



Overview

This comic provides a fresh approach to the story of Te Tiriti o Waitangi, New Zealand's founding document. It covers a wide time span, from the arrival of Polynesian explorers to the signing of Te Tiriti, to the New Zealand Wars, and through to the modern-day Treaty settlement process. A special emphasis is put on unpacking the two versions of Te Tiriti and exploring their ongoing significance.

Toby Morris's cartoon-style illustrations make the information accessible and engaging without sacrificing historical accuracy. A timeline at the back of the book helps students to make sense of the significant stages.

This text can be used in a number of ways over multiple lessons. Particular attention needs to be given to building up the students' prior knowledge before engaging with each section and supporting them to understand key concepts.

Texts related by theme

“Te Tiriti o Waitangi” SJ L3 August 2017 | “Keeping Promises: The Treaty Settlement Process” SJ L4 November 2017 | “Ngā Pakanga o Aotearoa: The New Zealand Wars” SJ L4 November 2014 | “Hakaraia: Warrior Peacemaker” SJ L4 May 2015 | “Te Kura Tuatahi: New Zealand's First School” SJ L4 November 2016 | “Ngā Tātarakihī o Parihaka” SJ L4 May 2016

Key competencies

Key competencies explored through this story include: thinking, relating to others, and using language, symbols, and texts.

Themes and ideas

Themes and ideas explored in this text include:

- the ongoing significance of Te Tiriti o Waitangi
- the complex nature of our founding document
- the importance of addressing historical injustices to create a fairer society
- the understanding that events can be interpreted in different ways.

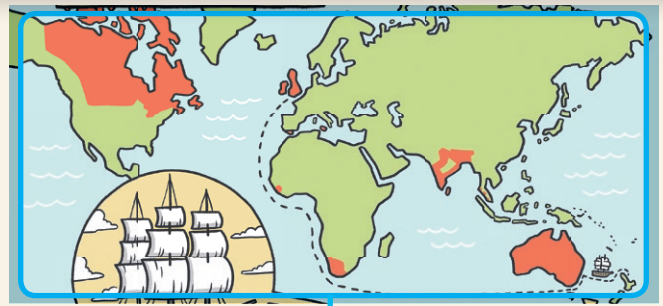
A PDF of the text and an audio version as an MP3 file are available at www.schooljournal.tki.org.nz

Text characteristics from the year 6 reading standard

We have retained the links to the National Standards while a new assessment and reporting system is being developed. For more information on assessing and reporting in the post-National Standards era, see: <http://assessment.tki.org.nz/Assessment-and-reporting-guide>



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

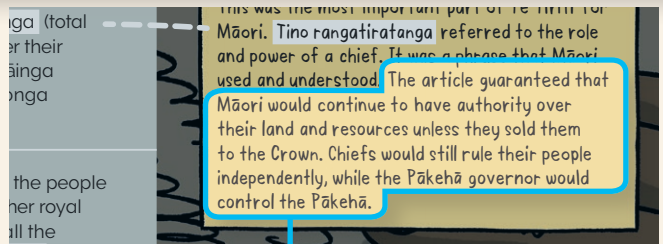


Illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation.

Text characteristics from the year 7 reading standard



Sentences that vary in length, including long, complex sentences that contain a lot of information



Words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning

Making meaning: Supports and challenges

Possible supporting strategies should be implemented at the appropriate time during the reading or lesson.

VOCABULARY:

Part One

- Possibly unfamiliar words, including “Polynesians”, “missionaries”, “Christianity”, “traders”, “timber”, “settlers”, “law and order”, “dishonest”, “unruly”, “represent”, “declaration”, “independence”, “empire”, “population”, “translated”, “debate”, “governor”
- Words in te reo Māori: “Pākehā”, “te reo Māori”, “hui”, “iwi”
- Concepts related to sovereignty: “Te Tiriti o Waitangi”, “the Treaty”, “Aotearoa”, “Britain”, “British empire”, “British official”, “He Whakaputanga – the Declaration of Independence”
- Names: “Captain Cook”, “James Busby”, “William Hobson”, “Henry Williams”, “Rewa”, “Hone Heke Pōkai”, “Tāmami Wāka Nene”

Part Two

- Possibly unfamiliar words and phrases, including “articles”, “translated”, “versions”, “concepts”, “whatever the case”, “contradictions”, “officials”, “misleading”, “enforce (laws)”, “possession”, “resources”, “rights and privileges”, “capture the meaning”, “appoint a governor”, “guaranteed”
- Words in te reo Māori (with translations provided): “whenua”, “kāinga”, “taonga”
- Concepts related to sovereignty: “sovereignty”, “the Crown”, “British subjects”, “kāwanatanga”, “governorship”, “tino rangatiratanga”, “authority”

Part Three

- Possibly unfamiliar words and phrases, including “society”, “permission”, “resolved”, “profit”, “situation”, “erupted into war”, “millions”, “hectares”, “confiscation”, “force”, “twentieth century”, “acknowledge”, “consciences”, “protested”, “claims”, “hearing”, “evidence”, “lawyers”, “historians”, “compensation”, “sense of achievement”, “opportunities”, “scholarships”, “acknowledging past wrongs”, “damage”
- Concepts related to sovereignty: “Native Land Court system”, “te kōti tango whenua (the land-taking court)”, “Native Minister”, “the Waitangi Tribunal”, “government policy”, “Treaty settlement”, “Crown-owned land”
- Other words in te reo Māori: “hapū”, “raupatu”
- A word in quotation marks: “rebellious”.

Possible supporting strategies

Ask students what they know about treaties, including Te Tiriti o Waitangi. Students are likely to have made agreements as a class and may know some details about Te Tiriti or Waitangi Day. Explain that a formal treaty is an agreement between two states or nations.

Explain that the story contains both Māori and English words and that some of these words have special significance when it comes to understanding Te Tiriti. Discuss the te reo words and phrases before reading or as they arise. Pay attention to the correct pronunciation, modelling where necessary.

Develop a glossary of key words, including words in te reo Māori.

Prompt students to infer meaning from the illustrations and design. *How does the map help us to understand what an empire is? How does having the two versions of Te Tiriti side by side help us to understand their differences?*

Understanding “sovereignty” (the power to make laws for a country and being able to enforce those laws) is key to understanding Te Tiriti and its implications. Spend time building up the students’ understanding. Talk about who gets to make laws in Aotearoa New Zealand today and how they are enforced.

Make connections to the students’ lives, for example, what it means to be independent. Discuss that being an independent country means that other people can’t move in and set up their own laws and ways of doing things without receiving permission from the people in charge of that country.

Discuss, clarify, and return to key concepts such as tino rangatiratanga, sovereignty, kāwanatanga, governorship, and independence. Have students illustrate key concepts and add to them as they read the text. It might be helpful to discuss the differences between each concept to clarify understanding.

Discuss what people mean when they talk about “the Crown” today (the government and its agencies) and what “the Crown” meant in 1840 (the Queen of England). Make links between “the Crown” and the ability to make laws. Some English language learners might find it helpful to write translations of challenging vocabulary and their meanings in their first language.

Use tasks that allow students to practise the new vocabulary in both speaking and writing. For example, students could create their own crosswords for each other using programmes like Kahoot. Crosswords provide great practice as students have to think about the words and their meanings.

Use the audio recording to support students before, during, or after reading. Due to the length of the text, it is recommended that you break the audio up into the following sections: 0:00–7:05 (Part 1); 7:06 – 11:08 (Part 2); 11:09–20:29 (Part 3).

The English Language Learning Progressions: Introduction, pages 39–46, has some useful information about learning vocabulary.

See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

Making meaning: Supports and challenges CONTINUED

Possible supporting strategies should be implemented at the appropriate time during the reading or lesson.

SPECIFIC KNOWLEDGE REQUIRED:

- Familiarity with comic strips, cartoons, and graphic novels, where stories are told in words and pictures
- Some understanding of the unique status of tangata whenua in Aotearoa New Zealand
- Some understanding of concepts such as sovereignty, tino rangatiratanga, and independence
- Some understanding of the time frame of human migrations to Aotearoa New Zealand
- Some familiarity with Te Tiriti o Waitangi and Waitangi Day
- Some understanding that the history of Aotearoa New Zealand has not always been peaceful
- Some understanding that people have different views about Te Tiriti o Waitangi
- Some familiarity with commonly used Māori words
- Some understanding that there are different ways of relating to the land
- Some familiarity with concepts such as conflict, force, protest, justice, and compensation.

Possible supporting strategies

The focus of this section is to build students' prior knowledge before engaging with the text. The discussions and links could also be used to reinforce or expand the students' understanding of key concepts after they have read the text.

Part One

Find out what the students know about the history of Aotearoa New Zealand. Have them work in groups to come up with significant events in our history. Work towards a class timeline of events. You may like to structure this in the same way as the story (before Te Tiriti, after Te Tiriti).

Explain that for hundreds of years, Aotearoa New Zealand was a solely Māori land. Show students the *He Whenua Rangatira* video from the National Library of New Zealand He Tohu exhibition to give them a sense of the early migrations of hapū and iwi around the country: <https://www.youtube.com/watch?v=8w0zjqA3hUI>. Discuss the importance of the natural resources that were traded here and overseas.

Explain that in 1835, He Whakaputanga – the Declaration of Independence told the world that Aotearoa New Zealand was a Māori country and that rangatira were in charge.

Watch this He Tohu video that shows the voyages of Te Tiriti to find out whether it came to your region: <https://www.youtube.com/watch?v=GPhhHwwveDw>.

You can access digital copies of each sheet on the New Zealand History website: <https://nzhistory.govt.nz/politics/treaty/making-the-treaty/treaty-of-waitangi-signing-locations>. This website provides biographical information on each person who signed Te Tiriti. Encourage students with a personal connection to Te Tiriti to look for people from their hapū or iwi.

Part Two

Discuss ways that Māori and British societies were organised in the 1840s, for example, the different roles of rangatira, monarchs, and governors.

Using the illustrations, discuss how important debate was to Māori and writing was to the British. Discuss why this is important when it comes to understanding Te Tiriti o Waitangi.

Make a point of supporting the students to understand that in the te reo version of Te Tiriti, Māori rangatira are keeping their ability to make decisions for their people, and in the English version, this power is being given to the Queen of England.

Part Three

Discuss different ways of relating to the land, for example, what it means to “belong to” the land instead of “owning” the land. Discuss the importance of whenua (land) to Māori identity, culture, and economic well-being. Discuss the difference between collective ownership of land and individual titles and how these different approaches to ownership might impact on decision making.

Explain that land ownership is an important Te Tiriti issue. Watch this video from the He Tohu exhibition to see the dramatic changes that took place between 1840 and 1939: <https://www.youtube.com/watch?v=rynnk2LBEY0>.

Additional resources

This YouTube video gives a brief overview of the New Zealand Wars in the 1860s. It provides an opportunity to build prior knowledge and reinforce key concepts, such as raupatu, sovereignty, confiscation, and the British labelling Māori “rebels” for defending their own land: <https://www.youtube.com/watch?v=1lZB16pELeM>.

- Create viewing guides for students to fill out while watching the video. Viewing guides help students to stay focused, listen for key information, and reuse vocabulary. More information about viewing guides is available at ESOL online.

The Services to Schools Treaty of Waitangi Topic Explorer provides links to hand-picked resources about Te Tiriti: <https://natlib.govt.nz/schools/topics/57ccabd08d2a4e713d0004db/treaty-of-waitangi>.



TEXT FEATURES AND STRUCTURE:

- Non-fiction/historical genre, with personal commentary at the start and the end
- Graphic-novel format, where meaning is carried by the illustrations and the text
- Words in the form of captions and speech bubbles
- Occasional large jumps forward in time
- Timeline
- The use of present and past tense
- The use of quotation marks to call a term into question (for example, “rebellious”).

Possible supporting strategies

Prompt students’ prior knowledge of the graphic novel format. Check to make sure they know to read each page in a left to right, zigzag direction.

Discuss that although this is a cartoon, it is non-fiction and based on real people and events. Discuss how this makes this comic different from some other comics.

Model how to make meaning from visual text, for example, using the image of drunk people to work out what “unruly” means. Discuss the clues the cartoonist gives about the different time periods in the story and the impact different events had on people’s lives and well-being.

Explore the timeline at the end of the article together. Make links between the events in the story and timeline as you work through and return to the text.

Possible curriculum contexts

ENGLISH (Listening, Reading, and Viewing)

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

Level 4 – Structure: Show an increasing understanding of text structures.

ENGLISH (Speaking, Writing, and Presenting)

Level 4 – Processes and strategies: Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

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 that events have causes and effects.

Possible inquiry questions

- What factors make a successful partnership between two peoples?
- What might Aotearoa New Zealand be like if the promises in Te Tiriti had been kept? For example, what would a more equal partnership between Māori and the Crown look like?
- What might Aotearoa New Zealand be like today if we didn’t have a treaty?
- Is understanding the past important? Why or why not?
- We can’t change the past, so how should we respond to the difficult parts of our history?

Possible reading purposes

- To understand the events that led to the signing of Te Tiriti o Waitangi
- To understand what the two versions of Te Tiriti mean and what the intentions were of those who signed them
- To understand the events that took place after Te Tiriti was signed and the impact those events had
- To understand the Treaty settlement process and its impact
- To understand why Te Tiriti o Waitangi is still an important part of how people live and work together in Aotearoa New Zealand.

Possible writing purposes

- Interview people in the community to find out what they think about the importance of Te Tiriti o Waitangi
- Describe the treaty story of a local hapū or iwi
- Write a personal response about why understanding Te Tiriti is important
- Write about an issue related to Te Tiriti, for example, the use of te reo in everyday situations or the re-establishment of a Māori place name.



Instructional focus – Reading

Use this text to develop the students' metacognition. At all stages, encourage the students to vocalise their ideas and thought processes, supporting each other to justify their ideas with reasoning.

Introducing the text: Paving the way for successful readers

Before reading


Te Tiriti o Waitangi is a complex topic. While this book has been simplified and is supported by illustrations, students need a good base of prior knowledge before reading each section. Build up students' prior knowledge and understanding of key concepts before engaging with each section. You might want to return to the text multiple times over a week or two. Before beginning each section, refer back to the "Making meaning: Supports and challenges" section to help build prior knowledge and develop the students' understanding of key concepts.

- Introduce *Te Tiriti o Waitangi* and share the purpose for reading. Explain that although the story is a comic, it's based on real events and people. Its purpose is to help readers understand some important parts of Aotearoa New Zealand's history.
- Explain that the story is in three parts and spans a long period of time. Show the students the timeline at the end of the book and encourage them to return to it as they work through the text.
- Look at the structure of the text and its division into three parts, along with an introduction and conclusion set in the present tense. Explain that you will be working through it in sections over a number of sessions and exploring parts of Aotearoa New Zealand's history as you go.
- Give students some time to skim the text to get a feel for its timespan and for the types of events they will be learning about.

First reading

- Share a clear purpose for reading. *We are reading to find out about ...*
- Remind students of strategies they can use when they meet unfamiliar words.
- Give students questions to ask each other, for example:
 - *What is the sequence of events in this section?*
 - *What did this person or people want or need? Explain what is happening in this picture.*
 - *How is this related to the story of Te Tiriti?*
- Encourage students to ask questions about the text.
- If necessary, share-read some parts of the text.

DIGITAL TOOLS

 You may find it helpful to project the PDF of the text on a screen so that you can zoom in on relevant sections.

If students require more scaffolding

Remind students of strategies that are particularly useful on a first reading, such as rereading, making connections with their prior knowledge, reading on, and using the images. Use some of the following approaches, depending on students' needs:

- Support students with their understanding of how to approach the graphic-novel format, for example, following the zigzag pattern from frame to frame.
- Support the students to make connections with their prior knowledge. For example, make connections between the He Tohu He Whenua Rangatira video clip and the different groups of people in the story (whalers, missionaries, and traders): <https://www.youtube.com/watch?v=8w0zjqA3hUI&t=1s>
- Model ways to use the visual information to make meaning.
- Remind the students to refer to their visual representations of concepts such as tino rangatiratanga and sovereignty or to the glossaries they created.
- Have the students complete an information grid for part 1. Then ask them to use all the dates, facts, names, and words to write a retelling of the part. For example:

Part 1: Before Te Tiriti

Fill out the grid then write a retelling of the story using all the words in your grid.

4 names of important people	4 key dates	4 key events	4 new words

Subsequent readings

Use subsequent readings to focus on particular themes and ideas. Support the students through modelling, thinking aloud, prompting, and explaining to link ideas and interpret those ideas and the text's themes. See suggestions for possible reading purposes on page 3.

- Help students to understand the impact of historical events by identifying examples of cause and effect. For example, the effect of Te Tiriti o Waitangi being translated in just one evening or the effects of the Treaty settlement process.
- Compare perceptions of key events.
 - *Was the taking of land after the war confiscation or raupatu (taken by force)? Why was the Native Land Court called te kōti tango whenua (the land-taking court) by Māori? What do these words (or phrases) tell us?*
 - *Why is it important to understand how different groups perceived this event? How is it perceived today? Where can we find out more?*
 - *Compare the images in different sections of the book. What do the images tell us about how interactions between Māori and the Crown have changed?*
- Encourage the students to think critically about the differences between the Māori and English versions of Te Tiriti.
 - *What do you think the biggest difference is between the two versions?*
 - *What reasons could there be for the differences between the two versions?*
 - *What might have happened if the two versions did mean the same thing?*
 - *How do the different understandings relate to the need for Treaty settlements?*
- Discuss the impact of the story.
 - *How does the story make you feel?*
 - *Has the story made you think differently about Te Tiriti or our history? What parts of the text contributed to this change?*
- Evaluate what the authors and illustrator are trying to say. *Do you agree that Te Tiriti is one of the most important parts of our country's history? Why or why not?*
- Discuss ways that the text is relevant to the present day. *How does this story relate to our community? How can we apply what we have learned to our own lives?*
- Discuss the reasons why the Waitangi Tribunal was set up and consider its impact.
- Using graphic organisers will assist students to closely read the text and organise their ideas. There are many graphic organisers available online. Select the organiser that best fits your reading purpose, such as cause and effect or compare and contrast.

Monitoring the impact of teaching

As the students read and discuss the text, take particular note of the following:

- Can the students identify and discuss the main themes?
- Can they independently use strategies for:
 - working out unknown vocabulary?
 - making sense of ideas when meaning broke down?
 - making connections to their personal experiences?
- With support, can the students link ideas and information across the text?
- Do the students transfer skills and knowledge from your modelling to their reading?
- Do the students use evidence from the text to explain their responses?

Providing feedback and supporting metacognition

Provide explicit feedback and support the students to develop their metacognition. Both strategies support students' growing independence and confidence as proficient readers. An example of each is provided below.

Providing feedback


I can see that you've paid close attention to the visual details in the text, such as the flags that are flown or waved in different parts of the story. You've made interesting connections between what a flag represents and the story of Te Tiriti.




Supporting metacognition

Why has the writer dedicated two whole pages to explaining the text of Te Tiriti? How does understanding the two versions of Te Tiriti help you understand the rest of the story?

Suggestions for writing instruction

Students may choose to:

- interview three people about their views on Te Tiriti and write up their responses (Encourage them to find a range of points of view. Some English language learners may need a speaking frame for the interview. They could practise by interviewing other classmates before interviewing their subjects.)
 Students could record audio or video of their interviews to refer back to when writing.
- reflect on the ways the book has changed, or not changed, their understanding of Te Tiriti or another part of our history
- write a response to a Te Tiriti-related issue, for example, the use of te reo Māori in everyday life or the reinstatement of a Māori place name (Students should organise their ideas on a graphic organiser before writing.)
- research the treaty story of a local iwi or hapū, finding out when Te Tiriti was shown to or signed by this iwi or hapū, who signed or refused to sign it, what happened to their land and possessions after Te Tiriti was signed, and what has been done since to address any broken promises
- respond to the cartoonist's statement that we should look to the past to shape our future, exploring what this statement means and how it relates to the story of Te Tiriti
- write a response to someone who says we should forget about Te Tiriti because it's all in the past. Students should organise their ideas on a graphic organiser for argumentative writing.

 Writing standard: by the end of year 7
 The Literacy Learning Progressions
 Assessment Resource Banks