

Aotearoa New Zealand's histories
in the New Zealand Curriculum

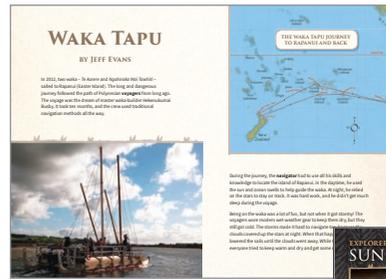
Years 4–6

Connections across the Pacific

Whakapapa me te whanaungatanga

Stories of discovery and journeying are woven into our collective and diverse identities.

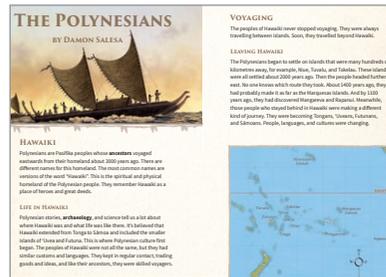
This resource shows how four texts from the School Journal series can be used to support learning in the context of whakapapa me te whanaungatanga through the topic of voyaging. Over years 4–6, students will have many opportunities to learn in this topic, deepen their understandings, and grow their critical thinking about the past.



Waka Tapu

by Jeff Evans
Explorers of the Sunrise
School Journal Story Library
Level 4 2014

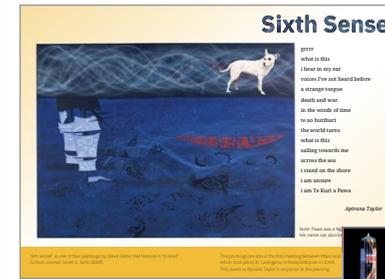
“Waka Tapu” describes an epic journey from Aotearoa to Rapanui and back. The crew of the two waka used traditional navigation methods to complete the 10,000-nautical-mile journey.



The Polynesians

by Damon Salea
Explorers of the Sunrise
School Journal Story Library
Level 4 2014

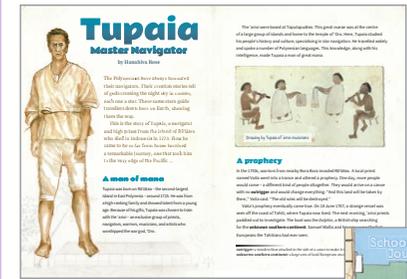
“The Polynesians” outlines some of the skills, knowledge, and resources Polynesian voyagers needed to cross the vast expanse of the Pacific.



Sixth Sense

by Apirana Taylor
School Journal Level 2
August 2018

“Sixth Sense” is a thought-provoking poem in response to an artwork of the same name by Steve Gibbs. The focus of the poem and the artwork is on the arrival of the *Endeavour* in 1769 and a premonition of the great changes that would unfold as a result.



Tupaia: Master Navigator

by Hanahiva Rose
School Journal Level 3
August 2019

Tupaia was a Tahitian navigator and high priest who travelled to Aotearoa with Captain Cook on the *Endeavour* in 1769. His arrival marked the first contact between Māori and other Pacific peoples for hundreds of years, re-establishing a connection with the ancestral homeland of Māori. Tupaia’s skills as a diplomat and communicator played a key role in the interactions between Māori and the *Endeavour’s* crew.

Potential Inquiry Questions

- » What skills and knowledge did Polynesian voyagers need to travel across the Pacific? What things would they have taken with them?
- » Why was the arrival of the *Endeavour* important for Māori who met the crew? What were some of the consequences of the arrival of the *Endeavour*? How is its arrival important today?
- » What did Tupaia do and how did this affect what happened? Why is it important to remember the part he played in events?
- » How do the stories people remember and share reflect their views and what they feel is important?
- » What other stories of discovery and journeying are there?

Draft curriculum elements

Understand

Through building knowledge about contexts and drawing on inquiry practices, students will gain a deeper understanding that:

- » Māori history is the foundational and continuous history of Aotearoa New Zealand
- » colonisation and its consequences have been central to our history for the past 200 years and continue to influence all aspects of New Zealand society
- » the course of Aotearoa New Zealand's history has been shaped by the exercise and effects of power.

Know

Students are building their knowledge of stories iwi and hapū tell about their history in the rohe, and of stories about the people, events, and changes that have been important in their local area.

Whakapapa me te whanaungatanga

Students are building their knowledge that Polynesian peoples arriving in Aotearoa New Zealand had already explored vast areas of the Pacific Ocean, creating island settlements from Hawaii in the North to Easter Island in the East to Aotearoa New Zealand in the South.

The stories of iwi and migrants from different periods in our history convey their reasons for and experiences of migration. Sometimes these experiences were negative because of the way migrants were treated.

Do

In their learning in Aotearoa New Zealand's histories, students can:

- » construct an historical sequence of related events and changes and recognise that others may sequence it differently
- » draw on historical sources, giving deliberate attention to mātauranga Māori sources, to answer questions about the past. While doing so, they identify views that are missing and note how this restricts their conclusions
- » identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.

Teachers will develop learning opportunities to weave the **UNDERSTAND**, **KNOW**, and **DO** elements together. The big ideas are explored in any learning and come alive for students through the contexts. Students use the inquiry practices in their learning and develop their ability to think critically about the past.

Understand

The big ideas of Aotearoa New Zealand's histories

Know

National, rohe, and local contexts

Do

Thinking critically about the past and interpreting stories about it

Learning that cannot be left to chance

USING THIS RESOURCE

This resource provides examples of how you might use the four texts to explore the context of whakapapa me te whanaungatanga. The texts have been chosen because of their links to the ANZh draft curriculum at years 4–6 and not for their reading year level. Depending on your students, you might read some of them aloud. There is also additional teacher support material that provides suggestions for literacy strategies to help all students access each text. See instructionalseries.tki.org.nz

These texts provide a springboard for students to explore:

- » whakapapa connections between Māori and Polynesia
- » Māori perspectives on the arrival of the *Endeavour* and the events that followed
- » ways that stories of discovery and travel are woven into our collective and diverse identities
- » stories and views that are missing from well-established narratives and the ways this restricts our conclusions.

Each text provides a stand-alone learning opportunity, but they can be used together to explore the topic more deeply.

Your students will bring their own perspectives and experiences to these histories. They may have personal and emotional connections with some of the stories. Be aware of this in your planning and use the critical inquiry practices to support respectful conversations.

ACTIVATING PRIOR KNOWLEDGE

Before reading a story or article, activate your students' prior knowledge to help them fully engage with the text.

There are many ways you might do this. For example:

- » Prompt discussion about voyaging and discovery stories.
- » Share a key image on a screen and have the students discuss what it shows (what, when, where, why, and who).
- » Devise a questionnaire on the topic. The students discuss their answers in pairs and then share with the class. Create a class chart of current knowledge that can be challenged, changed, or confirmed throughout the inquiry.
- » Have the students begin a **KWLQ** chart and complete the chart when they finish the text.

See the [teacher support material](#) for more information about each text.

Pacific voyagers

Voyages across the Pacific by waka required leadership, specialist knowledge, endurance, and careful planning.



**BIG
IDEA**

Māori history is the foundational and continuous history of Aotearoa New Zealand.

DO Inquiry practices

The activities and prompts suggested below call on and help develop the critical inquiry practices.

READ “Waka Tapu” (pages 2–5 of *Explorers of the Sunrise*).

DISCUSS: what may have motivated the crew to go on this journey.

- » *Why do you think they wanted to make the journey?*
- » *What skills did they need?*
- » *What challenges did they face?*

MAKE CONNECTIONS with other stories the students know about Pacific voyages.

SHARE this Te Ara [map](#) of Pacific migrations. Have the students discuss which islands they recognise and share their ideas about the story the map tells.

EXPLAIN that Eastern Polynesian peoples first migrated to Aotearoa New Zealand around eight hundred years ago and that this land was uninhabited.

BUILD USEFUL BACKGROUND KNOWLEDGE by having the students brainstorm in groups on large sheets of paper.

- » *What skills, knowledge, and resources did Polynesian voyagers need in order to plan and carry out a sea journey that was several weeks long?*
- » *What similarities and differences would early Polynesian voyagers have found between Aotearoa New Zealand and the countries they came from?*
- » *What skills, knowledge, and resources did Polynesian voyagers need to settle in new lands?*

READ Damon Salesa’s article “The Polynesians” (pages 6–15 of *Explorers of the Sunrise*).

IDENTIFY examples of the skills, knowledge, and resources Polynesian voyagers needed to plan and carry out migrations, adding this to the brainstorming notes.

WATCH the “Jedi Knights” video on the Land of Voyagers webpage, available on the [Mātauranga website](#). Have the students add new information to their brainstorming notes. (A teacher’s guide is also available on the website. This provides a range of curriculum-aligned activities related to Polynesian voyagers.)

REFLECT AND RESPOND: Have the students create a visual presentation that summarises what they have learnt about the techniques Polynesian voyagers used to navigate across the Pacific. If they started a KWLQ chart, have them add to this.

Te ao hurihuri

The arrival of the *Endeavour* in 1769 was the beginning of a time of great change in Aotearoa.



**BIG
IDEA**

The course of Aotearoa New Zealand’s history has been shaped by the exercise and effects of power.

DO Inquiry practices

The activities and prompts suggested below call on and help develop the critical inquiry practices.

SHARE the poem “Sixth Sense” and the accompanying artwork.

DISCUSS the image with the students. [Visual Thinking Strategies](#) suggests three simple questions that can be used to explore images:

- » *What’s going on in this picture?*
- » *What makes you say that?*
- » *What else can we find?*

READ the poem to the class and have the students share their ideas on what it’s about.

EXPLAIN that the poem and artwork are based on events that happened around 250 years ago and that the poem is told from the point of view of a dog. The dog belongs to Pawa (also known as Paoa), an important ancestor, explorer, and chief of the *Horouta* waka, but the dog also symbolises the people who lived in the Tūranganui-a-Kiwi/Gisborne area at the time.

DISCUSS the title of the poem. If necessary, explain that having a “sixth sense” is the ability to see into the future and is often associated with someone warning people about unexpected trouble or danger.

- » *Why might the dog be sensing danger?*
- » *What can the dog “see” in the future?*

DISCUSS the phrase “te ao hurihuri”, which can be understood as “the turning world”, “the ever-changing world”, “the modern world”, and “the world of today”.

PREDICT what changes might be about to happen.

REFLECT AND RESPOND: Ask the students to think about a time when they were going to meet someone they didn’t know.

- » *How did you feel? Were you unsure?*
- » *What would have made the meeting between the two groups in the poem difficult?*
- » *What positive things could have come from the meeting?*

Have the students return to the inquiry questions and consider what they have learnt, how their perspectives have changed, and the stories or perspectives that are missing. If they started a KWLQ chart, have them add to this.

Tupaia, a man of mana

Tupaia's skills as a diplomat and communicator played a key role in interactions between Māori and the crew of the *Endeavour*.



BIG IDEA

Colonisation and its consequences have been central to our history for the past 200 years and continue to influence all aspects of New Zealand society.

DO Inquiry practices

The activities and prompts suggested below call on and help develop the critical inquiry practices.

READ the first two pages and use the map on pages 18 and 19 to identify where Tupaia came from (Rā'iātea). Emphasise the expanse of ocean that separates Tahiti and Aotearoa.

EXPLAIN that while Tupaia's contribution to Cook's journey has often been overlooked in our national storytelling, he is remembered in Māori oral histories and remains a key figure in the history of Aotearoa.

A prophecy fulfilled

READ pages 20 to 21.

WATCH the short animated film "The Prophecy" on this [Te Papa webpage](#). Note that the film includes scenes of people being shot. Please assess its suitability for your students before using it.

DISCUSS the story this film is telling.

- » *Who is telling the story?*
- » *What do you already know about these events?*
- » *What questions do you have?*

MAKE CONNECTIONS between Vaita's prophecy about the arrival of a different kind of people ("Tupaia: Master Navigator", page 17) and the title of Apirana Taylor's poem ("Sixth Sense").

READ the first two paragraphs on page 22.

- » *How might things have been different if Cook had taken Tupaia with him the first time he went ashore?*
- » *Why were local iwi able to understand Tupaia?*

READ page 23. Emphasise that many Māori recognised

Tupaia as a person of great mana.

DISCUSS what the interactions between Tupaia and local iwi might have been like.

- » *What might Tupaia and local iwi have discussed?*
- » *Why has knowledge of this been lost to us?*

ROLE PLAY what those conversations might have been.

WATCH [Land of Voyagers: Tupaia: Master Navigator](#) and [Land of Voyagers: Tupaia and the Endeavour](#).

DISCUSS what the videos tell us about Tupaia.

- » *What attributes and skills do the people in the videos say Tupaia had?*
- » *Why might local iwi have regarded Tupaia as the Endeavour's chief?*

Recognition of Tupaia's mana

SHOW the students this [photograph](#) of the korowai given to Tupaia. Explain that rangatira only gave korowai like this to a person they considered an equal. It showed that an important relationship had been formed, one that would continue to grow over time. The korowai is now in a museum in Oxford, England, gifted by Joseph Banks. Historians think that the gifts Māori gave Tupaia probably passed into Banks's hands after Tupaia died.

COMPARE AND CONTRAST the way that Māori treated Tupaia and the way the crew of the *Endeavour* treated him once they decided he was no longer of use (see page 25 of "Tupaia: Master Navigator").

- » *How did you feel when you read about this?*

REFLECT AND RESPOND: Have the students reflect on how their thinking changed as they learnt more about Tupaia and the first encounters between Māori and the *Endeavour's* crew.

- » *What new perspectives have you learnt?*
- » *What Māori sources are being considered?*
- » *What stories are still missing? Why?*

EXPLAIN:

- » that "Tupaia: Master Navigator" was published in 2019 to commemorate the 250th anniversary of the arrival of the *Endeavour* (Tuia 250).
- » that recognition of Tupaia's mana was an important part of a range of other Tuia 250 events and publications.
- » that the story of Tupaia has not been prominent in our national storytelling, although his memory has been kept alive in Māori oral traditions.

DISCUSS why it is that aside from Māori oral history, the story of Tupaia isn't well known.

- » *Why are some stories celebrated more than others? Who decides?*
- » *What are the consequences when important stories are not shared or well known?*

See page 5 of this resource for information about the School Journal series and for short biographies of the authors of featured texts.

- » *What role did Tupaia play in shaping the history of Aotearoa New Zealand?*
- » *Why is it important for all New Zealanders to recognise this role?*

The students could make a digital recording to share what they have learnt, using questions the class writes. If they started a KWLQ chart, have them add to this.

Exploring sources

Asking questions about who is telling a story and why provides a fuller understanding of how we remember the past.



DO Inquiry practices Identifying and critiquing sources and perspectives.

The School Journal Series

DISCUSS the School Journal as a source of information.

EXPLAIN that the School Journal is a Ministry of Education resource for students in years 4–8. One of its key purposes is to ensure that tamariki can read material written by and for New Zealanders.

Te Takanga o te Wā provides examples of questions that students can ask about texts they read, such as:

- » *What does the source say?*
- » *What information does it provide?*
- » *Who created the source and why?*
- » *Who was the source created for?*
- » *Whose perspectives are shared in this source?*

PROVIDE information about the authors or have the students research the authors themselves.

DISCUSS what the authors bring to the text.

- » *Why were these authors chosen to write these texts?*
- » *What skills or viewpoints do they bring to the subject?*
- » *Why would the author want to write about this topic?*

REFLECT AND RESPOND:

- » *These texts helped you to learn about voyages across the Pacific. What else would you like to know?*
- » *Where could you go to find out?*

About the Authors



JEFF EVANS

Jeff is a writer and photographer from Auckland. He has written several books about waka and the navigation skills of the first Polynesian voyagers.

(photo copyright © Jeff Evans)



DAMON SALESA

Damon teaches Pacific Studies at Auckland University. He was the first person of Pacific descent to be a Rhodes Scholar at Oxford University. He believes historians help us to understand how we became who we are.

(photo copyright © Damon Salesa)



APIRANA TAYLOR

Apirana is of Māori (Ngāti Porou, Ngāti Ruanui, Te Whānau a Apanui) and Pākehā descent. He has been described as a “seer and shapeshifter, poet and warrior” and a powerful voice among Māori writers.

(photo copyright © Apirana Taylor)



HANAHIVA ROSE

Hanahiva is an art historian and a writer from the islands of Rā'iātea and Huahine and the people of Te Atiawa and Ngāi Tahu.

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Making Connections to the Local Curriculum

DISCUSS the fact that stories about Tupaia and other Polynesian explorers are just some of many that haven't been given the recognition they deserve in our shared storytelling about Aotearoa New Zealand.

EXPLAIN that this is a time of great change for Aotearoa New Zealand as, together, we learn more about our past. Learning about and sharing stories that have been ignored or overlooked is an important part of the process.

EXPLORE stories about voyaging and migration that relate to your own region.

INVESTIGATE the Māori history of your rohe and explore new ways to make these stories known in your school and the wider community.

For guidance on exploring the Māori history of your rohe, see pages 3–4 of [Te Takanga o te Wā - Māori history guidelines for years 1–8](#) and [ANZ local curriculum guide](#).

BACKGROUND INFORMATION FOR TEACHERS

- » For more information on Polynesian navigation, see the [Land of Voyagers website](#).
- » For more information about exploring first encounters, see [Social Studies Online Tuia Mātauranga First Encounters webpage](#). See in particular the [First Encounters Teaching and Learning guide](#).
- » For more information about Tupaia, see this [Tairāwhiti Museum biography](#). See also [Artefact Series One Episode 3](#).
- » For more information about the Horouta waka, see this Tupapa item [Horouta](#).

LINKS TO OTHER RESOURCES

- » [The Past Beneath Our Feet School Journal Level 3 May 2016](#)
- » [A Hoe! School Journal Level 2 June 2018](#)