

How to use the Tuia Encounters 250 teaching and learning guides

These guides are in four themes:

Voyaging

First Encounters

NZ History

Legacy of Learning

The themes support robust exploration of New Zealand histories in local contexts and have value beyond the Tuia commemorations.

Each theme is split into three sections with three stages relating to the Social Inquiry cycle: discover, explore, and act and innovate. To get the most out of this resource, it is recommended that students experience each stage in the cycle from at least one section.

Teachers can choose which sections they want to teach with their class, and which activities within each section. Each section is led by one or two of the Tuia 250 Encounters inquiry questions.

Many of the activities in this resource will be considered controversial by some groups. Tuia 250 is intended to provide an opportunity for 'honest conversations about the past, the present and how we navigate our shared future together' (**Ministry of Culture and Heritage**). Teachers are encouraged not to shy away from controversial topics, but instead give students the tools to unpack difficult histories, and acknowledge and recognise the perspectives of themselves and others. For helpful tips when teaching controversial issues, visit Oxfam's [Teaching controversial issues](#) and NZ History's [Teaching emotive and controversial history](#).

Conceptual understanding

Voyages are made using different ways of navigating, for various reasons and with many impacts.

►► About

This resource is for teachers of students from years 1-10 in schools across Aotearoa who are working from *The New Zealand Curriculum*. An indication is given next to each activity as to its suitability for different year levels. As with any inquiry, however, the prior knowledge and cultural capital of each child will be different, so different learning experiences will suit different students.

Each section of the resource begins with inquiry questions to facilitate learning and discussion. There is flexibility in determining the exact nature of your inquiry, which will also encourage student agency.

Each section of the resource follows a **social inquiry** approach:

- a set of inquiry questions
- background to the learning context
- opportunities for ākonga to discover, explore, or act and innovate.



Indicates the resource is suitable for younger students, years 1-4



Indicates the resource is suitable for older students, years 5-10



Indicates the resource is suitable for students of all ages

►► Overview

Understanding the past to inform the future is central to thinking about history in schools. *The New Zealand Curriculum* describes the Time, continuity and change strand:

“Students learn about past events, experiences, and actions and the changing ways in which these have been interpreted over time.

This helps them to understand the past and the present and to imagine possible futures.”

In this theme, we also encourage students to think about how voyaging, and our connection to the ocean, has led to the Aotearoa of today.

Contents

The Voyaging resource is divided into three parts:

Early voyages

**The reasons for different voyages
and their consequences**

**Kaitiakitanga of te au o te moana
(the ocean)**

►► Introduction

The timing of Tuia 250 commemorates the meeting of two great voyaging traditions. New Zealanders have been part of 1000 years of Pacific voyaging and celestial navigation. This Voyaging resource will encourage learners to explore ancient and contemporary voyaging in their own communities. Every New Zealander has a voyaging story, whether by land, sea, or air, which makes this learning relevant, authentic, and local for all learners.

An understanding of the stories and history of our nation is important for all ākonga. As well as a nationwide focus there is a special emphasis in these resources on the voyaging and voyagers of your local area, to help students better understand their own place, and the perspectives and values of those who are here now, and those who went before.

Early voyagers

►► Background

In many Māori traditions Kupe, a famous navigator and explorer, discovered Aotearoa aboard his waka Matahourua. Kupe and his travelling companions spent several years travelling around Aotearoa.

Following directions passed down from Kupe, planned migrations from the Pacific islands began to arrive around AD1300. Polynesian navigators used the stars, the sun, subtropical weather systems, ocean swells, currents, and the migration of birds as guides in their exploration of the Pacific for thousands of years.

Captain James Cook was commissioned by the English Crown to travel to the South Pacific in 1768. One of the reasons Cook was chosen was that he was a skilled map maker. Cook landed in New Zealand several times during late 1769 and early 1770. Many of these occasions resulted in conflict with Māori and on some occasions, death.

►► Discover

Possible inquiry question:

What are some similarities and differences between the way Māori and Pākehā explored new areas?

Read about Pacific exploring in **Te Ara** and the **NZ History site**.

- What values stand out to you?
- What might be missing?

Read about European exploring in **Te Ara** and the **NZ History site**.

- What values does it show?
- What might be missing?

Compare **Kupe's anchor** with the anchor from the *Endeavour*. Consider these questions:

- What is the purpose of an anchor?
- What is the same about the anchors?
- What is different?
- How do they compare to modern anchors?
- What were these anchors made of?
- What is the Māori name for anchor?



Anchor from the *Endeavour*
(Anchor and a cannon from the *Endeavour*, on display at the James Cook Museum in Cooktown.
National Museum of Australia)

Watch this episode of **Te Araroa: Tales From the Trails** (from 4:10-8:50) and compare how the arrival of Māori and Pākehā in this rohe are commemorated. Discuss why you think the groups are commemorated differently.

Read this **article** Te Haerenga o Kupe, watch these videos about **Kupe** and **Pacific voyaging**, and look at maps of Cook's first and second voyages on Google maps.

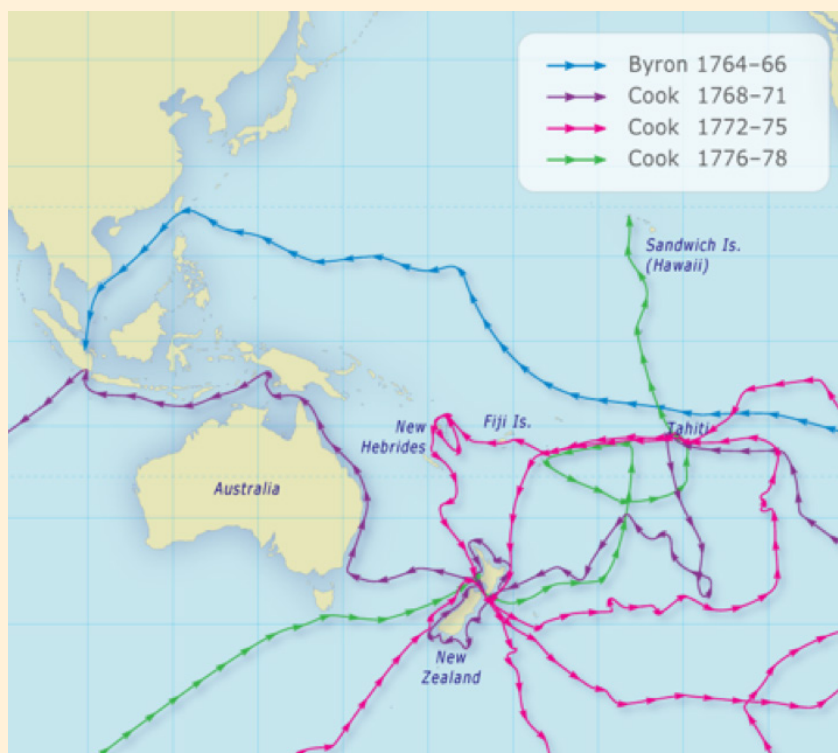
- When looking at all the voyages to Aotearoa, what is the common theme?
- What do these resources tell you about the different voyages taken to get to Aotearoa?
- What values underpinned the different voyages?
- How are these values similar or different in the various voyages?
- What do you think is an essential piece of information you could share about the various voyages people made to Aotearoa?
- What else do you need to know?

Movement of people around the Pacific



Te Ara

Map of Cook's three voyages

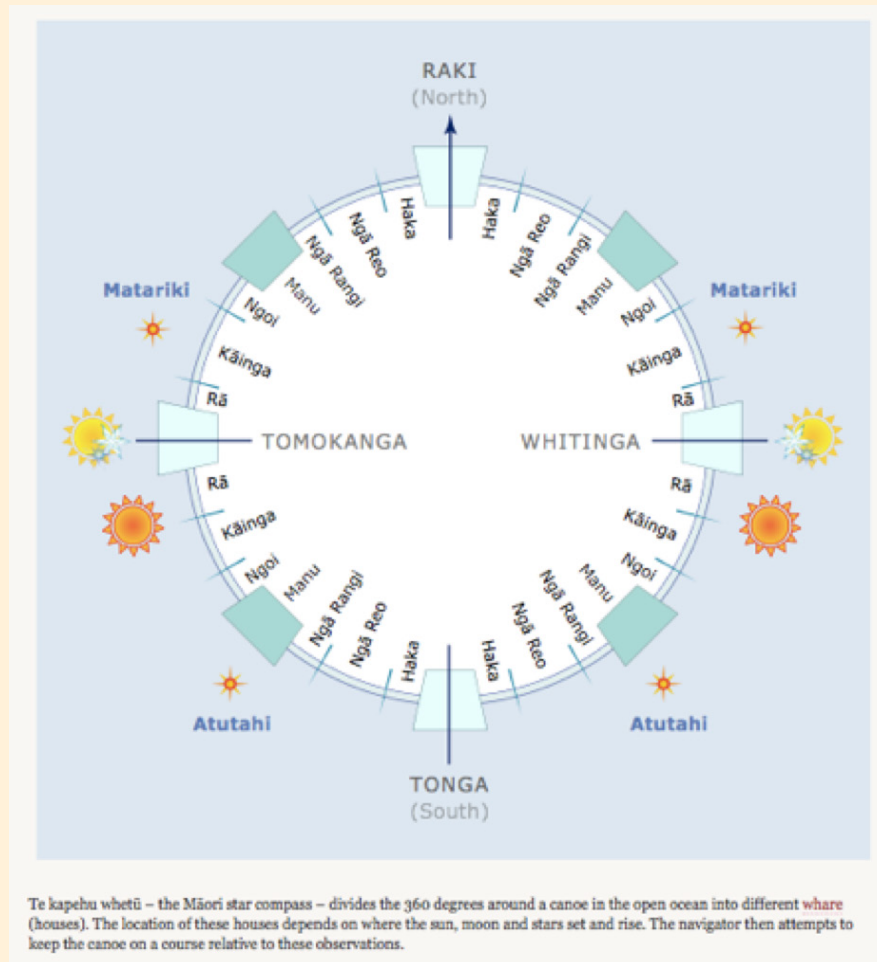


Te Ara

More information about Pacific navigation can be found on the **National Library** website.

Analyse the **Māori star compass** below, and compare it to a different navigation tool like a sextant. Consider how the different tools reflect the different values and perspectives of the groups who use them.

- What tool would you find more comfortable to use and why?



Star compass

Tupaia was a Tahitian priest and navigator who joined Cook's voyage. Many Europeans thought that Tupaia's map did not make sense however, some scientists have recently worked out how to read it.

Compare Tupaia's map with a current map of the Pacific.

- What are the similarities and differences?
- What do they tell you about the perspectives of the mapmakers?

Explanation of **how to read the map** is near the end of this resource.



Tupaia's map (1769)
British Library - Reference: ADD MS 21593c

► Explore

Possible inquiry question:

How might it have felt for Māori people who went to England?

Think about some of the voyages away from Aotearoa, such as tangata whenua from Ihumātao going to the United Nations or Hongi Hika meeting Queen Victoria.

- How might these voyagers have felt?
- What prompted these voyages?

Read about some of the early Māori who left Aotearoa and consider how they must have felt. Choose **one person** and write an imaginary journal entry from their perspective.

Choose a land dispute near your rohe and investigate any hīkoi or voyages that were made in connection with the dispute. What prompted the hīkoi? How could a hīkoi effectively convey a message? What kinds of messages could it convey?

If you choose Ihumātao, you could look at the following resources:

- **Ihumātao: United Nations Human Rights Body Raises ‘Concerns’ Over Government Approach, Māori Consultation**
- **Protect Ihumātao**
- **Ihumātao Land Battle: A Timeline**
- **Ihumātao: NZ Breaching Human Rights Obligations**

► Act/Innovate

Possible inquiry questions:

How might it feel to leave your home to explore new areas?

How might the people who were left behind have felt?

How can we increase the awareness of Māori explorers?

How could we celebrate/commemorate Māori voyaging and voyagers?

Write an article and/or digitally present a story about taking a voyage of exploration.

Write a story, or create a movie or play about the Pacific people who stayed in their home when Kupe or the first Pacific migrants left. Consider how it would feel to watch your friends and family leave.

Investigate the first Māori explorers who came to your area.

- Why did they come?
- How did they get here?
- How could your school or community commemorate their efforts?

Create a plan for raising awareness or celebrating the first Māori explorers.

Analyse the Goldie painting ***The Arrival of the Maoris in New Zealand (sic)*** and create your own painting that shows a more accurate depiction of the arrival of Māori to Aotearoa.

The reasons for different voyages and their consequences

►► Background

There are different stories about why Kupe came to Aotearoa. Some say he was pursuing a giant octopus, other people say there was unrest in his home, Hawaiiki, and people also say he had got into personal trouble. Many place names are derived from these travels, including Aotearoa (long white cloud) which was said by Kuramārōtini, Kupe's wife, when she sighted land, as the first indication of land was likely to have been clouds gathering around the mountains.

The first Polynesian migrations to Aotearoa were deliberate: they brought the people, plants, and animals they needed to set up life in a new country. The exact reasons for these migrations are unknown. However, we do know that overpopulation, war, or lack of resources are unlikely to have been the reasons as the islands they came from were peaceful, with plenty of food and few inhabitants.

The official reasons for Cook's voyages were scientific – to observe the transit of Venus, see how far Aotearoa extended to the east, and also to map Australia's eastern coastline. The English also wanted to know whether Aotearoa was suitable for British settlement to expand the British Empire.

Watch this clip about the vessels in the **flotilla**, and compare the similarities and differences

►► Discover

Possible inquiry questions:

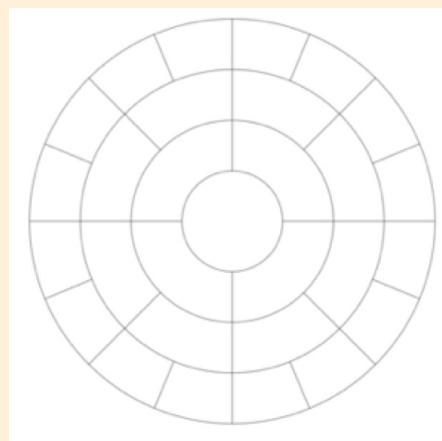
What were the reasons and impacts for the various voyages to Aotearoa?

How did this impact Māori and Pakehā?
Consider the different waves of Pacific migration as well as Cook's voyages.

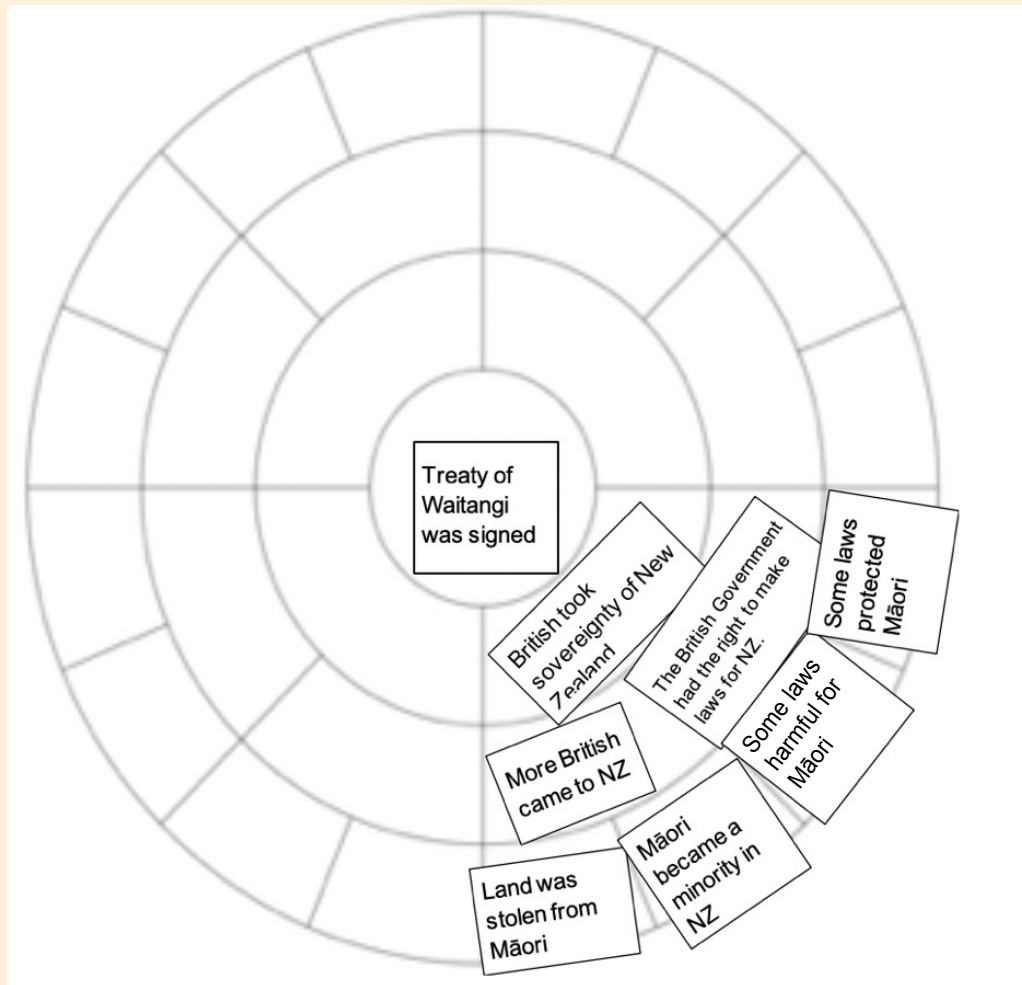
Between the voyages of Kupe, the waves of Polynesian migration to Aotearoa, and Cook. Explore different aspects of the voyages, for example, purpose, methods, short- and long-term impacts, current issues, and current awareness.

Choose one voyage and complete a ripple effect diagram showing the wide-ranging impacts of the voyage.

To complete a ripple effect diagram put the cause of change, in this case, the voyage, in the middle circle of the diagram. Around that place four consequences of this change. The next ring shows two consequences of each of those effects, then the outer ring has two consequences for each of those. Younger children may find it easier to focus on one wedge of the diagram.



An example Ripple Effect organiser with one section filled in



Decide what you think were the main reasons for Cook's first voyage. Look at **The First Voyage of James Cook**, watch **First Encounters Meretoto Ship Cove** (from 5:42) and read Anne Salmond's **European Exploration** to help you decide.

Read the following quotes and design a response to them:

"The primary reason for Cook's first voyage was not to track the Transit of Venus – it was to 'discover' Terra Australis (the supposed great southern continent that included New Zealand and Australia) – and claim the land, and its riches, for the British Crown – it was imperial expansion, with an astronomical cover story tacked on."

Tina Ngata **A Crook by any Other Name: Celebrating Cook** (Please note: Year 7-10 students could read the whole article but it has content that isn't appropriate for younger children).

The expedition's purposes

Once the planetary observations had been made, the expedition was to investigate if there was land to the south of Tahiti. The voyagers were then to turn west towards Tasman's New Zealand, to establish how far it extended to the east. They were also to establish where Australia's eastern coastline lay.

The goals of the voyage were apparently scientific, inspired by a quest for knowledge typical of the Enlightenment. Because of this emphasis, Cook's voyage has often been thought of more favourably than Tasman's, yet the English, like the Dutch, also wished to expand trade and empire. The British Empire was flush with its recent success in the Seven Years' War with France, and had political, strategic and economic expansion in its sights. Cook was careful to include in his reports information about the resources of the lands he visited, and the suitability of those lands for settlement by Britain.

Te Ara: European Discovery of New Zealand - James Cook

Explore

Possible inquiry questions:

How have the reasons people made voyages changed over time?
Who was positively or negatively affected by various voyages to Aotearoa?
What are the consequences of this?

Interview different people in your community who have left their home area or country and made a new home in your community. Ask questions to find out why they left, how it felt, how the ones they left behind felt, and so on. Compare their answers to find similarities and differences between the people.

Interview people in your class to find out how and why they or their ancestors came to your area. Categorise the reasons to find commonalities. Explore whether these reasons have changed over time or whether they have stayed the same.

Create a Johari window to analyse the short and long term positives and negatives of one significant voyage to Aotearoa. Extend student thinking further by adding an "interesting consequences" column too.

Johari window

Stakeholder:	Positive consequences	Negative consequences	Interesting consequences
Long term			
Short term			
Number the consequences to show how likely they are to occur.			
Give each consequence a star rating *, ** or *** to show how great their impact would be. What does this information tell you about their values?			

Analyse three different responses to voyages to Aotearoa:

- Read this article, **'Legendary' Map of Pacific by Cook's Tahitian Navigator Tupaia Finally Unlocked** by Anan Zaki
- View **Paul Goldsmith's contribution** to the opinion piece, Tuia 250: Celebration or Commemoration for Anniversary of Cook's Arrival, by MPs Paul Goldsmith and Kelvin Davis
- View the Goldie painting **The Arrival of the Maoris in New Zealand**

Use a Venn diagram with three spheres to analyse the similarities and differences between the perspectives of these three people. Consider what values underpin each person's perspective, why they might have their particular perspective, and what influence their opinions might have in the broader community.

►► Act/Innovate

Find out who has come to your community recently. How could you help them feel like they belong?

Create a timeline for your area. Imagine how you would like the future to be. What could you do to make sure the future you imagine happens?

Kaitiakitanga of te au o te moana (the ocean)

►► Background

The Pacific Ocean is the world's largest ocean and covers almost one-third of the earth's surface. It is home to many sea animals, as well as providing a major food source to people in Aotearoa and Pacific nations. All Pacific people consider the ocean an important part of their identity, culture, and history. For example, the Tongan creation story starts with 'In the beginning was the ocean' and the Samoan creation story starts with 'The God Tagaloa dwelt in the expanse' Many Pacific cultures have strict rules to protect the ocean and sea life.

The Pacific Ocean is also home to the 'Great Pacific Garbage Patch' – a patch of ocean about six times the size of Aotearoa that is filling up with plastic rubbish.

There are many ways we can improve the health of the ocean; this is our responsibility as kaitiaki.

►► Discover

Possible inquiry questions:

How can we look after the ocean better?

How does the ocean influence us in Aotearoa?



Watch this video about **Porirua Harbour**. Discuss how the sea and rivers or streams near you are used.

- What are the problems that might affect our use of these waterways?



Use the resources from the **LEARNZ Sustainable Seas field trip** to discover other marine issues.



Use the resources in this **LEARNZ Sustainable Seas field trip** to learn about Argo floats and how they are helping care for the ocean.

►► Explore



Investigate the reasons that ships come to an area near your school. These could be cruise ships, fishing vessels, small pleasure yachts and so on. Explore how these ships impact the marine environment – you could look at pollution from cruise ships, overfishing, and so on. What rules or laws have been made to protect the ocean?

Learn how to **create a marine reserve** in your rohe.

Learn about Tangaroa, the atua of the sea.

How does Tangaroa encourage us to protect the ocean? You could look at the following resources:

- *School Journal: **Tiakina a Tangaroa, protect Our Sea.*** Level 2 Oct 2011.
- **The section on Tangaroa in Te Ara**
- Compare **Tangaroa** in different Pacific traditions

► Act/Innovate

Consider the ocean near your school.

- What are the ways humans have impacted it?
- How could you protect it?

Watch the **Living Waters Documentary: October Rural Catchment** (5:26-9:00). Consider how you could improve the health of your local streams and how that would affect the ocean they flow into.

Watch **Te Mana o te Moana**. Create a plan for how you could help revive traditional knowledge and practices about looking after the ocean.

Important words

Moana the sea or ocean

Tangaroa Māori God of the sea

Atua God

Principles

The New Zealand Curriculum (NZC) **principles** embody beliefs about what is important in school curriculum – nationally and locally. They should underpin all school decision making.

When exploring Tuia 250, the NZC principles can be applied in many ways:

Students are encouraged to think deeply about local and national issues. They have the chance to choose an area of interest, and follow their own path. Opportunities are provided throughout the resource for divergent thinking and extending understanding.

An understanding and respect of Te Tiriti o Waitangi is crucial to an understanding of history in Aotearoa. This resource affirms the bicultural nature of Aotearoa and New Zealand's unique identity.

Tuia 250 is positioned in a local context, so students can look at issues, perspectives and values from their own rohe, as well as a cultural and community lens.

The learning in Tuia 250 is designed to be reflective, intentional, and collaborative. Students are encouraged to examine different viewpoints, reflect on their own views and values, and look to the past to inform the present.

The Tuia 250 resource values the stories, perspectives and experiences of all community members, and encourages collaboration with, and inclusion of, the wider school community whenever possible.

Key competencies

The New Zealand Curriculum identifies five key competencies. People use the key competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area. (*The New Zealand Curriculum* p. 12)

Concepts that are woven through the learning

Each Tuia 250 theme is prefaced with conceptual understandings – those concepts which are crucial to students' understanding of the first encounters and beyond. These relate directly to the social sciences achievement objectives of *The New Zealand Curriculum*.

Migration

Innovation

Cause and effect

Place

Exploration

Cultural interaction and diversity

Capabilities that are woven through the learning

Perspective taking

Taking action

Critical inquiry

Making meaning in discipline-specific ways