





- Did Māori take part in any of these occupations?
- Discuss the way Māori society was organised. How was Māori land 'owned'? Explain how

this was different to the way Europeans understood and ownership? What problems did this create?

- How did the balance of power between various iwi change dramatically when the northern tribes got the musket?
- What do some historians believe slowed down the inter-tribal conflict? Did this put an end to all inter-tribal conflict?

#### Teacher Guided Discussion Topic

- In discussion groups, have students speculate on how Māori viewed the arrival of the European in the 1830's and before. Consider the:
  - *differences in technology*
  - *differences in customs*
  - *differences in political/social organisation systems*

### Further Steps Towards the Treaty

#### The Lead-up to the Treaty Section

- Before students read this section, explain that the New Zealand Company (a private enterprise company in England) was planning to establish major settlements in Dunedin, Christchurch, Wellington, Wanganui ... It was encouraging British settlers to come to New Zealand in search of a 'better life' with more opportunities than they had in Britain in the 1800s.
- What problems did the British Government see the New Zealand Company settlements causing?
- Although historians do not all agree, what were the differences between the ways Māori and Europeans thought about the purchase of land?
- What instructions is it thought that Hobson had from the British Government?

#### Teacher Guided Discussion Topics

- Tell students that prior to 1840, the British Government had other problems on their hands in their colonies of South Africa and Canada. Because of this they had little interest of having New Zealand as a new colony until the late 1830s.
- As shared reading, help students identify the things that may have forced the British Government to take some form of action.
- Discuss why land sales – particularly to the N Z Company, helped the British Government realise they had a problem to sort out. What did they fear would be the consequences if they didn't? What benefits and/or disadvantages did this have for Māori.

#### British Policy and the Treaty

- Find reasons why the British Government thought it was 'futile' to keep Māori and settlers apart.
- Find reasons why the British Government were not going to consider settling Māori on their own special land (reserves).
- What had happened when this had been tried in the other British Colonies in Canada and Australia.

#### Teacher Guided Discussion Topics

- Discuss and evaluate why the British Government believed the Crown should have exclusive right of land purchase? What benefits/disadvantages would this have for Māori?
- Through discussion, help students understand that many Māori had 'intermingled' with the settlers – especially in trading and farming. The British Government thought that this should continue. What did they hope this would achieve? Discuss reasons, both for and against this idea.

#### Further Directions

- Print out the Treaty of Waitangi text from the Read the Treaty section of the website. Distribute to students.
- Discuss the differences between the Māori text and the English text of the Treaty. What important differences can they find? What reasons can they suggest for these differences?
- Remind students that people witnessing the same event will often have different versions of just what happened. Apply this idea to the Treaty of Waitangi. Do they think it is fair to say that: 'because of the passing of time, today, we may have difficulty knowing if the two parties had the same understandings of the Treaty.'
- Help students understand what is meant by a broad brush agreement and the spirit of the Treaty. How could this help us understand the Treaty today?
- To stimulate further discussion about the Treaty, work through the FAQs section of the site as group and class discussion topics.
- Use the 'Key People' section of the site and have students research the lives and achievements of the main characters involved.
- Challenge groups to develop quiz cards to test each others knowledge on the timeline of events leading up to the signing of the Treaty.
- Devise and act out a possible signing of the Treaty of Waitangi ceremony as it may have happened in 1840.