

The Great War for New Zealand Waikato 1800–2000

By Vincent O'Malley

Notes for
Teaching History

The Great War for New Zealand: Waikato 1800–2000 examines central aspects of the colonial conquest of New Zealand – the Waikato War and the Kīngitanga – and explores the long-term issues and consequences through to the apology and the settlement of the Waikato–Tainui claim. This is a major work of value to all New Zealanders, offering an authoritative source for any exploration of New Zealand's colonial history and its consequences. In schools, it will be of special value for learning within the social sciences.

The Great War for New Zealand takes a long view, covering two hundred years of contact between tangata whenua and Pākehā. This means it could be used as a central resource in a course of studies aimed at developing a 'big picture' of colonisation, with comparisons and contrasts to other regions and conflicts in New Zealand and other colonial histories in the Pacific, Americas and Africa.

Although targeted at a general readership, the book's size and the detailed chronological narrative mean that teachers will need to be selective and scaffold students' use of the work. This will be especially important for students in years 11–12.

KEY FEATURES

- A four-part structure: Before the War; Te Pakanga ki Waikato – War in Waikato; The Aftermath; The Long Search for Justice.
- Rich and wide-ranging illustrations, including paintings, photographs, and documents.
- Accessible and clear maps that support and clarify the text.
- Clear, authoritative accounts of key events, movements and individuals.
- A strong emphasis on the consequences of the wars and the long search for some measure of restorative justice.

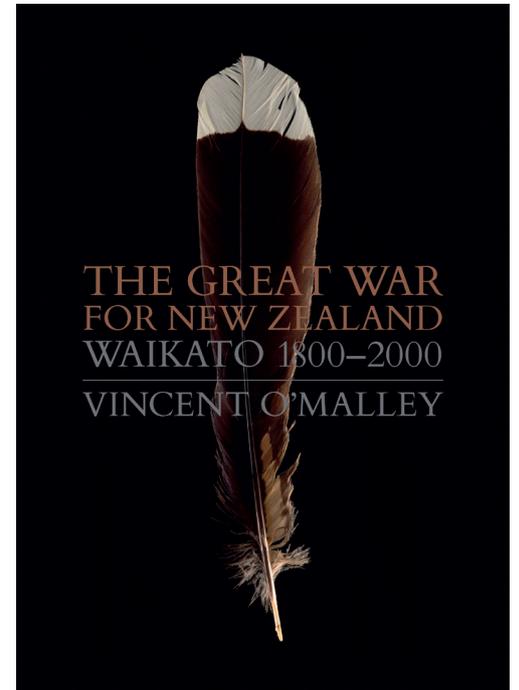
RELEVANT UNIT AND ACHIEVEMENT STANDARDS

Level 2

AS91229 (2.1) Carry out an inquiry into an historical event or place that is of significance to New Zealanders

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



ABOUT THE AUTHOR

Dr Vincent O'Malley is a professional historian who has written a string of well-received and important publications. History teachers will already be familiar with his works, especially *The Meeting Place: Māori and Pākehā Encounters, 1642–1840* and *Beyond the Imperial Frontier: The Contest for Colonial New Zealand*.

Books in School Libraries

AS91233 (2.5) Examine causes and consequences of a significant historical event

AS91234 (2.6) Examine how a significant historical event affected New Zealand society

Level 3

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

AS91435 (3.2) Analyse an historical event, or place, of significance to New Zealanders

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

AS91439 (3.6) Analyse a significant historical trend and the force(s) that influenced it

USING *THE GREAT WAR FOR NEW ZEALAND* IN YOUR HISTORY PROGRAMME

Teachers and students could use *The Great War for New Zealand* to help address most of the Level 2 and 3 standards. There is clear value in encouraging students to use material explored and learnt in research in at least one of their prepared performances for the externals.

At Level 2

The generic tasks already in circulation for AS 91229 and AS 91230 provide a framework for students to:

- investigate significant events or developments in the period leading up to the Waikato War, during the war itself, and the events that flow from the conflict
- investigate political, cultural, economic and social responses to the wars and confiscations
- conduct a detailed study of the Kīngitanga
- conduct a detailed study of settler government during and after the 1860s
- examine the role and reputation of key individuals.

Teachers should provide students with formats that are substantial enough for them to meet the requirement to *examine* the place or event in sufficient depth to achieve Excellence. Research tasks could also provide opportunities for students to address AS 91232.

At Level 3

Teachers can suggest contexts for student research that build on or adapt the contexts suggested for Level 2, but are more demanding in both scope and depth.

- One approach is for students to compare what happened in New Zealand to what went on in other colonies and countries that expanded rapidly at the same time (for example, Australia, the United States, and Canada). This comparative approach is particularly useful for exploring the notion of 'contested events'.
- Another approach that is rich with potential is for students to compare how different New Zealand regions responded to the conflict. Students could consider both the regions directly involved in the wars and confiscations and those that were spared these events.

By carefully choosing the research context, it is possible for your students to gather the material and develop the analytical expertise necessary to address both research standards (AS 91434 and AS 91435) and the standard that focuses on perspectives of a contested event (AS 91437). By using the text to provide the context for student research and incorporating seminars and group work before, during and after the research process, your students could also gain the substantive knowledge needed to address the external standard, AS 91439.

A TWO-YEAR, TWO-LEVEL APPROACH

The structure of this book lends itself to use as a core resource in a broader programme of learning spread over two years.

Level 2: Draw primarily on the first two parts of the book to address AS91229, AS91230 and AS91232. Add depth by facilitating comparative studies with other regions of New Zealand and with other colonies (Australia, Canada, South Africa) and/or the United States. Use this knowledge-building process as an opportunity to deepen the students' conceptual understandings about *causation, change, continuity, perspectives* and *significance* and to introduce important ideas about *contingency* and *agency*.

Level 3: Switch the emphasis to parts three and four of the book, which offers rich opportunities for addressing all three research standards (AS 91434, AS91435 and AS91437). Address the external standard AS91439 (Analyse a significant historical trend and the force(s) that influenced it) as part of a programme that explores a bigger picture, such as the place of New Zealand (and its wars) in the development of the British Empire. Forces such as *conflict, colonialism, globalisation, imperialism, race* and *migration* offer many opportunities to kindle student interest and sharpen their analytical skills.

INDEPENDENT ENQUIRY IDEAS

- Carry out in-depth investigations of aspects of the nineteenth century colonial conflict in Waikato.
- Examine local responses at the time, using any local papers that are available on Papers Past and the rich primary sources available among the Waitangi Tribunal documents.
- Compare the consequences of war for Waikato with those for other areas of conflict, such as Taranaki, Hawke's Bay, and Northland.
- Undertake biographical studies.
- Study specific places and battles.
- Compare the Kotahitanga movement with the Kīngitanga.
- Compare Māori and Pākehā perspectives then, now and at points in between.
- Incorporate the Waikato War as a major component in a thematic study of conflict in nineteenth-century New Zealand.
- Investigate the 'post-war' histories of another iwi.
- Compare the process of settlement – origin, aims and progress – in the Tribunal with processes in Canada, Australia or the United States.

FURTHER READING AND RESOURCES

Print

Books marked with an asterisk were part of previous BiSL distributions. You can find teacher notes for them at <http://bwb.co.nz/teacher-notes>

James Belich, *The New Zealand Wars and the Victorian Interpretation of Racial Conflict*, Penguin, 1988

Judith Binney, *Encircled Lands: Te Urewera 1820–1921*, Bridget Williams Books, 2009*

Richard Broome, *Aboriginal Australians: A History Since 1788*, Allen and Unwin, 2010

James Cowan, *The New Zealand Wars: A History of the Maori Campaigns and Pioneering Period*, R.E. Owen, Government Printer, 1922/1923

Ron Crosby, *Kūpapa: The Bitter Legacy of Māori Alliances with the Crown*, Penguin Random House New Zealand, 2015

Kelvin Day (ed.), *Contested Ground / Te Whenua I Tohea: The Taranaki Wars 1860–1881*, Huia, 2010

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States*, Beacon Press, 2014

Alan Lester and Fae Dussart, *Colonization and the Origins of Humanitarian Governance: Protecting Aborigines Across the Nineteenth-Century British Empire*, Cambridge University Press, 2014

Paul Monin, *Hauraki Contested, 1769–1875*, Bridget Williams Books, 2001

Vincent O'Malley, *Beyond the Imperial Frontier: The Contest for Colonial New Zealand*, Bridget Williams Books, 2014*

Vincent O'Malley, *The Meeting Place: Māori and Pākehā Encounters 1642–1840*, Auckland University Press, 2012

Brad Patterson, Richard S. Hill and Kathryn Patterson (eds), *After the Treaty: The Settler State, Race Relations and the Exercise of Power in Colonial New Zealand*, Steele Roberts Aotearoa, 2016

Online

Appendices to the Journals of House of Representatives: <https://atojs.natlib.govt.nz/cgi-bin/atojs>

BWB Collections: <http://bwb.co.nz/collections>

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

New Zealand History: www.nzhistory.net.nz/

New Zealand Electronic Text Collection: <http://nzetc.victoria.ac.nz/>

Papers Past: <https://paperspast.natlib.govt.nz/>

Te Ara – The Encyclopedia of New Zealand: www.teara.govt.nz

■ Thanks to Paul Enright for these teacher notes.

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The Freemasons Foundation

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