may have limited knowledge of New Zealand history. Encourage them to make links to the history of their home country, for example, to indigenous peoples or to wars between different groups of people over the occupation of land.

TEXT FEATURES AND STRUCTURE

- Clearly structured biographical article
- Subheadings that signal the main theme of each section
- Text box in te reo Māori that introduces the Waitaha iwi (their pepeha), followed by an explanation in English of how the Waitaha came to occupy the area
- Change in time sequence between the first paragraph and “The Return”.

Possible supporting strategies

- Skim and scan the article with the students to help them get a sense of its structure and purpose. Prompt students to use the headings to identify the focus of each section and to examine the photographs. Discuss the meaning of the heading “On the run”.
- Help students to translate the pepehā. If necessary, get help to do this through other staff or students who have a knowledge of te reo Māori.



Instructional focus – Reading

Social Sciences (Social Studies – Level 4: Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. Level 4: Understand how people participate individually and collectively in response to community challenges.)

English (Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.)

First reading

- Tell the students that they will be reading about an important Māori leader of the nineteenth century, and that although his story is told in a straightforward sequence, some features of the text, including some vocabulary, may be challenging. Remind them to use what they know about reading historical recounts and of working out unfamiliar vocabulary (including te reo). Refer to the strategies suggested in the section “Text and language challenges” for more specific ideas.
- Direct the students to skim the text features and topic sentences and scan the text for key information to gain a broad idea of the topic and the big ideas.
- Remind the students to consciously think about the connections they can make with the text – because it is through our connections that we can better understand what we’re reading.
- Draw attention to the text box at the top of page 29 that starts with the pepehā of Waitahi iwi. *This pepehā is not translated directly: what connections can you make between this and other pepehā you know? If you are not fluent in te reo Māori, what can you infer it means? How can you use the information in the opening paragraph of the article and the English in the text box to understand the significance of the pepehā?*

If the students struggle with this text

After an initial skim and scan of the text, choose one or more of these suggestions, depending on your students’ needs:

- Map out a timeline together on a chart, listing the key players and a sequence of events. Discuss the use of time connectives to indicate the passage of time, for example, “around this time”, “In 1845”, and “for the next decade”.
- Work through the text section by section (over several sessions if necessary). Use a Who, What, When, Where, and Why template to support students to understand each “episode”.
- Use a **jigsaw approach**, assigning sections of the text to pairs of students. Each pair reads their section, discusses it, then gives a brief summary of it to the whole group. Write these summaries on a whiteboard, then encourage the group to discuss the text as a whole.

Remind students of strategies that are particularly useful on a first reading, such as reading on, rereading, and making connections with their prior knowledge. You may want to have students work in pairs or small groups, pausing at the end of each section to share the strategies that are helping them stay on track.

- Provide the meanings of the key words in the pepehā: maunga/mountain, awa/river, tīpuna/ancestor, iwi/tribe or people, waka/canoe.

Subsequent readings

The teacher

Ask questions to support students as they explore Hakaraia’s changing position.

- *Why was he such an effective peacemaker after his return to his people? What qualities and beliefs guided his actions at that time?*
- *How did the Kingitanga movement influence his thinking?*
- *At what point did he change his stance? What events led to his decision to become a warrior?*

The teacher

Provide a template to support students as they identify the main ideas. Starting with Hakaraia, ask them to make notes under the headings in this template. The students can then use the template to analyse the motivation of Hakaraia and of the colonial government.

Somebody	Wanted	But	So
Hakaraia			
The government			

The teacher

Direct the students to share and debate their judgments of Hakaraia.

- *Using information for the text and your own evaluation, take turns to argue for and against the statement made by the government of the time that Hakaraia was a dangerous criminal.*
- *Putting together what you’ve learned here and what you already know about New Zealand’s history, how would you evaluate Hakaraia and his place in New Zealand’s history?*

To think critically about this period of New Zealand history, students need a lot of background knowledge. Some, including English language learners, may need extra support. A **three-level reading guide** would help students to think more deeply and make inferences. Remind students to use their knowledge of paragraph structure to determine the main ideas in each paragraph.

The students:

- reread and discuss Hakaraia’s personal history, from captive to leader
- make connections between his story and the stories of other influential leaders (such as Nelson Mandela, Martin Luther King, and Te Kooti) to evaluate the ways in which a person’s beliefs are shaped. Use the **Think, Pair, Share** strategy to discuss examples where they have changed a personal belief. *What caused them to change their viewpoint?*
- Integrate information about Hakaraia’s beliefs, the soldiers’ actions, and the teachings of the Bible to infer that the killing of women and children pushed him to change his position. He saw that “remaining neutral” was not working.

The students:

- think critically about the motivation of Hakaraia and the colonial government
- ask themselves questions and analyse the reasons for conflict between Māori and Pākehā that led to the battle at Gate Pā
- analyse why Hakaraia was hunted and killed
- evaluate and synthesise information to form their own opinions about the actions of Hakaraia and the government.

The students:

- reread and discuss the last section of the text
- take and justify positions for and against recognising Hakaraia as a dangerous criminal or a principled leader
- consider and explain which position was easier to argue
- think critically about and evaluate Hakaraia’s place in New Zealand history.

GIVE FEEDBACK

- *I noticed you compare information with another text about this period. This helped you identify where Hakaraia’s story fitted into the bigger picture of what was happening in New Zealand.*
- *Your notes proved useful when you had to argue a position. Taking notes during reading, as you find information to answer your questions, is a good way of making sure you understand the text.*

METACOGNITION

- Tell me what you did to help keep on track as you read this complex text. Which strategies were most helpful? Why?
- Work with a partner. Using one section from the article each, work through it and explain the questions you asked and how you answered them. What can you do about your unanswered questions?

Reading standard: by the end of year 8
The Literacy Learning Progressions
Assessment Resource Banks

Instructional focus – Writing

Social Sciences (Social Studies – Level 4: Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies. Level 4: Understand how people participate individually and collectively in response to community challenges.)

English (Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.)

Text excerpts from “Hakaraia: Warrior Peacemaker”

The Return

One miraculous day in 1836, some visitors arrived on the shores of Lake Rotorua. They were from far away to the north. Two of the people were Pākehā – the Reverend Thomas Chapman and his wife, Anne. Another of the visitors was a man who looked familiar.

It wanted settlers to be able to farm the fertile Waikato, home of the Māori king and centre of Kīngitanga power. By 1863, the country was at war again.

Forgotten and Remembered

The government and the newspapers celebrated the death of a “notorious rebel”. The early years of good work done by Hakaraia – his peacemaking and his Christian community – were forgotten ...

Now, Hakaraia is being remembered as a principled man who turned to war only because he thought peace was no longer

Examples of text characteristics

IDEAS

Having strong ideas for writing allows the writer to engage the reader by presenting interesting information in an interesting way.

INFERRING MEANING

Writers assume their readers will use their own thinking to understand important ideas or information. Not being too explicit is one technique authors use to keep their readers interested. The writer provides some information directly, then leaves the reader to make inferences to connect information, ideas, or actions.

CONTRASTS

Contrasting ideas help readers consider different perspectives or ideas. Writers can use contrasts for dramatic effect, especially when the contrasts appear to be in conflict with each other.

OXYMORON

An oxymoron is the combination of two contradictory words or ideas.

Teacher (possible deliberate acts of teaching)

Prompt the students to consider how to present their ideas.

- A strong idea is a great start, but how can you best present your ideas to elicit the response you want from your readers?
- Consider the forms you could use: will your idea come across best in a straightforward article, a poem, a fictionalised narrative, a drama, or some other form?
- What text and language features will work best?
- If there are criteria you have to meet, how will they impact on the way you want to write? (For example, an essay requires a formal structure and carefully crafted sentences; a play requires lively and realistic dialogue.)

Prompt the students to consider what thinking they expect their readers to do.

- In this extract, what does the writer want readers to infer? What does he expect you to know or understand? Why has he made this choice?
- As you think about your audience, put yourself in their position. What do they already know?
- How much can you expect your audience to “read between the lines” to infer information?
- As you edit and revise, ask yourself if there are places where you can leave out some information for your readers to fill in.
- Check your changes with a partner: do they work or are you asking too much of your readers?

Discuss the ways ideas can be developed in an article.

- What is the impact of the headings “The Preacher and Peacemaker” and “Forgotten and Remembered”? How do they help the author to convey important ideas about Hakaraia?
- How can you help your readers bring different perspectives or points of view together? Why might you want to do this?
- You could provide sentence frames and text structure frames for those students who need extra support for their writing. Knowing some causal connectives (for example, as, because, for, since, so, consequently, hence, therefore, yet, still, however, though) and comparative connectives (for example, elsewhere, rather, instead, also, alternatively, on the other hand, in other respects) would be particularly helpful for new learners of English.

GIVE FEEDBACK

- You’ve created a fictional event and characters to convey your ideas about the conflicts between early settlers and Māori. This is an effective way to help your readers understand why people reacted the way they did at that time.
- I like your title “Fighting for Peace”. You’ve used a feature from the text as a model to help you convey the complexity of Hakaraia’s motivation.

METACOGNITION

- Tell me why you chose to express your ideas in this way? What impact did you want to have on your readers? How successful have you been?
- What new understandings about the role of a leader did you gain from researching this topic?
- How did your thinking change as you wrote this?