



Two Different Maori Opinions Expressed at the Signing

Rewa, Ngai Tawake, Nga Puhi to Lieutenant-Governor Hobson, at Waitangi

“What do Native men want of a Governor? We are not whites, nor foreigners.... [We] are the Governor – we, the chiefs of this our fathers’ land. I will not say ‘Yes’ to the Governor’s remaining. No, no, no; return.”

LTamati Waka Nene, Nga Puhi to Lieutenant-Governor Hobson, at Waitangi

“O Governor! Sit.... Do not thou go away from us; remain for us – a father, a judge, a peacemaker.... Sit thou here; dwell in our midst.... Do not listen to what Ngapuhi say. Stay thou, our friend, our father, our Governor.”

The Treaty is signed. Is it ambiguous?

The Story of the Treaty > Signing the Treaty

Research Questions and Activities

- Why was it unusual for Hobson to have been given the status of Lieutenant-Governor before the Treaty was signed? What could this have indicated about British intentions?
- What were the instructions that were given to Hobson and who had this input?
- What input did Busby have in drafting the Treaty?
- Have each group prepare a timeline of all events leading up to the signing of the Treaty in Waitangi on the 6th February.
- How many chiefs are thought to have signed the Treaty at Waitangi?
- How did they try to overcome the problem of chiefs signing the Treaty in other parts of the country?
- Print out *The Treaty Text* and *The Differences between the*

Texts from The Story of the Treaty section of the website.

- After class discussion have students complete reading the *Differing opinions* section of the *Signing the Treaty* section.

Discussion Questions, Debates and Activities

- What evidence can be found that disproves a belief that the Treaty was drawn up hastily and by amateurs?
- Debate the propositions that the Treaty was ambiguous:
 - because of problems translating English to Maori
 - in order to get the chiefs to sign it
 - Williams did not recommend changes because he believed Maori would be better off under British rule
 - it was never intended as a final document for the future but rather a starting point for a new nation to develop from
- Why do the students think there is so much debate about the wording of the Treaty between historians and commentators? Do they think this is a healthy or unhealthy thing?

What happened next? - 1850s - 1870s

www.treatyofwaitangi.govt.nz > **Select The Story of the Treaty** > **Click on and print out Short Story**

- Before research begins, tell students that after the signing of the Treaty, British Sovereignty was proclaimed over the country on 21 May, 1840 and New Zealand became a British colony in 1841. Although every effort was made to take the Treaty around the country, many chiefs did not get an opportunity to sign it and many would not sign it.
- Introduce the idea that it was always going to be difficult to give Maori, rangitiratanga (chieftanship and authority) over their own affairs and at the same time give the settlers and the British crown authority to rule the colony.
- Tell the students that the new governor – George Grey believed that this could be best overcome by ‘assimilating’ Maori (becoming part of) into European society.
- What reasons can students give to support the view that this was a reasonable or good idea at this time in our history? **eg**
 - British culture was more advanced in terms of technology, written language, world knowledge and scientific ideas
 - Many Maori had successfully intermingled with Europeans
- How much land had Maori lost by the early 1860s?
- How did Maori feel about this loss of land and what would this lead to?
- Over how many years did wars occur in New Zealand?
- Identify the action that was to cause even more resentment amongst Maori (land confiscation - even neutrals and Maori who had fought on the government side)?
- Discuss this policy with students. How justified was it:
 - if Europeans believed in assimilation of Maori into European society for the good of Maori and the country
 - if Maori believed they were to have control over their affairs and their lands
- Explain to students the difference between communal ownership and individual ownership of lands. Why did this pose a greater problem for Maori than European?

Groups can research this period in greater detail at:

- **Timeline > Treaty Events 1850-1899**
- **Key People > Maori Leaders 1840-1900 > Governors Politicians, Judges & Officials**
- **The Story of the Treaty > Slide to war, Native Land Court, Amalgamation Policies and Maori Responses**
- **Quotes > 1835-59, 1860-1879, 1880-1899**



1870s to the present day

The Story of the Treaty > “Amalgamation” Policies and Maori Responses - The Treaty Debated Research Questions and Activities

- What did the Native Rights Act of 1865 give Maori that they were promised in the Treaty?
- For what reasons were Maori very

enthusiastic about supporting the Maori Schools?

- What was the official reason that these schools were set up? Discuss the suggestion that they actually had the opposite effect.
- What effect is it thought that the invasion of Parihaka had on the growth of a New Zealand wide protest movement?
- Identify early ways that Maori tried to overcome the frustration of their concerns not being listened to by the parliament of the day.
- Discuss what the comments of Premier Richard Seddon’s remarks tell us about the plight of Maori around the 1900s.
- Who were the young Maori leaders who emerged during this time. What did they believe was the best way for Maori culture to survive and prosper.
- Have students speculate on what the success and high profile of these Maori leaders would have on all Maori and on Europeans.
- What did Ngata mean when he said that the government still needed to settle old grievances before Maori ‘could close their eyes to the past’?
- How successful were early attempts at settling grievances?
- What was hoped the gifting of the Treaty grounds to the nation would have on the relationship between Maori and the Crown.
- Discuss what is meant by the idea that the 6 February was an opportunity for Maori to compare ‘reality with rhetoric’.
- How did the 2nd World War advance Maori causes and opportunities?
- Help students focus on how the activism of the 70s, especially the hikoi, got the message across to many Pakeha that all was not right.
- Develop this idea further by pointing out that since this time, a growing number of New Zealanders, both Maori and Pakeha believe that the spirit of the 1840 Treaty must be honoured.
- Identify and discuss the increased ability given to the Waitangi Tribunal to investigate and report back on grievances dating back to 1840.
- What does this tell us about how most New Zealanders now feel about the future of our country?
- Debate and discuss the argument that by focusing on the Treaty, we have divided New Zealanders and destroyed our good race relations.
- Debate the opposite argument to this – that by talking to each other and settling Maori grievances, we will build a fairer, stronger and more united nation.

Case Study Projects

www.treatyofwaitangi.govt.nz > Case Studies

Either as group or individual research projects, have students explore these three case studies showing the relationship between Maori and the Crown since the signing of the Treaty of Waitangi. Emphasis should be placed on how these show the different ways in which Maori and the Government have together settled the grievances arising from their shared history, in order to heal the past and put the Treaty relationship on a more hopeful footing.

Case 1 Ngai Tahu

Discussion Questions and Topics

- After land purchases and confiscations, what percentage of their land did Ngai Tahu have left?
- When did the protests begin?
- Identify and list the causes of the protests.
- How many years has it taken to settle the Ngai Tahu grievances?
- Why was Ngai Tahu not satisfied with earlier attempts to settle their grievances?
- What symbolic gesture was included as part of the settlement?

Case 2 Te Reo

- What was it claimed that the Crown had failed to protect under their Treaty obligations?
- What far reaching effects did the settlement of this claim have?
- Why was Te Reo Maori in danger as a language?
- For what reason was Maori suppressed in schools?
- List and discuss the arguments both for and against protecting Te Reo Maori.
- Why is it unlikely that a ‘kia ora’ controversy could take place today?
- How was the Te Reo Maori different from other Maori grievance claims?
- What was the result of the claim and how has this affected new Zealand culture now and in the future?

Case 3 Waikato-Tainui

- Why did the King Movement start?
- For what reasons did the government and many settlers oppose the King Movement so vigorously?
- What did this opposition lead to?
- After the conflict was over, how were the Tainui tribe punished by the crown?
- What caused the greatest resentment amongst the Waikato tribes?
- For what reasons were Tainui not satisfied with earlier attempts to settle their grievances?
- Why did the government need to re-visit the grievances in 1989?
- What politician reported the grievance settlement to parliament and what did he tell parliament?