

# Keeping Promises: The Treaty Settlement Process

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Year 8



## Overview

This TSM contains a wide range of information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide many opportunities for revisiting the text.

This article provides an accessible introduction to the Treaty settlement process. The content covers events from 1840, when the Treaty of Waitangi was signed, through to the present day. The material is organised into sections with brief, clear headings. It also includes a pop-up interview section with quotes from six Māori from different iwi who comment on the Treaty settlement process and what it has meant for them. The young sisters portrayed at the beginning of the article, who are great-great-great grand daughters of Mete Kīngi Te Rangi Paetahi (one of New Zealand's first Māori members of parliament), convey opinions and sentiments that younger readers in particular will relate to.

This article includes:


- an explanation of historical events
- text boxes with headings
- a selection of historical and contemporary photographs
- specific details of dates, people, and places to support the explanatory text.

A PDF of the text is available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

### Texts related by theme

“Te Tiriti o Waitangi” SJ L3 Aug 2017 | “Ngā Pakanga o Aotearoa: The New Zealand Wars” SJ L4 Nov 2014 | “Fallen Leaves” SJ L4 Nov 2016 | “Ngā Tātara kihi o Parihaka” SJ L4 May 2016 | “Te Kura Tuatahi: New Zealand’s First School” LSJ L4 Nov 2016

## Text characteristics from the year 8 reading standard



signed the Treaty were told that unless they decided otherwise, this situation wouldn't change. Māori were guaranteed tino rangatiratanga – absolute authority – over their land, villages, and taonga. But it didn't turn out that way.

Over the following decades, Māori became a poor people in a country filled with opportunity.

From the 1840s, chiefs were encouraged to sell their land to the government. This land, which was wanted for Pākehā settlement, was usually bought for a low price and resold to settlers for a profit. In some places, Māori resisted colonisation. They tried to hold on to their land

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas

### Settlement Process

Although the details of each Treaty settlement are different, the government always follows the same process to ensure that an agreement is reached.

1. Historical research to establish whether the promises made in the Treaty of Waitangi were kept or broken
2. Confirmation that the people the government is negotiating with have the support (or mandate) of their iwi or hapū
3. An “agreement in principle” (the first version of the settlement), which is discussed with the entire iwi or hapū
4. The signing of the final version of the settlement
5. The passing of a new law to confirm the settlement

non-continuous text structures and mixed text types

fact treaty promises were broken.

Kāi Tahu (also known as Ngāi Tahu), whose traditional territory covers much of the South Island, waited for many years while its claim was investigated by the Waitangi Tribunal. Evidence proved that between the 1840s and the 1860s, more than half the total land area of New Zealand had been bought from Kāi Tahu by the government and that these sales had breached the Treaty. In 1998, the Crown agreed to pay the iwi a settlement worth \$170 million. The package guaranteed Kāi Tahu the ownership of all the pounamu in the South Island and the right to harvest traditional foods. Mt Cook was renamed Aoraki/Mt Cook and returned to Kāi Tahu ownership.

▲ Te Arikiniui Dame Te Atairangiakaahu with Queen Elizabeth II at the signing of the Tainui settlement

sentences that vary in length, including long, complex sentences that contain a lot of information



▲ Crow gathered for a land court hearing in Whangarei, 1904

▲ A land court hearing in the Tairāwhiti province, Otiria, between 1900

▲ Māori's 'Waharoa' waiting for a land court hearing, 1904

▲ Map of New Zealand showing the locations of the Tairāwhiti province, the Bay of Plenty, and the Tairāwhiti province.

▲ Protest

By the beginning of the twentieth century, the government began to admit that it had always been fair to Māori. James Carroll, the Native Minister, said in 1906 that it was time to compensate those Māori who had lost land because of the Crown's actions. “We have reached that stage now when, I think, these matters should be settled, so as to clear our consciences.”

▲ Map of New Zealand showing the locations of the Tairāwhiti province, the Bay of Plenty, and the Tairāwhiti province.

illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content.




Reading standard: by the end of year 8

## VOCABULARY

- Possibly unfamiliar words and phrases, including “Treaty”, “fluent”, “optimistic”, “prosper”, “natural resources”, “absolute authority”, “settlers”, “colonisation”, “tension”, “rebellious”, “confiscation”, “the Crown”, “land court hearing”, “collectively”, “tribunal”, “honoured”, “claims”, “breaches”, “lodged”, “grievances”, “negotiate”, “agreed historical account”, “compensation”, “restore traditional rights”, “co-managed”, “half share”, “monarch”, “British Empire”, “governor”, “head of state”, “governor-general”, “authority of the British Monarch”, “confirmation”, “mandate”, “agreement in principle”, “policy”, “traditional territory”, “harvest”, “economy”, “deed”, “aspirations”, “grieve”
- Words with contextual meaning: “subjects”, “cabinet”
- Inclusion of te reo Māori, some with translation: “iwi”, “tino rangatiratanga”, “taonga”, “raupatu”, “hapū”, “te kōti tango whenua”, “pou whenua”, “pounamu”, “rūnanga”, “mahi”
- Expressions: “act in good faith”, “filled with opportunity”, “clear our consciences”, “stepping stone”, “wise heads”
- Place names: “Ōtaki”, “Kapiti Coast”, “Ahipara”, “Tamatekapua”, “Ōhinemutu”, “Rotorua”, “Tokaanu”, “Waitangi”, “Ninety Mile Beach”, “Waikato”, “Aoraki/Mt Cook”, “Wairoa”, “Tauranga”, “Taranaki”



## Possible supporting strategies

- Familiarise yourself with te reo Māori pronunciation for people, places, and concepts and be ready to support students.
- Create a chart to record topic-specific vocabulary, during and after reading. Discuss these words and phrases to ensure students understand the meaning.  
 You could use [Google Docs](#) to create a class chart for collaborative recording.
- After reading, explore the relationship between some of the words by creating [word maps](#) and [word clusters](#).
- Clarify the difference between “settlement” meaning resolution and “settlement” meaning the establishment of settlers.
- Remind students of useful strategies for making meaning of unfamiliar words, especially reading the words surrounding the unknown word to get context clues.
- Identify unfamiliar place names on a map of New Zealand.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

## SPECIFIC KNOWLEDGE REQUIRED

- Some knowledge of New Zealand history, particularly about colonisation
- Some knowledge of the Treaty of Waitangi (1840)
- Knowledge of Māori groupings of whānau, hapū, and iwi
- Some basic understanding of the concepts of equity and justice

## Possible supporting strategies

- Review what students already know about New Zealand history, including the New Zealand Wars and the Treaty of Waitangi.
- It may be necessary to support students' background knowledge about the Treaty and the settlement process by using other resources, such as Te Ara, video clips from old news stories, and other information from print and online resources. There may be people in your local community, including local iwi, who can provide information and relate personal experiences to support your students' knowledge and understanding.  
 Some useful online resources providing background information include: [Land Wars Timeline](#), [New Zealand Wars](#) (video), [The Treaty of Waitangi: An Introduction](#) (video), [Treaty2U](#), and [New Zealand History](#).
- Locate the significant events in the article and position them on a timeline.  
 A number of online Treaty timelines are available, for example, from [New Zealand History](#) or [Christchurch City Libraries](#).
- Prompt prior knowledge of Māori groupings.
- Provide opportunities for students to discuss the issues that are presented in the article. There is likely to be a range of experiences and perspectives. Be sensitive to the fact that the topic may give rise to emotional responses.

## TEXT FEATURES AND STRUCTURE

- A long article, broken into sections
- Each section of the text builds on the information in the previous section in a logical way
- Some competing information in text boxes
- A selection of photographs to support the information: gatherings for Land Court hearings, Māori land march, famous figures involved in the Treaty settlement process
- A two-page spread at the end, with short opinions

## Possible supporting strategies

- Before reading, prompt the students to discuss how the features of non-fiction texts help to guide our reading and understanding. In pairs, have them discuss which features they expect to find in this particular text.
- Skim and scan the article together, allowing for responses to different sections or features. *What was your eye drawn to first on this page?*
- Prompt the students to make use of the title and headings to identify the focus for each section and to predict what they will find in the text.
- This text may need several readings to deal with the amount of information and the complex issues.
- If necessary, support students to understand long sentences, or a section of text with several sentences, by breaking them up to attend to the content. *What is the information in the brackets telling us? What is the extra information between the commas? So what do we know now?*
- Have students work in pairs to read the short opinions and discuss them.



Sounds and Words

## Possible curriculum contexts

### ENGLISH (Reading)

Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

– Structure: Show an increasing understanding of text structures.

### ENGLISH (Writing)

Level 4 – Structure: Organise texts, using a range of appropriate structures.

### SOCIAL SCIENCES

Level 4 – Understand how formal and informal groups make decisions that impact on communities.

### Possible first reading purpose

- To gain an understanding of the Treaty of Waitangi and the settlement process.

### Possible subsequent reading purposes

- To identify the impact of the settlement process on individuals
- To identify the events and activities that led to the settlement process
- To identify the features and structure of historical non-fiction.

### Possible writing purposes

- To write a personal response to the concept of “*rautapu*” – the taking of land without right
- To research one of the historical figures mentioned in the article and write a biography of them
- To use the text as a model for communicating factual information effectively, making decisions about visual and written text.



The New Zealand Curriculum

# Instructional focus – Reading


**English** Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts; Structure: Show an increasing understanding of text structures.

**Social Sciences** Level 4 – Understand how formal and informal groups make decisions that impact on communities.

## First reading

- How you approach the first reading will depend on your students' prior knowledge about the Treaty of Waitangi and the Treaty settlements. Refer to the section "Text and language challenges" for suggestions to support students' background knowledge.
- Set the purpose for reading, then skim and scan the article together, prompting students to identify the purpose and the focus of the text.
- Prepare students by using the suggestions in the "Text and language challenges" section to discuss text structures and the main ideas.
- It may be appropriate to chunk the text and read it in sections or have the students read the introduction and then together pose questions to guide further reading. If necessary, you could spread the reading over more than one session.

## If the students require more scaffolding

- Lead a discussion to find out what students already know about the Treaty of Waitangi and subsequent processes. Ask the students if they have personal experience of benefiting from the Treaty process.
- Acknowledge that this is a lengthy text and can be read in sections; if necessary, decide on sections to focus on for first and subsequent readings.
- Remind students about useful strategies for understanding unknown words.
- Spend time unpacking the events covered in the text to ensure students understand the time frame and what was involved. Model how to make notes of key ideas as each section is explored.  
 You could use a [Google Doc](#) to do this.
- Consider using a graphic organiser such as a T-chart, Time-Order Chart, or Four-Column chart for notetaking. The type of chart you choose will depend on your reading purpose. See the [Education Place](#) website for templates.

**Subsequent readings** How you approach subsequent readings will depend on your reading purpose.

### The teacher

Direct the students to reread the opening page (about the two sisters) and the final double-page spread. Check for agreement of the content of these sections.

- *Much of the text has been historical. In the opening section and the last two pages, we hear about the impact on individuals who are living today.*

Use questions and wonderings to invite students to respond from their own perspective.

- *I wonder how many of us know much about our great-great-great-grandfathers?*
- *How have the sisters benefited from a Treaty settlement?*
- *What do the people interviewed have to say? Do they all have similar views?*
- *Do most people nowadays have the same optimism as Mete Kīngi Paetahi had – that Pākehā and Māori should both be able to prosper? Why? Why not?*

The students could work in pairs to complete a [split information transfer task](#) based on the information in the short opinions (an example is given at the end of this TSM). This activity will help students to notice the various viewpoints and to reuse the vocabulary. It will be particularly helpful for English language learners before discussion.

Prompt further critical thinking in discussion.

- *How do we feel if promises are broken?*
- *What does it mean to have equal opportunity?*

### The teacher

Model a timeline to record important events and activities. Encourage students to do further reading. (See "Texts related by theme" for suggestions.) They could add any additional information they find to their timeline.

### The students:

- reread the relevant sections and infer that the sisters have benefited from a Treaty settlement
- use their knowledge of sentence structure to identify the author's voice (first person) for each of the short opinions
- make connections between the quotes and what they have learnt about the settlement process
- evaluate the variety of responses
- discuss the difference between specific benefits for individuals, such as educational opportunities, and collective benefits for Māori
- pose their own questions about the impact of settlements on iwi in their local community
- think critically about the issues raised in relation to the experiences of Māori over the the past 150 years, and use information from this text and "Te Tiriti o Waitangi" (*School Journal*, Level 3, August 2017) to draw their own conclusions about what it means to have equal opportunity.

### The students:

- locate and evaluate specific information and make decisions about whether to include it on their timeline
- synthesise information between texts to offer interpretations of events in the past and actions taken in the settlement process.

## Subsequent readings (cont.)

### The teacher

Review the features and structure of this type of non-fiction article. Support the students to identify these in the article. For example:

- *How do the information boxes support your understanding of the settlement process?*
- *What information did they provide that you didn't already know?*
- *What information do you get from the short opinions that you can't get from the rest of the text?*

### The students:

- identify the range of features and structures in the article, including photographs, captions, the use of colour and positioning on a page, short opinions, non-continuous text, text boxes, competing information, paragraphs, linking sentences, complex sentences, inclusion of te reo Māori, names of people and places, historical facts, headings, maps, and numbering
- explain how these features support their understanding of the settlement process.

### GIVE FEEDBACK

- *Great! To answer that question you had to connect information from two different articles. This is really good skill for you to develop further as we read more articles like this.*

### METACOGNITION

- *How did your response to the individuals' comments help you to understand the importance of Treaty settlements?*



Reading standard: by the end of year 8



The Literacy Learning Progressions



Assessment Resource Banks

# Instructional focus – Writing

English Level 4 – Structure: Organise texts, using a range of appropriate structures.

## Text excerpts from “Keeping Promises: The Treaty Settlement Process”

## Examples of text characteristics

## Teacher (possible deliberate acts of teaching)

Page 27

As the Pākehā population continued to grow, the demand for land increased. Eventually the situation erupted into conflict. From 1845 to 1872, Māori and the British fought a series of battles known as the New Zealand Wars.

### LANGUAGE OF EXPLANATION

*Explanation texts usually have a logical sequence, with words to indicate a time sequence.*

*Some background explanation is often included in historical information texts.*

Explain how the features of information texts usually include description and explanation to support the facts.

Have the students review a factual information piece they have written to identify its purpose.

- Have you provided your reader with any background information?
- Does the background include description?
- How have you explained the process you are talking about?

Direct students to the text and respond to the layout of the information on the page. Discuss the use of text boxes with headings.

- How does the coloured text box explaining the settlement process make the main text easier to understand?
- Can you choose an explanatory part of your factual text that might be better if it were separate?

Page 34

I think the Treaty settlement process has been a positive step for Māori, especially the hope it's given for the future of te reo Māori. Kāi Tahu have greatly benefited, being one of the first iwi to settle. It's meant I've received help to pay for tutoring. A Treaty settlement also means I can apply for Kāi Tahu scholarships to study at university.


### INTERVIEWS AND QUOTATIONS

*Sometimes a writer has access to direct quotations from individuals through interviews.*

*When a writer selects authentic and relevant quotations, these can add accurate and reliable details to the factual information in an article.*

Have students read the quotations on pages 34 and 35. Lead a discussion with students in response to the concept of “rautapu” – to take without any right. Provide examples to illustrate the concept and make links to the global issue of land being taken throughout history.

Have students interview one another, to record their perspective and opinion on the specific issue of Māori land being taken for Pākehā settlers.

**DIGITAL TOOLS**  The students could use recording devices and then transcribe parts of the interview and display these as short opinions.

Some English language learners would benefit from the use of a speaking frame before recording their opinion (for example, “I think land should/should not have been confiscated from Māori to give to Pākehā settlers because ...”).

Page 26

Philly and Maizy's mum says the girls' great-great-great-grandfather, Mete Kīngi Te Rangī Paetahi, would be pleased by this. He was one of New Zealand's first Māori members of parliament, elected in 1868.

Mete Kīngi was an optimistic man. He welcomed European settlement and saw no reason why Pākehā and Māori couldn't both prosper.


### CHARACTERS IN HISTORY

*Historical information texts often refer to figures from history, providing the reader with details of their lives and outlining the impact they may have had on history. Figures from recent history may be illustrated with actual photographs, which serve to add to the social history information.*

Prompt prior knowledge of writing to describe characters.

Provide other texts with information about the figures mentioned in the article. Have students select one of the people mentioned to research.

Clarify the criteria for writing a biography of an historical figure, for example, an opening statement to introduce the subject and why they are well known, dates linked to specific events, and text written in the third person and the past tense.

**DIGITAL TOOLS**  You could use a [Google Doc](#) to explain these features.

If some English language learners have difficulty using the correct verb, make a “cloze activity task” from this text. Give each student a copy of the text with all the verbs deleted and have them add a verb that makes sense in each gap. Accept any verbs that make sense and are grammatically correct.

### METACOGNITION

- Tell me how you went about interviewing your partner. Were you able to remain objective?

### GIVE FEEDBACK

- You've presented your final copy using text boxes, headings, and illustrations. The page looks good, and provides the reader with options of which sections they want to read first.

Writing standard: by the end of year 8

The Literacy Learning Progressions

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# Split information transfer task: “Keeping Promises: The Treaty Settlement Process” (School Journal Level 4, November 2017)

## STUDENT A

Aim: To share information with a partner to complete your table. (Your partner has all the missing information you need.)

### Instructions:

- Make sure that you each have the correct worksheet. (There is one for Student A and one for Student B.)
- Sit with a barrier between you so that you can't see each other's work.
- Student A asks Student B a question. (For example, “What is Tui's last name?”)
- Student B looks at their worksheet and finds the answer. (“Tui's last name is Harrington.”)
- Student A writes this information in the appropriate gap on their worksheet.
- Student B then asks Student A a question. (For example, “What iwi does Tui belong to?”)
- Take turns to ask questions until you have both completed your worksheets.
- Then, check your answers with each other.

Name	Iwi	How has the Treaty affected their iwi?  How has the Treaty settlement process benefited them personally?	What is their opinion on the Treaty process?
Tui _____	Kāi Tahu	Tui _____ all the money that she saves in her Whai Rawa _____ as her iwi matches all her savings, _____  She received a Ka Putea grant to pay for her university fees.	Positive. The Treaty settlement has allowed her iwi to create a _____ economy to _____ all their people.
Teneti Ririnui	Ngāti _____	He has learnt more about the _____ and why they are where they are today.	There is a challenge ahead in being able to use all the experience and knowledge gained to meet the aspirations of their people.
Matahana Tikao _____	Kāi Tahu, Ngāti Raukawa, _____	It has helped her to pay for tutors and she can apply for Kāi Tahu scholarships to study at university.	Positive. It has provided hope for the future of _____.
Reremoana Walker	Ngāti Porou	It _____ benefited him personally, but he _____ the loss of _____ to Pākehā.	Wisdom is now needed so that his iwi can manage their settlement funding so that it benefits all Māori in their rohe.
_____ Whiu	Ngā Puhī, _____	We have learnt more about _____.  His ancestors suffered and were _____ for _____ their _____. They _____ their land and their _____.  Because of these past experiences, some Māori today are at the bottom of our New Zealand society with nothing.	Positive. They are negotiating with the government to get back their land.  The Treaty settlement process helps us to learn who we are.
_____ Tamakehu	Haunui-a-Pāpārangi	It hasn't benefited him personally. He feels that the government in the past was unfair and just took all the land it wanted, no matter which side the Māori people fought on.	_____. Nothing can make up for _____ to Māori.

# Split information transfer task: “Keeping Promises: The Treaty Settlement Process” (School Journal Level 4 November, 2017)

## STUDENT B

Aim: To share information with a partner to complete your table. (Your partner has all the missing information you need.)

### Instructions:

- Make sure that you each have the correct worksheet. (There is one is for Student A and one for Student B.)
- Sit with a barrier between you so that you can't see each other's work.
- Student A asks Student B a question. (For example, “What is Tui's last name?”)
- Student B looks at their worksheet and finds the answer. (“Tui's last name is Harrington.”)
- Student A writes this information in the appropriate gap on their worksheet.
- Student B then asks Student A a question. (For example, “What iwi does Tui belong to?”)
- Take turns to ask questions until you have both completed your worksheets.
- Then, check your answers with each other.

Name	Iwi	How has the Treaty affected their iwi?  How has the Treaty settlement process benefited them personally?	What is their opinion on the Treaty process?
Tui Harrington	_____	Tui doubles all the money that she saves in her Whai Rawa savings scheme as her iwi matches all her savings, dollar for dollar.  She received a Ka Putea grant to _____ for her _____.	Positive. The _____ has allowed her iwi to create a strong economy to benefit all their _____.
_____ Ririnui	Ngāti Te Rangi	He has learnt more about the history of his people and why they are where they are today.	There is a _____ ahead in being able to use all the _____ and _____ gained to meet the _____ of their people.
Matahana _____ Calman	Kāi Tahu, Ngāti _____, Ngāti Toa	It has helped her to pay for _____ and she can apply for _____ to study at university.	Positive. It has provided hope for the future of te reo Māori.
Reremoana _____	Ngāti Porou	It hasn't benefited him personally, but he grieves the loss of Māori land to Pākehā.	_____ is now needed so that his iwi can manage their _____ so that it benefits all Māori in their rohe.
Hohaia _____	_____, Waikato-Tainui	We have learnt more about who we are.  His ancestors suffered and were killed for defending their own land. They lost their land and their language.  Because of these past experiences, some Māori today are at the bottom of our New Zealand society with nothing.	Positive. They are _____ with the government to _____ their land.  The Treaty settlement process helps us to learn _____.
Terence Tamakehu	Te Āti Haunui-a-_____	It hasn't benefited him personally. He feels that the government in the past was _____ and just took _____, no matter which _____ the Māori people _____ on.	Negative. Nothing can make up for what happened to Māori.