

He Tohu Te Tiriti o Waitangi

The Treaty of Waitangi 1840

Introduction by Claudia Orange

Notes for Teaching History

Te Tiriti o Waitangi | *The Treaty of Waitangi 1840* is one of three books developed to accompany the He Tohu exhibition at the National Library. He Tohu features three iconic New Zealand documents:

- He Whakaputanga | The Declaration of Independence 1835
- Te Tiriti o Waitangi | The Treaty of Waitangi 1840
- The Women's Suffrage Petition | Te Petihana Whakamana Pōti Wahine 1893.

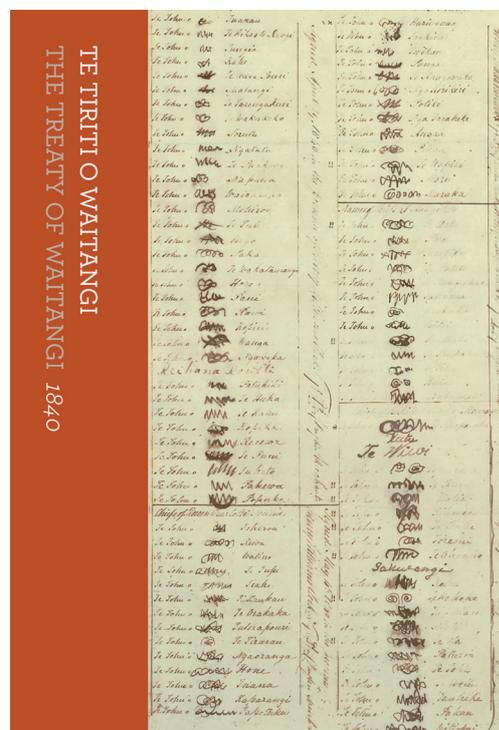
Te Tiriti o Waitangi | The Treaty of Waitangi is widely regarded as New Zealand's founding document. It was signed in 1840 by over 500 rangatira and by representatives of the British Crown. After the initial signing at Waitangi in the Bay of Islands, a further eight copies of the Treaty were made, and taken around the country to be signed by rangatira from many (but not all) iwi. The Treaty was written in both te reo Māori and in English, and the differences between these texts have led to significant debate up to the present day.

Overlooked in mainstream politics for decades, the Treaty formed the cornerstone of the Waitangi Tribunal initiative from 1975, leading to the Treaty settlements and iwi developments of recent years.

The Treaty of Waitangi is one of the New Zealand Curriculum principles. This book offers the opportunity for students to see the nine Treaty sheets, and to learn about the lives and perspectives of those who signed and witnessed this important document.

KEY FEATURES

- An introduction by Dr Claudia Orange that explains the context for the Treaty signings.
- Portraits of some signatories.
- Full-colour reproductions of the nine sheets of the Treaty, accompanied by a brief discussion of the documents and their content.
- A map identifying where the Treaty was signed and the number of signatories.
- Short biographies of the 540 signatories and of the Treaty's witnesses, making a valuable contribution to the ongoing task of building collective knowledge of the Treaty and its participants.
- Texts of Te Tiriti o Waitangi in both te reo Māori and English.
- The archival story of Te Tiriti o Waitangi.



ABOUT THE INTRODUCTION AUTHOR

Claudia Orange is a Research Fellow at the Museum of New Zealand Te Papa Tongarewa, where she was previously Director of Collections and Research. Other roles have included General Editor of *The Dictionary of New Zealand Biography*, Acting Chief Historian in the Department of Internal Affairs, and Senior Historian of *Te Ara – The Encyclopedia of New Zealand*. She has produced several works on the Treaty of Waitangi, from the award-winning *Treaty of Waitangi* (1987) to *The Story of a Treaty* (2013).

Books in School Libraries

RELEVANT UNIT AND ACHIEVEMENT STANDARDS

Level 1

US5840 Analyse the Treaty of Waitangi and Māori–Pākehā relations in nineteenth century New Zealand

AS91001 (1.1) Carry out an investigation of an historical event or place that is of significance to New Zealanders

Level 2

AS91230 (2.2) Examine an historical event, or place, of significance to New Zealanders

AS91232 (2.4) Interpret different perspectives of people in an historical event that is of significance to New Zealanders

Level 3

AS91434 (3.1) Research an historical event or place of significance to New Zealanders, using primary and secondary sources

AS91437 (3.4) Analyse different perspectives of a contested event of significance to New Zealanders

USING *TE TIRITI O WAITANGI* / *THE TREATY OF WAITANGI 1840* IN YOUR HISTORY PROGRAMME

Te Tiriti o Waitangi | *The Treaty of Waitangi 1840* can be used:

- as a source of primary and secondary material for inquiry into the Treaty of Waitangi
- to learn about the context in which the Treaty was signed
- to examine the concept of a *constitution* and the kinds of documents and agreements it may entail
- to examine the differing perspectives of the signatories to *Te Tiriti o Waitangi*
- to investigate cultural contact or race relations in New Zealand
- to explore how the physical history of a document might reflect changing perceptions of its meaning and significance.

Students might respond to *Te Tiriti o Waitangi* by:

- creating a diagram that shows the similarities and differences between contested concepts, such as *sovereignty, kāwanatanga, possession, te tino rangatiratanga, exclusive right of pre-emption, hokonga, rights and privileges of British subjects, responsibilities of a British subject*
- using a PMI chart to assess the pros and cons of signing *Te Tiriti* from the perspectives of different people who were present at the time
- creating a timeline of events around the Treaty's signing, reviewing this, and discussing the circumstances that will have influenced people's decision to sign
- debating whether Hobson was successful in getting the 'free and intelligent consent' of Māori to cede sovereignty (see page 11)
- examining the map from a national perspective (for example, debating the extent to which Māori could be said to have ceded sovereignty to all of New Zealand) and a local perspective (for example, identifying and reading about local signatories)
- re-presenting the biographical information about a particular signatory or witness in visual and/or oral form and sharing this with the class to build collective knowledge
- reading the note on sources (page 40) and discussing the different kinds of sources the editors used to learn about the signatories and the advantages and disadvantages of each
- using the references and sources (pages 129–34) to find out more about specific individuals and how their personal life stories interwove with that of wider society
- planning and carrying out an appropriate commemoration of the signing of the Treaty.

INDEPENDENT ENQUIRY IDEAS

This book is centred around a critical primary source – New Zealand's founding document. As indicated by the suggestions above, it offers a springboard for independent enquiry.

CROSS-CURRICULAR LINKS

Social sciences and English

Use the National Library's He Tohu resource (see below) to support inquiry into the concept of *cultural interaction*. The resource features poems related to this concept and the concepts of *identity* and *names*.

Technology

Students could read 'The Archival Story' and consider Te Tiriti o Waitangi as a technological outcome. *What do we learn about the characteristics of the document itself, and how it has been stored? How has time and context, including social context, affected the handling of this important document? This was one of New Zealand's first constitutional documents. How might such a document be created today?* The students could investigate how this and the other documents were stored at National Archives (Archives New Zealand) and how they were transported to their current resting place. *What new technological knowledge and capabilities have made this possible?*

FURTHER READING AND RESOURCES

Print

Most of the books suggested below have been part of previous BiSL distributions. You can find teacher notes for most of them at <http://bwb.co.nz/teacher-notes>

Atholl Anderson, Judith Binney, Aroha Harris, *Tangata Whenua: A History*, Bridget Williams Books, 2015

Atholl Anderson, Judith Binney, Aroha Harris, *Tangata Whenua: An Illustrated History*, Bridget Williams Books, 2015

Claudia Orange, *The Treaty of Waitangi*, Bridget Williams Books, 1987

Claudia Orange, *An Illustrated History of The Treaty of Waitangi*, Bridget Williams Books, 2004

Claudia Orange, *The Story of a Treaty*, Bridget Williams Books, 2011

Online

BWB Treaty of Waitangi Collection

This Treaty of Waitangi Collection includes digital versions of all the texts listed above, and many more.

BWB digital Collections are available to libraries through subscription access; for information, please contact collections@bwb.co.nz.

Classroom ideas – Waitangi Day

www.nzhistory.net.nz/politics/waitangi-day/classroom-ideas

He Tohu: <https://natlib.govt.nz/he-tohu>

The National Library has built a website with a package of resources to support teaching and learning around He Tohu. These include videos representing a range of contemporary perspectives on the three documents, and resources to support social inquiry into gender equality and cultural interaction. The Library encourages class visits and offers free hour-long programmes that are designed for students in years 5–10 but can be adapted for students at other levels.

Hītori Māori | Māori History

<http://maorihistory.tki.org.nz/>

NZC Update 16: The New Zealand Curriculum Treaty of Waitangi Principle

<http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates>

Treaty Education

<https://podcasts.otago.ac.nz/nzpeace-ed/treaty-education/>

Treaty of Waitangi

<https://nzhistory.govt.nz/politics/treaty-of-waitangi>

Treaty of Waitangi Education Kit

<https://ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-northern-hub/resources/pages/treaty-education-kit>

Waitangi Tribunal

www.justice.govt.nz/tribunals/waitangi-tribunal/resources/teaching-aids

The BWB Publishing Trust: Books in School Libraries

Books in School Libraries sets out to enrich school library collections and enhance New Zealand students' understanding of their country. The project allows supporters to sponsor titles from the Bridget Williams Books catalogue for donation to secondary school libraries.

The Freemasons Foundation

We thank the Freemasons Foundation for their generous support for *Te Tiriti o Waitangi* | *The Treaty of Waitangi 1840* in the Books in School Libraries Programme.