

# Nelly in Aotearoa: Te Tiriti o Waitangi

**Nelly the kuaka | godwit travels to Aotearoa New Zealand. Her first stop is the Treaty grounds at Waitangi. This is where years 1-3 students meet Nelly for the first time. In four episodes, especially developed for years 1-3 learners, Nelly explores different aspects of Aotearoa New Zealand's histories. Teaching support material links each video to your classroom context.**



The Aotearoa New Zealand's histories context of Tino rangatiratanga me te kāwanatanga | Government and organisation focuses on the history of authority and control and contests over them. At the heart of these contests are the authorities guaranteed by Te Tiriti o Waitangi | The Treaty of Waitangi.

These areas are reflected in the video: Nelly in Aotearoa - Te Tiriti o Waitangi. This video can be used as a hook to introduce ākongā in years 1-3 to the signing of Te Tiriti o Waitangi | The Treaty of Waitangi.

The activities in these teaching support materials offer rich learning experiences related to Tino rangatiratanga me te kāwanatanga | Government and organisation, and the big ideas and inquiry practices for years 1-3. They are arranged in sections - Activating prior knowledge, Inquiry, and Using learning to create.

Select from and adapt these activities to suit the learning needs of ākongā. Look for ways to make meaningful connections with critical local histories.

## Understand Big ideas

Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

## Know Contexts

Waitangi Day marks the significance of the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi to Aotearoa New Zealand. We recall what happened at Waitangi at the time of the signing and who was there. This helps us understand why we have a holiday.

## Do Inquiry practices

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently
- use historical sources with deliberate attention to mātauranga Māori to help answer my questions about the past
- make observations about how people have acted in the past and how they act today.

## 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

the learning that matters

## Key questions in the curriculum document

- Why is February 6 called Waitangi Day?
- How does the community acknowledge the significance of 6 February 1840?
- What do we know about the people who were at Waitangi around the time of signing?



## Learning experiences

Explore examples of:

- the range of people present on 6 February 1840 – groups of Māori from throughout the north, missionaries, Pākehā settlers, women and children, and some notable public figures: Hōne Heke, Tāmāti Wāka Nene, Eruera Maihi Patuone, Iwikau Te Heuheu from Ngāti Tūwharetoa, Lieutenant Governor Hobson, James Busby, Henry and Edward Williams, William Colenso, and Bishop Pompallier
- other places in Aotearoa New Zealand where the nine separate sheets of Te Tiriti were signed – the two versions were taken around Aotearoa. More than 500 chiefs, including some women, signed. Not all Māori chiefs signed.



## Nelly in Aotearoa – Te Tiriti o Waitangi

The animated film [Nelly in Aotearoa – Te Tiriti o Waitangi](#) introduces ākonga to a kuaka | godwit called Nelly who is visiting Aotearoa New Zealand for the first time. Nelly begins her visit in Waitangi, where Kahurangi, a friendly local, fills her in on local history and the signing of Te Tiriti o Waitangi | The Treaty of Waitangi.

The video can be used to introduce or clarify vocabulary and concepts that will be useful as ākonga explore the context of Waitangi Day, for example, *treaty, agreement, tangata whenua, rangatira, public holiday, commemorate*.

Introduce the video by explaining that Nelly is a bird who has just completed a long journey. Before watching the film, ask ākonga to notice where Nelly begins her visit to a new country. How quickly can they identify the country and the place? How do they know?

Encourage ākonga to make connections with places or the events described in the video.



### After watching the video ask:

- Where did the story take place?
- Why do you think Kahurangi says this is a great place for Nelly to start her Aotearoa adventure?
- What kind of bird is Nelly? What do you know about these birds?
- What information in the video did you already know? What was new learning?
- What questions do you have?

### Rewatch the video and choose when to pause and discuss, according to the interests and needs of your ākonga, for example:

#### ⏮ 0:45

- Where has Nelly flown from?
- Find Alaska on a map or globe and work out how she might fly here

#### ⏮ 1:30

- Why are Māori called tangata whenua, the people of this land? How does this name show the special relationship Māori have with Aotearoa New Zealand?
- Why do you think other people might have wanted to live here?

#### ⏮ 2:20

- What is a treaty?
- Why is this treaty important?

II 2:50

(for students with a good level of prior knowledge)

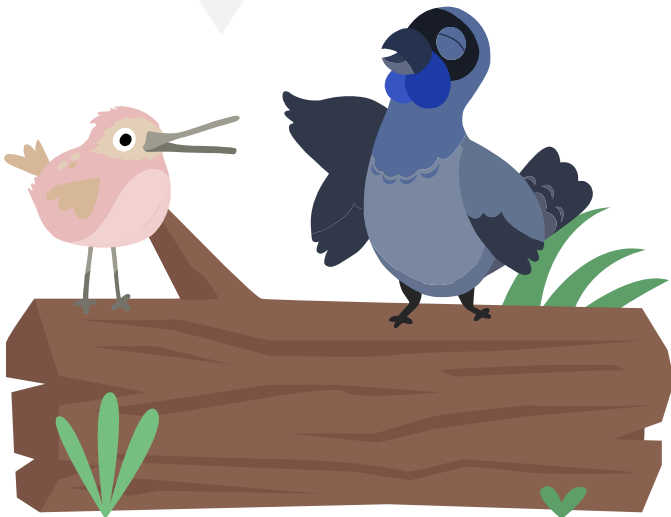
- Why do you think the English and te Reo versions don't say exactly the same thing?
- Why does this matter?

II 3:35

- Where is your area on the map?
- What do the dots on the map mean? Does our area have one?
- Why do you think the dots are different sizes?
- Why do you think some places don't have dots?

II 3:45

- Do you agree or disagree with Nelly that it is unfair that some rangatira didn't get a chance to sign? Why do you think that?



Key points in the video include:

- A treaty is a written agreement between two or more countries. It is binding, which means the groups that sign have to follow the agreement unless all countries that signed it agree not to.
- Te Tiriti o Waitangi | The Treaty of Waitangi is a treaty between Māori rangatira and the British Crown.
- Te Tiriti o Waitangi | The Treaty of Waitangi is written in te reo Māori and English. The te reo version of the treaty and the English version of the treaty say different things. The vast majority of rangatira signed the version in te reo Māori.
- Not all iwi or hapū signed Te Tiriti o Waitangi | The Treaty of Waitangi.
- Te Tiriti o Waitangi | The Treaty of Waitangi is significant because it set out guidelines for a relationship between Māori and the British.
- The treaty was first discussed and signed at Waitangi in Northland. After this, it was taken around Aotearoa New Zealand, although not to all parts of the country.
- At each signing, there was a lot of debate. Some rangatira chose to sign, others did not.

You may like to return to the video at the end of the inquiry to reflect on what ākonga have learned about Te Tiriti o Waitangi | The Treaty of Waitangi. For example:

- What else could you tell Nelly about Te Tiriti o Waitangi | The Treaty of Waitangi?
- How has your understanding of Te Tiriti o Waitangi | The Treaty of Waitangi changed?
- What does Te Tiriti o Waitangi | The Treaty of Waitangi mean for our school and community?



Activating prior knowledge

The following activities can be used to find out what ākonga already know and build initial knowledge.

Waitangi celebrations

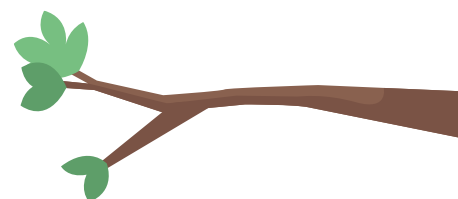
If it is close to the start of the school year, show ākonga some images of Waitangi celebrations in your rohe or in Waitangi. Ask ākonga to share their understanding about what Waitangi Day commemorates and why it is an important day in Aotearoa New Zealand.

Where is Waitangi?

Look at a map of Aotearoa New Zealand and ask or support ākonga to identify their region. Show ākonga

where Waitangi is and have them draw a line between their region and Northland. Discuss what they notice about the location of Waitangi.

Draw out that Waitangi is not close to any major cities and explore what may have made it a significant location at the time that the treaty was signed. Examples include the warm climate, access to wai and kaimoana, and a large harbour for transport and trade.





The NZ Archaeological Association website [What can we learn from ArchSite?](#) provides a range of useful map images. Scroll down to see a map showing pā sites and show this to ākonga, discussing the patterns they can see in terms of where pā sites tended to be located.

### Building key vocabulary and concepts

Create a word wall and invite ākonga to write down words related to Te Tiriti o Waitangi | The Treaty of Waitangi. Create a wonder wall and write down things ākonga wonder about Te Tiriti o Waitangi | The Treaty of Waitangi.



## Inquiry

The following activities can be used to explore the significance of Waitangi Day and the initial signing of Te Tiriti o Waitangi | The Treaty of Waitangi in 1840.

### Potential inquiry questions

- Why is Waitangi Day significant for Aotearoa?
- How is Waitangi Day commemorated in our rohe?
- How can an agreement help two groups of people work well together? What can we do when an agreement isn't working?

### Historical documents

[Do 2] In this activity, ākonga use the *Waitangi Sheet* as a historical source to answer their questions about Te Tiriti o Waitangi | The Treaty of Waitangi.

Show ākonga the Waitangi Sheet link on this [NZHistory Treaty signatories and signing locations](#) webpage<sup>1</sup>. Explain that each of the nine treaty documents has its own name, generally based on where it was signed. One sheet is named after the boat that was used to transport it, and one is named 'The Printed Sheet'. Refer to the wonder wall and identify any wonderings about Te Tiriti o Waitangi | The Treaty of Waitangi that relate to the sheets.

**Show ākonga a zoomed-out image of the Waitangi sheet to explore its shape.**

**Ask:**

- What do you notice?
- What do you think this could be?
- What does this remind you of?
- What colours and shapes can you see?

**Zoom in on the image to show the part of the document where people have signed.**

**Ask:**

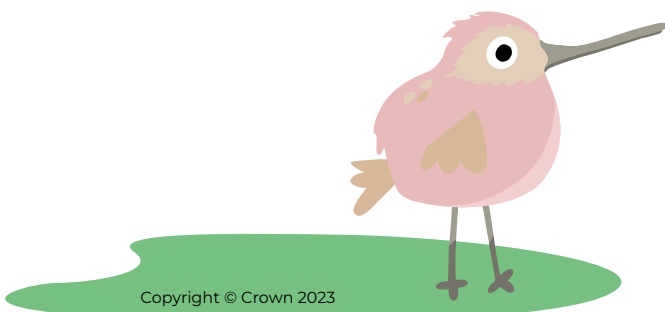
- What do you notice now?
- What new ideas do you have about what this could be?
- What does it remind you of?
- What colours and shapes can you see?

**Zoom in to focus on the writing, first on the treaty text at the top, then on the names and signatures below.**

**Ask:**

- What do you notice about the writing?
- How does the writing compare to the writing you see today?
- Does it look like the same person wrote all of it or do some parts look like different writing?
- Can you see any marks that don't look like writing? What do they remind you of? What do you think they might be?

Ākonga might like to take notes by drawing the images they see. This may help them see patterns or connections.



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<sup>1</sup>The original treaty sheets are on display at the National Library in Wellington as part of the He Tohu exhibition.

**Zoom in so you can see a name with an image beside it.**

**Ask:**

- What do you notice about the writing now?
- What do you think the drawing is now?

Explain that this is just one of nine sheets that together make up Te Tiriti o Waitangi | The Treaty of Waitangi. It is called the Waitangi sheet because it was first signed at Waitangi on February 6.

Discuss what a signature is and ways that they are used today. Explain that the signatures on the Waitangi sheet are almost all signatures of rangatira. Some chose to sign with their written name, while others used a symbol for their signature. Some of these symbols represent their moko.

Explain that at the time that Te Tiriti o Waitangi | The Treaty of Waitangi was signed, reading and writing were relatively new in Aotearoa New Zealand. It was more common to share ideas through talking than writing.

Discuss the unusual shape of the Waitangi sheet and ask ākonga what might have happened to it. Explain that it was nibbled by rodents when it was stored in the basement of Government House. Contrast this lack of care with the way the documents are now looked after, using this National Library description of [He whakapapa kōrero: The document room](#).



**Tableau**

*[Do 1] In this activity ākonga retell a story from the past by creating freeze-frame scenes in order to build their understanding of what happened at Waitangi at the time of signing.*

Explore key events leading up to the signing of Te Tiriti o Waitangi | The Treaty of Waitangi, for example:

- February 4, 1840: the treaty was translated and written in te reo Māori overnight.
- February 5, 1840: the treaty was debated at Waitangi. Early in the day, waka carrying 30 or more people began arriving from all directions. Settlers' boats arrived as well. A large tent made from ships' sails was set up. The treaty was debated for about five hours, and the discussion amongst rangatira continued late into the night.
- February 6: Bishop Pompallier asks for religious freedom to be part of the agreement. Around 40 rangatira signed the treaty.

Ask ākonga to work in groups to create tableaux (freeze frame scenes) of different events.

**Remind ākonga how to do this in a way that is respectful and culturally appropriate.**

Take photographs of each scene then use them as the basis of a storyboard that ākonga can use to retell the story of events related to the signing of Te Tiriti o Waitangi | The Treaty of Waitangi.

**Artwork**

*[Do 2] In this activity, ākonga use a visual language text as a historical source in order to answer questions about the past.*

**Print out large copies of this Reconstruction of the signing of the Treaty of Waitangi, 1840 for the ākonga to analyse in small groups.**

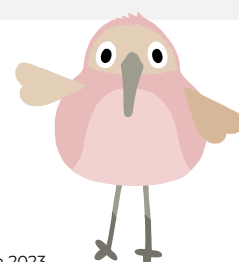
**Ask:**

What type of image is this, for example, is it a photo, a drawing, or a painting?

Give each group two L-shaped pieces of paper and show them how to create a window focusing on just one part of the image.

**Ask:**

- What do you notice in this part of the image?
- What might be happening in this part of the image? If there are any people, what do they look like? What are they doing?
- What does it remind you of?



Have ākonga repeat this process using a different section of the image, then set aside the L-shaped pieces of paper to look at the full image.

Ask ākonga to identify when the artwork was created, who by, and for what purpose. Point out that it was made 110 years after Te Tiriti o Waitangi | The Treaty of Waitangi was signed. Explain that when Te Tiriti o Waitangi | The Treaty of Waitangi was signed, there were no cameras in Aotearoa New Zealand.

Ask ākonga to share their ideas about what the artist might have based the image on. Explain that it is not completely accurate, for example, at the actual signing, there were women and children present. Discuss what assumptions the artist might have made when they chose to only show men in the painting – what does it tell us about who he thought had power?

Discuss the advantages and disadvantages of using a painting to learn about the past, rather than a photograph taken at the time, and the limitations of both.

## Picture books

*[Do 2] In this activity ākonga use two sources to help them answer the question: Who signed Te Tiriti o Waitangi | The Treaty of Waitangi? in order to build their knowledge of the groups of people who were at the signing on the day.*

Show ākonga pages 20–21 of Gavin Bishop's book *Aotearoa: The New Zealand Story* (Penguin Group (NZ) Puffin, 2017). This is freely available at local libraries if your school does not have a copy. Look at the way Gavin Bishop has drawn the images of people at the Treaty signing. Invite ākonga to create similar images, adding a name and a sentence about the person. Older students could use the information on the [NZHistory Ngā tohu – treaty signatories](#) webpage to find information about the relationships and connections between these people.



## Kōrero tuku iho

*[Do 2] In this activity ākonga use oral histories as historical sources to answer their questions about who did or didn't sign Te Tiriti o Waitangi | The Treaty of Waitangi in their area.*

Ask whānau whether they know whether their ancestors signed Te Tiriti o Waitangi | The Treaty of Waitangi or refused to sign. NZHistory provides information about the [Treaty signatories and signing locations](#).

If the school has an existing relationship with a community member with the necessary expertise and availability, invite them to talk to the class about how their tūpuna responded to Te Tiriti o Waitangi | The Treaty of Waitangi. Support ākonga to develop historical interview questions to ask that would help them develop an understanding of the tūpuna. For example, they could explore the big idea of power by asking how a particular tūpuna exercised their power as a rangatira to do what they thought was best for their people.

## Waiata

*[Do 2/3] In this activity ākonga use waiata as a historical source to understand how people can respond to Te Tiriti o Waitangi | The Treaty of Waitangi today.*

*Te Wairua o Waitangi* is a waiata about honouring te Tiriti o Waitangi. Learn the waiata with your ākonga and discuss ways that they can honour Te Tiriti o Waitangi | The Treaty of Waitangi by taking care of the environment and each other.

## History path

*[Do 1] In this activity, ākonga create a visual representation of time in order to get a sense of changes to the way Waitangi has been commemorated.*

### Discuss some important dates relating to Waitangi Day:

- 1840: Te Tiriti o Waitangi | The Treaty of Waitangi signed
- 1934: First celebrations at Waitangi on 6 Feb Waitangi Day
- 1960: Waitangi Day recognised as a national day
- 1974: Waitangi Day became a public holiday called New Zealand Day
- 1976: Name changed back to Waitangi Day
- Today: How their whānau or the community recognises Waitangi Day.

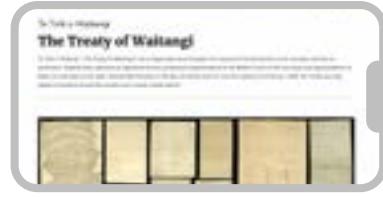
Use DigitalNZ to find images of Waitangi commemorations and place them on a timeline. Ākonga can draw pictures showing what they do on Waitangi Day and add these to the timeline. Talk about what has changed and stayed the same over time, and how the activities of today relate to the first signing of Te Tiriti o Waitangi | The Treaty of Waitangi.



## Create

The following activities provide ways that ākonga can consolidate, develop, and share their learning. Choose activities that suit the needs and interests of your ākonga.

- Discuss ways that the school can recognise the significance of Waitangi Day and create a plan for the next Waitangi Day.
- Create a video to help others learn about Waitangi Day.
- Identify whether a treaty signing took place in your rohe and, if so, who signed. Use this Archives New Zealand webpage, [The Treaty of Waitangi Te Tiriti o Waitangi](#), or this video [He Tohu: The voyages of te Tiriti o Waitangi](#) to find out whether Te Tiriti o Waitangi | The Treaty of Waitangi was signed in your rohe. If a signing took place, find out when and who signed, and as a class plan a way to commemorate this signing.
- Older ākonga could create a slideshow to share what they have learned. For example, if the treaty was signed in your rohe, you could set up a slideshow with a map of your region as the background. Ask ākonga to add a mark (or marks) to show the location of treaty signings. Show the ākonga how to duplicate slides, add extra lines to the new slide to show the journey of the sheet, and set the timings on the slides so they progress automatically. Ākonga could also add simple images and a brief biography of some of the people who signed or who chose not to sign.



## Related resources on [aotearoahistories.govt.nz](http://aotearoahistories.govt.nz)

### ANZH in action: Years 1-3 examples

These videos show teachers actively trialling elements of the new Aotearoa New Zealand's histories curriculum content in their classroom. Watch them demonstrate a range of teaching strategies and learning activities to bring the new histories curriculum content to life.

### A sense of place: Years 1-3

The relationships of individuals, groups, and communities with the land, water, and resources are reflected in the names of places and in the stories we tell about them. This resource shows how five texts from the School Journal series can be used to support learning in the context of tūrangawaewae me te kaitiakitanga through stories, names, whakairo (carvings), and pepeha.

### Teaching tips: Using historical images

Historical images, including photographs, drawings, paintings and cartoons, are useful resources to support teaching and learning about Aotearoa New Zealand's histories.

