



*A Journey through*  
**THE WAIKATO WAR**



HERITAGE NEW ZEALAND  
POUHERE TAONGA

*A Journey through*  
**THE WAIKATO WAR**

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***A Journey through the Waikato War*** explores the landscape in which the historic events of the 1860s Waikato War took place. Considered to be the defining war of the New Zealand Wars, it began with the invasion of the Waikato by the British Army in 1863.

This journey looks at how the environmental, social, cultural and economic landscape influenced and was affected by the invasion of the Waikato basin, the land confiscations and the exile that was forced on its people.

Much of the currently available literature and learning resources relating to the Waikato War focus on the specific events and military engagements that took place from 1863 to 1864. The battles that were fought throughout the Waikato are a significant part of this country's heritage, but just as important is recognition of the places, activities and people that were a part of this landscape before the war, and the impacts and consequences of the battles and their aftermath on these communities. Acknowledging different voices and perspectives towards these events is an essential challenge.

The few New Zealanders that recognise names such as Rangiriri and O-Rakau generally associate these names with battle sites, however these were primarily places where life was lived and industry was engaged in, places of learning, cultivation, community and trade.

This resource explores the pre-war landscape as well as the events of the war itself, providing a picture of the richness of the environment and prosperity of the people that called the Waikato home. It looks at the impacts and consequences resulting from the war, which are still felt

today, and will continue to affect our communities in the future. Over 1 million acres of land was confiscated after this war creating massive dislocation for the Waikato people.

This resource also considers the motives of the Crown and the reasons behind them committing 12,000 troops to the war.

These places and stories are largely ignored by many New Zealanders. The learning resources that currently exist describe the sites, events, causes and consequences associated with the war, however few attempt to connect these things to the wider landscape, its people, history and contemporary setting.

Exploring the context and consequences of these events helps to illustrate the significance of the war in Waikato to all New Zealanders. By directly relating the historic landscape to the landscape of the 21st Century we can demonstrate the relevance of our history to today's students, and create awareness of how this heritage impacts on the world that they live in.

This approach aims to challenge students to interpret and understand how the Waikato War is of significance to them, encouraging them to develop their own perspective of its impact on their world and to consider what this means for the future. The challenge for teachers is to facilitate a journey that allows students to explore, acknowledge and reflect on their experiences, and to draw from them the meaning and significance of the Waikato War and how it will be remembered by future generations.

# Information for Teachers

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This resource is designed for secondary school teachers. It contains a range of activities and supporting resource material for the Curriculum Learning Areas; Social Studies, History, Geography, Arts and English.

The purpose of this document is to explore the landscape and heritage of the Waikato War, providing students with an understanding of the context in which the war took place, the motivations behind it, the scale of the war, and its consequences. There are many different perspectives towards the war, and students are encouraged to consider and interpret this heritage in their own way.

The approach is place-based, involving on site experiences in the locations where specific events took place. The resource structure follows a driving tour through the sites and provides two suggested itineraries for either a one day or two day tour. It is flexible allowing teachers to adapt and tailor the tour and activities to specific requirements. These activities utilise on-site interpretation where available, and have a strong focus on the landscape in which these events took place. It is recommended that you take a camera along with you, to photograph the sites, landscapes and other points of interest.

There are visits to eleven sites included in this resource. A map of the sites and suggested itineraries are outlined on pages 7 and 8. The itineraries follow a route from north to south, beginning in Auckland and ending in either Rangiriri or Pirongia. This can easily be adapted for groups travelling south to north. Alternatively individual sites can be visited and activities completed as standalone experiences.

The journey from north to south incorporates an audio driving tour on the Waikato War. This is played while driving between sites, connecting key themes, stories and landscapes. The audio driving tour is accessed at [www.thewaikatowar.co.nz](http://www.thewaikatowar.co.nz). It is recommended that bus, van or car transport is equipped to play the audio driving tour and that this is tested before departing on the trip.

Each site visited has its own section within the resource, which includes:

- brief overview of the activity content and learning objectives
- information for teachers including; preparation of resources required, site location, access and parking information, timing
- instructions for teachers to deliver activities
- questions for students to facilitate discussion
- a storyline of the events that relate to the site and activity, which can be used as a script for teachers on-site, for discussion during site visits, or as a resource for students back in the classroom

Basic driving instructions from site to site are included. If you are unfamiliar with the sites or routes it is recommended that you access maps and more detailed route information prior to departing. You will visit eleven sites of significance to the Waikato War, there are many more. The suggested itineraries included in this resource can be adapted to include visits to other locations throughout the Waikato.

There is a pre-trip classroom activity which explores the background to the wars and the context in which they occurred. Post-trip activities, recommended reading and references are also included.

The resource and activities are designed to enable teachers and students from different learning areas and levels to combine and undertake the driving tour together, followed by specific learning area activities that link to learning area achievement objectives. For example a driving tour group may combine students from Social Studies, History, and English. All students would experience the trip and participate in the activities. The experiences and knowledge gained would then be used as a context for specific Social Studies, History and English activities back in the classroom. Classroom activities and curriculum links are outlined on pages 57 to 61.

# Description

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The following description of the Waikato War is sourced from the New Zealand History Online website - <http://www.nzhistory.net.nz/war/war-in-waikato>

*After renewed fighting in Taranaki in early 1863, Governor George Grey turned his attention to the region he saw as the root of his problems with Māori: Waikato. This was the heartland of the anti-landselling King Movement or Kīngitanga. Grey vowed to 'dig around' the Kīngitanga until it fell.*

*On 11 July he issued an ultimatum to the 'chiefs of Waikato' to pledge allegiance to Queen Victoria. The following day – before Waikato Māori had even received this message – a force led by Lieutenant-General Duncan Cameron crossed the Mangatāwhiri stream, a tributary of the Waikato River near Mercer. This waterway marked the aukati – a line that should not be crossed – between the European settlement of Auckland and the lands under the mana (protection) of the Māori King. The key conflict of the New Zealand Wars had begun.*

*Construction of a military road into the Waikato had begun in January 1862. Grey used Kīngitanga involvement in the fighting in Taranaki and rumours of an imminent Māori attack on Auckland to ensure the backing of his British masters. Eventually available to him were 12,000 imperial troops as well as colonial soldiers and kūpapa Māori warriors, with the logistical support needed to sustain a lengthy campaign. The Kingite force of fewer than 5000 part-time warriors had to provide much of their own food and supplies.*

*By February 1864 the British forces had reached the Kīngitanga agricultural base at Rangiaowhia, near Te Awamutu. On the way they outflanked formidable modern pā at Meremere and Pāterangi and captured an equally formidable but under-manned pā at Rangiriri. The defeat at Ōrākau – 'Rewi's last stand' – in April 1864 brought the Waikato war to an end. The British made no attempt to cross the new aukati on the border of what is now known as the King Country. Instead they turned their attention to Tauranga and Bay of Plenty.*

# Significance

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The Waikato War occurred during a period of 30 years of conflict in Aotearoa New Zealand. They are usually referred to as the New Zealand Wars and consisted of many different battles in different regions, generally described as being fought between 1843 and 1872.

The Waikato War of 1863 to 1864 is said to be the defining war of the New Zealand Wars. Initiated by the invasion of the Waikato by the British Army, it was the largest and arguably the most important of the New Zealand Wars.

The scale of the war in Waikato was immense, involving the largest numbers of British soldiers of any of the New Zealand Wars. A total force of up to 12,000 British troops were engaged in the invasion of Waikato. The Kingitanga force was drawn from tribes from all over the North Island and is estimated at a total of up to 4,000.

The lands that were invaded and confiscated were rich in resources, supporting thriving settlements and flourishing economies. Maori made use of the variety and abundance of resources to sustain and support sizeable populations, develop horticulture and agriculture, and engage in seasonal food-gathering and extensive trading.

The impacts of the land confiscations resulting from the invasion were devastating for Waikato Maori. The war resulted in absolute destitution and famine, as the people of Waikato and their allies went from being very well off to living in exile, alienated from their lands, resources and the industries that supported their once prosperous and thriving communities. The displacement and the vacuums created by this exile had lasting consequences for the people of Waikato.

The war secured vast areas of the Waikato for European settlement. Most of this land was never returned to its previous owners. Since then repeated attempts were made to secure proper compensation for the loss of land. The Waikato Raupatu (Confiscation) Claim was settled in 1995, over 130 years after the war. The settlement provided compensation for the confiscations of the 1860s, however the amount covered only a fraction of the true valuation of the lands within the raupatu zone. The settlement included an apology from the Crown and acknowledgement that the confiscations were wrong and that the recognition of these grievances was overdue.

The Waikato War has had a lasting impact on the history and development of Aotearoa New Zealand, and in many places has left tangible evidence on the landscape.





# Suggested itineraries

All travel times are approximate and depend on traffic and transport type.

## ONE DAY TOUR - Auckland to Rangiriri return

Time	Site	Theme	Travel time to next site	Notes
8.00am – 8.45am	Jellicoe Park	Attack or Defence?	45 min	
9.30am – 10.00am	Queens Redoubt	Preparing for War	10 min	Toilets - Great South Rd, Pokeno
10.10am - 10.30am	Break – 20 min			
10.30am – 10.45am	Pioneer gun-turret	The Waikato Flotilla	15 min	Toilets – Riverbank Rd, Mercer
11.00am – 12.30pm	Whangamarino	Strategy & Artillery	10 min	
12.30 pm – 1.05pm	Lunch – 35 min			
1.15pm – 1.45pm	Meremere	Strategy & Artillery	20 min	
2.05pm – 3.35pm	Rangiriri Pa	The Decisive Battle	5 min	
3.40pm – 4.00pm	Te Wheoro's Redoubt	The Decisive Battle	2 min	
4.00pm – 4.30pm	Rangiriri Cemetery	Remembering Rangiriri	1 hr return to Auckland	
5.00pm	Arrive Auckland			
	The final three on-site activities for The Point at Ngaruawahia, O-Rakau Pa near Kihikihi and Alexandra Redoubt in Pirongia, can be adapted to classroom activities. It is recommended that these are done after your trip to provide students with an understanding of the impacts and consequences of the war.			

## TWO DAY TOUR - Auckland to Pirongia return

Time	Site	Theme	Travel time to next site	Notes
8.00am – 8.45am	Jellicoe Park	Attack or Defence?	45 min	
9.30am – 10.00am	Queens Redoubt	Preparing for War	10 min	Toilets - Great South Rd, Pokeno
10.10am - 10.30am	Break – 20 min			
10.25am – 10.45am	Pioneer gun-turret	The Waikato Flotilla	15 min	Toilets – Riverbank Rd & Roose Rd, Mercer
11.00am – 12.30am	Whangamarino	Strategy & Artillery	10 min	
12.30 pm – 1.05pm	Lunch – 35 min			
1.15pm – 1.45pm	Meremere	Strategy & Artillery	20 min	
2.05pm – 3.35pm	Rangiriri Pa	The Decisive Battle	5 min	
3.40pm – 4.00pm	Te Wheoro's Redoubt	The Decisive Battle	2 min	
4.00pm – 4.30pm	Rangiriri Cemetery	Remembering Rangiriri	45 min	
Stay overnight				
9.00am – 9.30pm	The Point	Kingitanga	1 hr	Toilets – Great South Rd & Martin St, Ngaruawahia
10.30am – 11.00am	O-Rakau	Rewi's Last Stand	30 min	
11.30am – 12.00pm	Alexandra Redoubt	Raupatu	2 hrs return to Auckland	Toilets – Franklin St, Pirongia
2.00pm	Arrive Auckland			

# Pre-trip classroom activity

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## **BACKGROUND TO THE WAR**

Begin with a classroom activity exploring the background to the Waikato War. It is recommended that this activity is completed in class prior to the start of the driving tour. The activity explores four themes and their influence on the possible causes and motivations behind the war in the Waikato.

Divide the group into teams of 4 to 8 students and give each group one of the following pages exploring either:

- Land
- Kingitanga
- Government
- Economy

Once they have completed their investigation each team presents its findings back to the whole group, followed by a discussion of the interrelationships and connections between the four themes explored.

Alternatively each group can complete the investigation on all four themes, followed by full group discussion of their findings.

# Land

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Waikato River, near Taupiri, c.1880, photographed by Burton Brothers. Alexander Turnbull Library: F-78345-1/2

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**READ** the story below

**RESEARCH** answers to the questions, using the references provided

**WRITE** your own conclusions based on what you've read

**PRESENT** and **DISCUSS** your conclusions

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In the early 1860s most of the North Island remained under Maori control. For Maori and Pakeha land ownership was the most important political issue during the 19th century.

The dramatic increase in the European population from 1840 to the 1850s put the government under pressure to acquire vast amounts of land from Maori for settler expansion. In 1840 there were approximately 2,000 European residents in Aotearoa, while the Maori population is estimated to be between 70,000 to 90,000. By the late 1850s rapid European settlement led to Pakeha outnumbering Maori for the first time. By the end of the 1860s Maori were a minority in their own land, being just one in five of the total population of 300,000.

At first early European settlements struggled, as many of the original sites selected for settlement had poor soil

fertility. The best land remained in Maori ownership, and turning heavy bush country into farmland was expensive and time consuming.

During this time Maori farmers prospered, particularly in the Waikato, Bay of Plenty and around Auckland. They provided much of the food that the settler population of Auckland depended on.

Maori became increasingly concerned about the pressure to sell their land to the Crown for Pakeha settlement. Resistance to selling land became more unified, in particular due to the establishment of the Kingitanga.

From the government's perspective the territory under the authority of the Maori King was the key to opening up the North Island for European farmer settlers.

**QUESTIONS**

*How did Maori and European concepts of land ownership differ?*

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*What were the consequences of these differences in understanding?*

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*Why were European settlers so eager to be independent landowners and farmers?*

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*How did Maori respond to increasing pressure to sell their land?*

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**REFERENCES**

- <http://www.teara.govt.nz/en/land-ownership/1>
- <http://www.teara.govt.nz/en/land-ownership/2>
- <http://www.nzhistory.net.nz/politics/the-maori-king-movement/the-land-issue>

**CONCLUSIONS**

*Summarise why land ownership was the most important political issue in Aotearoa in the 19th century – for Maori and for Europeans.*

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# Kingitanga



Tukaroto Matutaera Potatau Te Wherowhero Tawhiao, the second Maori King, c.1880, GM Preston Collection. Alexander Turnbull Library: PA1-o-423-11-6

**READ** the story below

**RESEARCH** answers to the questions, using the references provided

**WRITE** your own conclusions based on what you've read

**PRESENT** and **DISCUSS** your conclusions

During the 1850s rapid European population growth was putting pressure on Maori to sell land.

Some chiefs realised that Maori would need to unite to maintain their land, customs and mana. Tribes from all over the country discussed the notion of appointing a King.

In 1857, at Paetai south of Rangiriri in the Waikato, Potatau Te Wherowhero, of Ngati Mahuta, agreed to become King. He was crowned at Ngaruawahia in 1858. Following his death Te Wherowhero's son Tawhiao became King in 1860, leading the movement through the time of the Waikato War.

Supporters of the Kingitanga hoped to keep their lands united by resisting the pressure of selling land. These lands became the territory under the authority of the Maori King.

A boundary was set at the Mangatawhiri River, separating the area under the Kings authority from that of the Governor. This boundary was known as the aukati.

Te Wherowhero did not regard the Kingitanga as being in opposition to the sovereignty of Queen Victoria and wanted to work cooperatively with the government. Likewise many supporters of the Kingitanga considered themselves loyal subjects of Queen Victoria and believed that Maori and British laws could coexist and that the mana of both monarchs could be complimentary. To Maori, the Kingitanga was for Maori, not against Europeans.

Wiremu Tamihana wrote:

"I do not desire to cast the Queen from this island, but from my piece. I am the person to overlook my piece".

The government disagreed, opposing the Kingitanga and interpreting it as a direct challenge to the authority of the Crown. The resistance to selling land was seen as a threat to European settlement and the government set out to destroy the movement.

**QUESTIONS**

*What advantages did Maori seek to achieve by uniting under a monarch?*

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*What were some of the important factors considered in selecting a king?*

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*For what purpose did Potatau Te Wherowhero set a boundary – the aukati?*

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*In the 1800s how was the Kingitanga perceived by the government and why?*

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**REFERENCES**

<http://www.nzhistory.net.nz/politics/the-maori-king-movement/in-search-of-a-king>  
<http://www.nzhistory.net.nz/politics/the-maori-king-movement/potatau-te-herowhero>  
<http://www.nzhistory.net.nz/politics/the-maori-king-movement/challenge-to-european-authority>

**CONCLUSIONS**

*Summarise the events that led to the creation of the Kingitanga. Explain what it set out to achieve, and what it didn't.*

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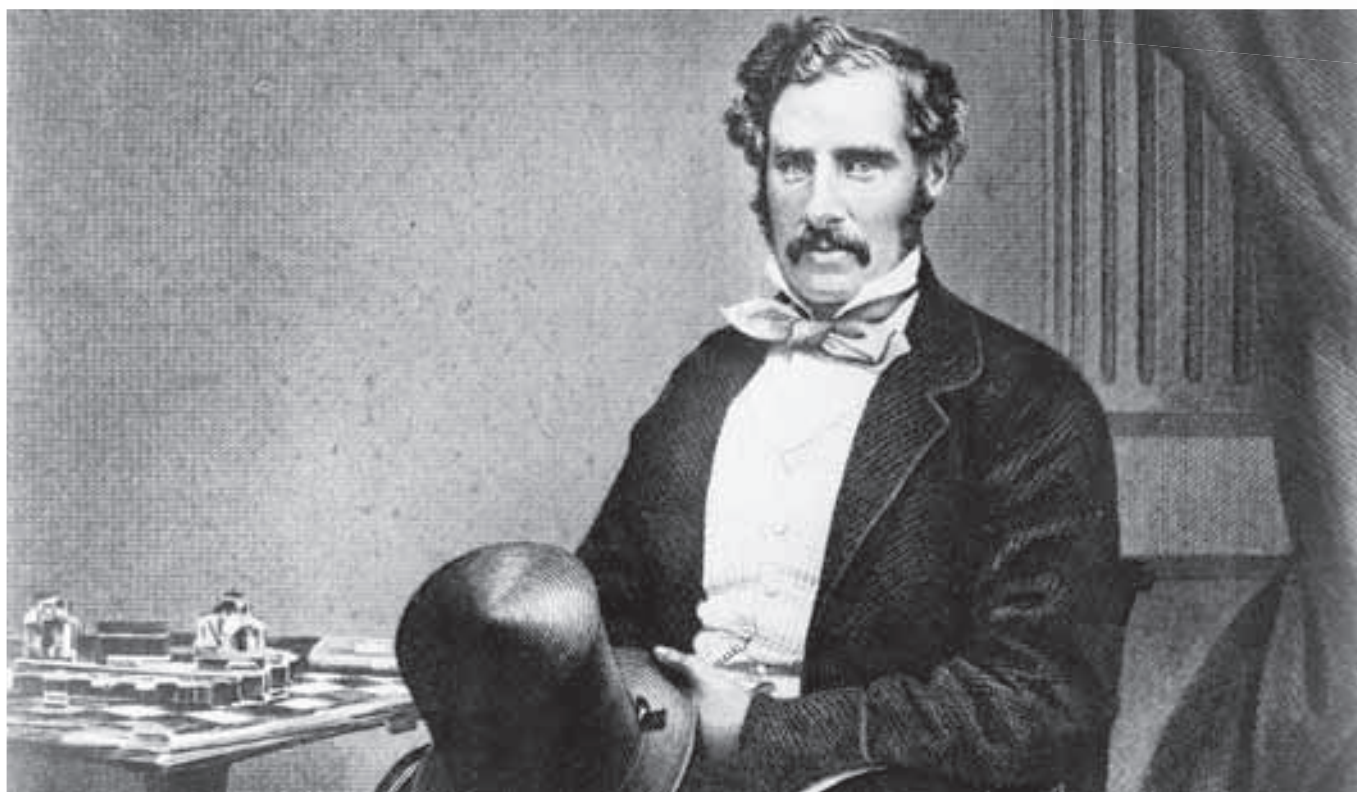
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# Government



Sir George Grey, c.1861, by William Wolfe Alais, Schmidt Collection. Alexander Turnbull Library: NON-ATL-0004

**READ** the story below

**RESEARCH** answers to the questions, using the references provided

**WRITE** your own conclusions based on what you've read

**PRESENT** and **DISCUSS** your conclusions

For Maori and Pakeha land ownership was the most important political issue in Aotearoa during the 19th century. The dramatic increase in the European population from 1840 to the 1850s put the government under pressure to acquire vast amounts of land from Maori for settler expansion.

From as early as 1860 the government became concerned with the increasing power of the Kingitanga. From the governments perspective the customary rights of Maori, with regard to land and political autonomy, must give way to the Crowns authority.

Within government a groundswell of fear was directed at the Kingitanga because of a perceived threat to the Queens sovereign status. Government ministers, including Governor Gore Browne, identified the Waikato and the Kingitanga as the 'root of the problem'. The colonial government set out to destroy the power of the Maori King by invading the Waikato, the economic base of the core Kingitanga tribes, suppressing the Kingitanga by force.

By 1860 rumours were circulating of an intended attack

on Auckland by tribes from the Waikato, causing panic and increased tension between Pakeha and Maori in Auckland. There was a widespread misconception that large-scale conflict with Maori was imminent.

Governor Gore Browne began taking steps to ensure that Auckland could be defended in the event of an attack. Blockhouses and other defences were established around Auckland, and local militia and volunteer troops were organised.

In 1861 George Grey was brought back to Auckland to take over from Gore Browne as Governor. Using his power over the flow of information to the Colonial Office in London, Grey began a complicated campaign of misinformation – creating a picture of a tense situation in which Maori aggression was possible at any time.

Allegations of hostile Maori intentions and a threat to Auckland allowed Grey to justify an invasion of the Waikato and ensured he could acquire the resources needed for such an attack. As it turned out the allegations were false, however Grey achieved his aim of securing adequate military troops and supplies to invade the Waikato.

**QUESTIONS**

*What were relations like between Maori and Pakeha in Waikato before 1860?*

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*Why did Governors Browne and Grey claim that Auckland was under threat?*

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*Where did the majority of military troops available to Governor Grey come from?*

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**REFERENCES**

<http://www.teara.govt.nz/en/waikato-region/5>  
<http://www.nzhistory.net.nz/war/war-in-waikato>

**CONCLUSIONS**

*Explain why the Government wanted to invade the Waikato.*

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*Summarise how the Governor was able to acquire the troops and resources needed for the invasion.*

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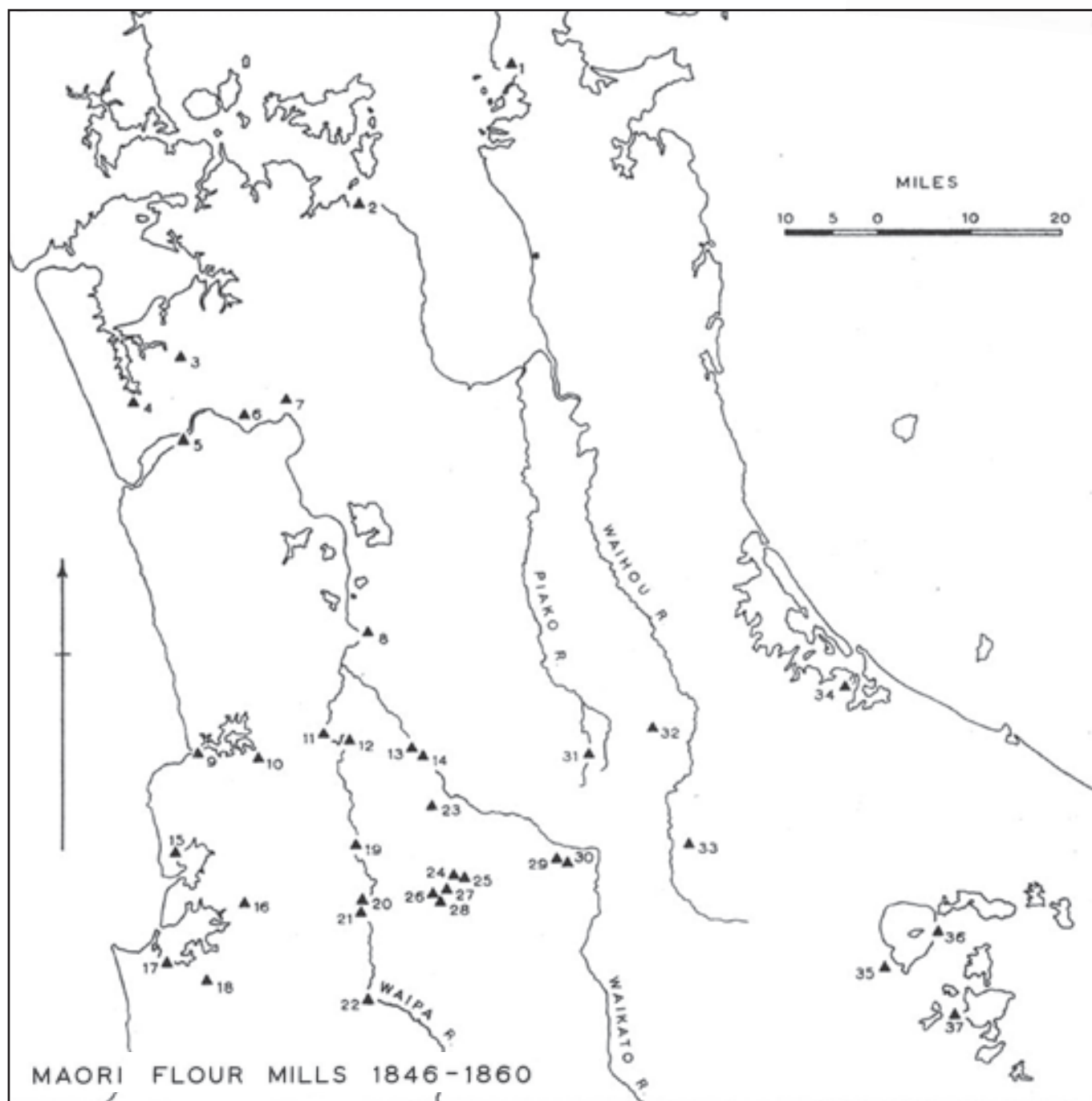
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# Economy



Māori flour mills of the Auckland province. Hargreaves, R. P. Journal of the Polynesian Society, 70 (1961): 227-232

**READ** the story below

**RESEARCH** answers to the questions, using the references provided

**WRITE** your own conclusions based on what you've read

**PRESENT** and **DISCUSS** your conclusions

The arrival of European missionaries, traders and settlers in the 1800s brought new agricultural products and techniques to New Zealand. Maori, who were already skilled and experienced horticulturists, quickly adopted European crops and ran a thriving agricultural trade.

The rise of Maori agriculture was rapid between 1830 and the 1850s. Most of the coastal shipping in the North Island was under Maori ownership and a large proportion of the food sold locally and exported to Australia was grown by Maori.

Maori farmers prospered, particularly in the Waikato, Bay of Plenty and around Auckland. In the 1850s and 1860s Auckland relied on produce grown and supplied by Maori farmers to survive.

Waikato tribes grew wheat, potatoes, maize and kumara for local and overseas markets. Early European

explorers who passed through Waikato in the 1840s and 1850s reported on the regions rich resources and Maori achievements in agriculture and trade. The Waikato River provided an essential transport link for Maori to ship their produce to markets in Auckland and overseas.

By the 1850s wheat growing had become widespread and Maori were building dam or water operated flour mills throughout the Waikato. Between 1846 and 1860 more than 20 flour mills were built for Maori owners in the Waikato. At this time the Waikato was known as the granary of the province of Auckland, a food basket and a rich and valuable resource. At about this time Waikato Maori established their own trading bank.

Pakeha farmer settlers and land hungry speculators from Auckland looked towards the rich land of the Waikato with envious eyes.

## QUESTIONS

**What were relations between Maori and Pakeha like from 1840 to 1860?**

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**Why were Maori farmers in the North Island so successful from the 1830s to the 1850s?**

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**Why did early European settlements struggle to get established?**

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**What did this mean for early farming in the economy?**

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**From 1846 to 1860 where were most of the flour mills in the province of Auckland located, and who owned them?**

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## REFERENCES

<http://www.teara.govt.nz/en/maori-pakeha-relations/3>  
<http://www.teara.govt.nz/en/farming-in-the-economy/1>

## CONCLUSIONS

**Summarise the trading situation and economy in Waikato before the war.**

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# ON-SITE ACTIVITIES



## Jellicoe Park

### ATTACK OR DEFENCE



#### Overview

This activity takes place at Jellicoe Park in Onehunga, Auckland. Onehunga was originally a Maori settlement, which became an important port, and arrival point for many of the British troops and supplies brought in for the Waikato War. It is the location of the last remaining blockhouse, one of twelve military strongposts built in and around Auckland in 1860.

Jellicoe Park can be used as a starting point for the driving tour through the Waikato, or alternatively could be completed as a separate site visit before embarking on the driving tour.

#### Objectives

- Explore the layers of change to the landscape of Onehunga and Auckland
- Explore the Onehunga blockhouse, its location and purpose
- Consider whether the construction of military strongposts and provisioning was an act of attack or defence

#### PREPARATION:

Print maps – 3 maps per set,  
1 set of maps per group of  
4 to 8 students.  
Use colour copies.

#### LOCATION:

Jellicoe Park, Corner of  
Quadrant Road and Grey  
Street, Onehunga, Auckland

GPS: 36°55'7.02"S,  
174°46'46.42"E

PARKING: Quadrant Road

TIMING: 45 minutes

### Onehunga

We are in the suburb of Onehunga, on the north-eastern arm of Manukau Harbour. It was from here that the British invasion of the Waikato was launched in the 1860s.

The maps show that the landscape of Onehunga has changed dramatically since the 1840s. Prior to European arrival Onehunga was settled by Maori tribes including Te Waiohua and Ngati Whatua. It is said that this area where we now stand was once part of large kumara gardens. The bay provided fish and shellfish as well as important transport links across the harbour.

The European settlement of Onehunga began with the preparations for war in Waikato. A military settlement was established here from which the invasion of Waikato was launched. Why here? Onehunga provided an ideal location for a port for the ships that brought the military troops and supplies from Australia and Britain. From here the provisions could be transported south to the Waikato, by water across Manukau Harbour to Drury, and via the Great South Road, a military road constructed from Auckland to the Waikato River.

The brick building is the blockhouse. It is the last remaining building of a network of 12 military strongposts built in and around Auckland in 1860. This site was chosen due its elevation and clear views of the surrounding landscape. You can imagine the expansive views in 1860 before all these houses were built and before the large trees had become established.

Can you find the vertical bricks in the blockhouse walls? These are known as loopholes and were originally open so that weapons could be fired out from inside the fortification. (They have since been bricked up).

## A CHANGING LANDSCAPE

### ACTIVITY 1

Walk to a high point on the knoll with views to the water.

Oriente the group using questioning to determine; the name of the area, its physical/geographic location, significant landscape features, and student's current level of knowledge about this place:

- Where are we? What is this place called?  
What is significant about it? What is distinctive about this landscape? What do you know about this place?

Divide the group into teams of 4 to 8 students  
Distribute a set of maps to each team. Students need to look closely at the maps and identify:

- the area that the maps show
- when they were created/the order that they go in
- any familiar or recognisable landmarks
- the group's current location
- key features of the map that are significant or interesting

Observe each of the maps closely in order from oldest to most recent. Compare and identify changes to the landscape.

Use questions to focus observations:

#### MAP 1

- What does the 1841 map show? Where are we now on this map? What does it say was here in Onehunga in 1841? What do you think that means? Why do you think this would have been a good place to live? What other landmarks do you recognise on the map? What was there at that time? What else does this map tell you about the landscape in 1841?

#### MAP 2

- Which part of the older 1841 map does this map relate to? - What has changed? What do you think brought about these changes? What do you think this meant for the people living here before? What are some of the advantages/disadvantages for different groups that resulted from these developments?

#### MAP 3

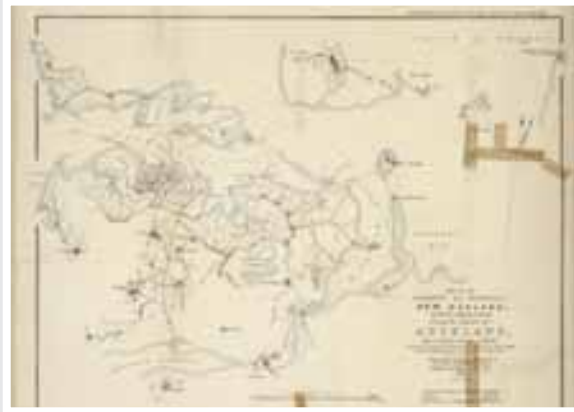
- What's changed? How has the landscape been modified? What hasn't changed? What do you think caused these changes?

### QUESTION?

*Why was the invasion focused on the Waikato?*

## A CHANGING LANDSCAPE – MAPS

### Jellicoe Park – Map 1



Map of the Harbour of Waitemata, New Zealand, and adjacent country, 1841, by Felton Mathew. Alexander Turnbull Library: 832.12aj/1841/Acc.7949

### Jellicoe Park – Map 2



Auckland and environs, 1924-31, New Zealand Department of Lands and Survey. Alexander Turnbull Library: 832.1291bje/1924-31/Acc.975

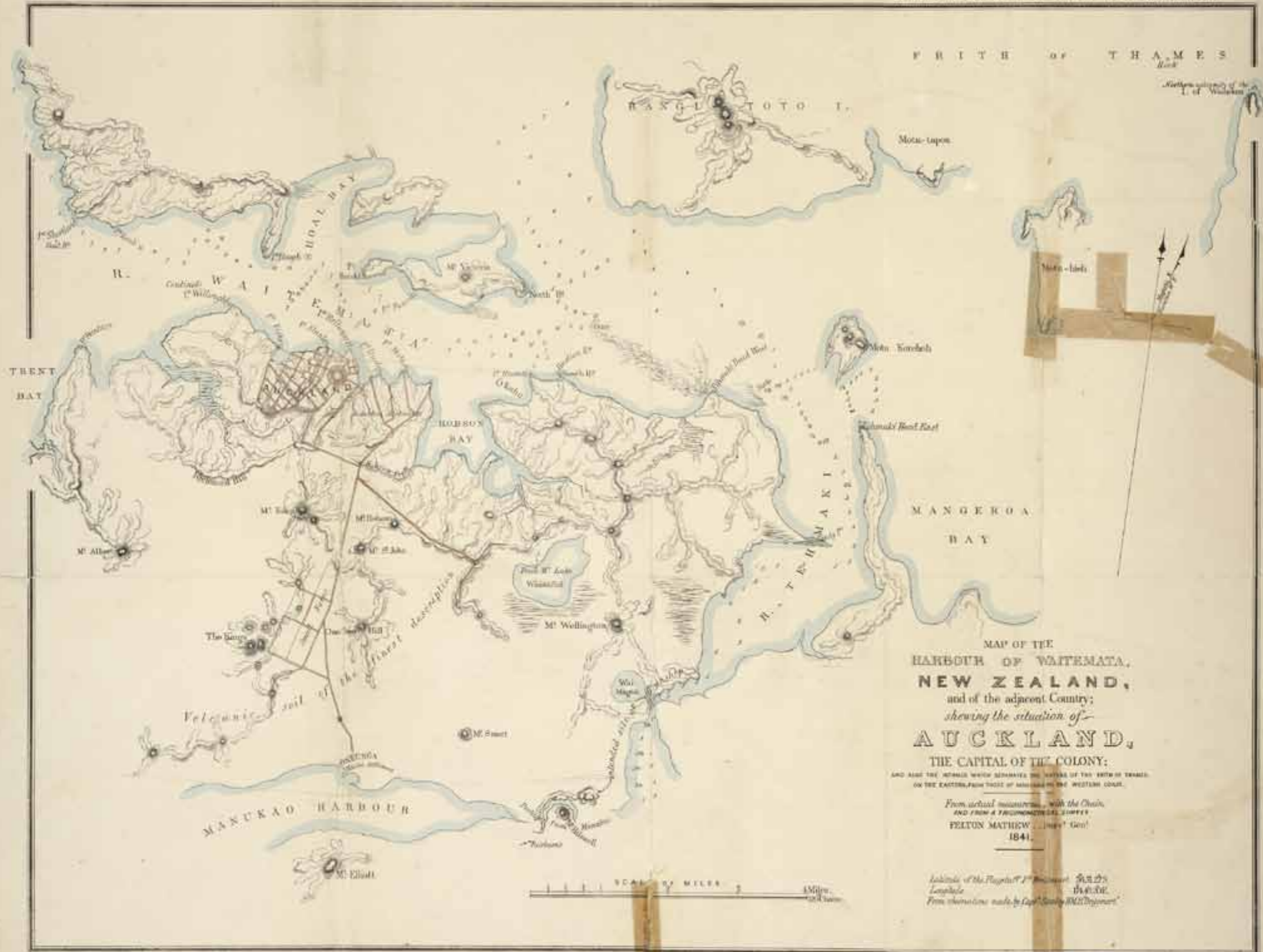
### Jellicoe Park – Map 3



Satellite image, 2011

F R I T H o f T H A M E S

*Northward of the I. of Waikato*



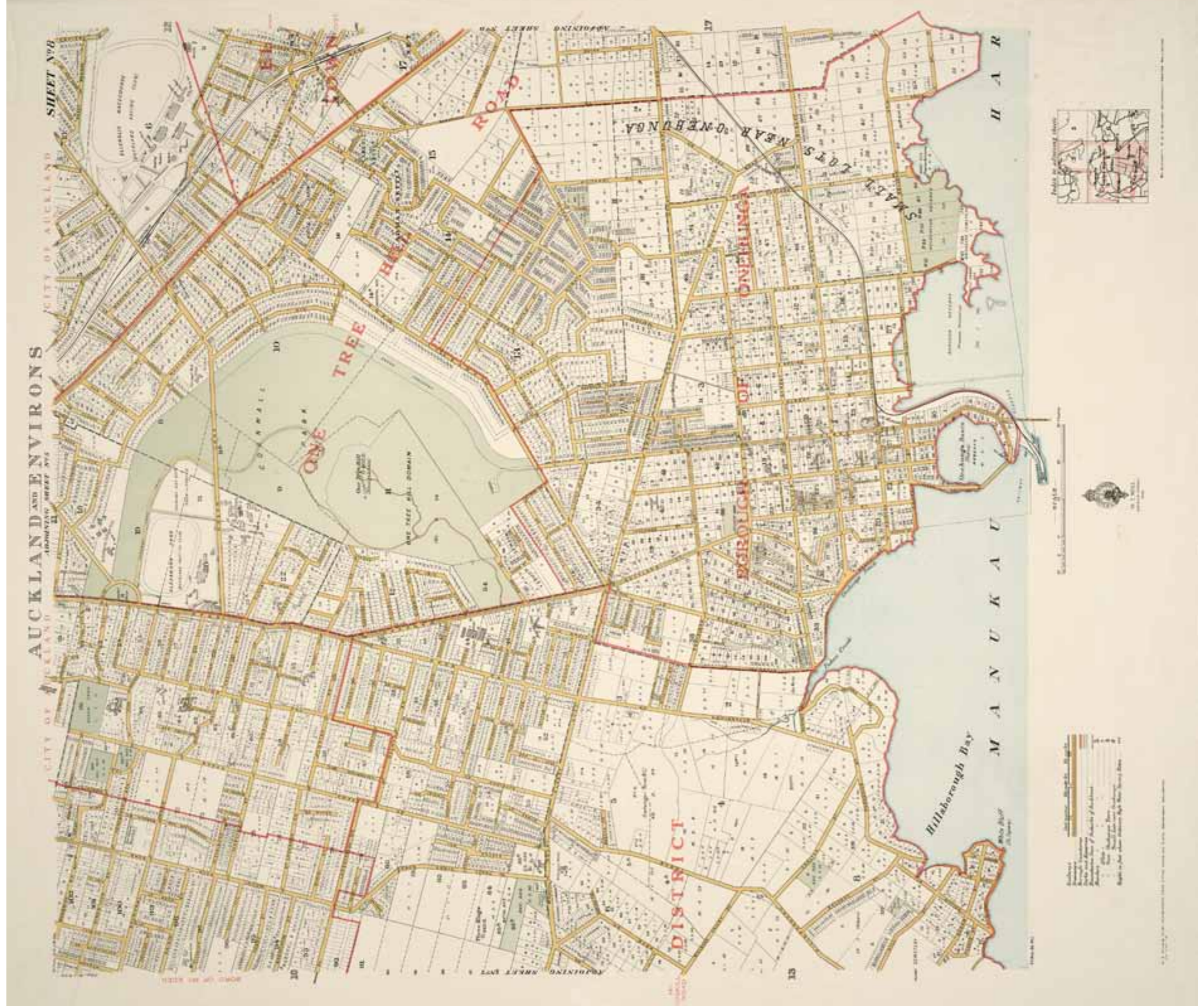
MAP OF THE  
 HARBOUR OF WAITEMATA,  
 NEW ZEALAND,  
 and of the adjacent Country;  
 shewing the situation of—  
**AUCKLAND,**  
 THE CAPITAL OF THE COLONY;

AND ALSO THE STRAITS WHICH SEPARATE THE BAYERS OF THE SOUTH ISLAND,  
 ON THE EASTERN FROM THOSE OF NEW ZEALAND ON THE WESTERN COAST.

From actual measurements, with the Chain,  
 AND FROM A TRIGONOMETRICAL SURVEY.  
 FELTON MATHEW, Surveyor-General.  
 1841.

Latitude of the Flagstaff 36° 27'  
 Longitude 174° 53'  
 From observations made by Capt. Selby R.M.S. Department









## ATTACK OR DEFENCE?

# ACTIVITY 2

Walk to the blockhouse.

Look for the New Zealand Historic Places Trust plaque on the blockhouse wall.

It reads:

*"Onehunga Blockhouse  
Built 1860 to defend Auckland  
from anticipated Maori attack  
First garrisoned by 2nd Battalion  
Auckland Regiment of Militia"*

Look at the Jellicoe Park information panel from Auckland City Council

It reads:

*"The Blockhouse "is one of a series of defended positions built in 1860 to protect Auckland, a capital of the Colony, at a time when Maori Tribes to the South were growing increasingly hostile to European settlement." Ashe 1981"*

The interpretation and signs on this site state that the blockhouse was built for the purpose of 'defence'. Compare this to the quotes below from the Waitangi

Tribunal Report for the Manukau Claim written in 1985.

Read 2 quotes from Waitangi Tribunal Report 1985 – Manukau Claim (WAI 8):

*"... all sources agree that the Tainui people of the Waikato never rebelled but were attacked by British troops"*

*"It seems fair to conclude that the significant thing about Grey's invasion of the Waikato was not that it was 'defensive aggression' or a punitive expedition, for it had been planned... when there was no serious danger of a Waikato revolt, but that it was the result of Grey's decision to enforce his will on the disaffected Maoris since they would not bow to his prestige..."*

Facilitate group discussion:

- Based on what you have learned so far about the context and causes of the war in Waikato, do you think the construction of military blockhouses, and the arrival of troops and supplies into Auckland was an act of attack or defence?

## QUESTION?

**Attack or defence?**



# Queen's Redoubt

## PREPARING FOR WAR



### Overview

This activity takes place in Pokeno, originally called Pokino, it was the location of a thriving village where local Maori engaged in extensive trade. It became the location of Queen's Redoubt, one of the largest earth-walled fortifications built by British forces in New Zealand. Queen's Redoubt was established as the main forward base for the British Army and the launching-point for the invasion of the Waikato.

Today housing occupies part of the original site, with over half remaining beneath the paddock located between State Highway 1 (SH 1) and Pokeno Village Road.

### Objectives

- Discuss the settlement of Pokino prior to the war
- Explore the location of Mangatawhiri River and the significance of the aukati
- Explore settlement in the Waikato before the war
- Describe the scale of preparation and provisioning of British and Kingitanga troops

### PREPARATION:

Print map – 1 map per group of 4 to 8 students. Use colour copies

### LOCATION:

Queen's Redoubt  
Pokeno Village Road  
Pokeno

GPS: 37° 14' 50.7798" S,  
175° 1' 30.2052" E

### GETTING THERE:

Approximately 45 minutes drive from Jellicoe Park, Onehunga.

From Auckland drive south along SH 1 to Pokeno. Leave SH 1 at the entrance to Pokeno and drive through the township towards the southern end. The Redoubt is located on Pokeno Village Road opposite Hitchen Road.

### PARKING:

Pokeno Village Road

TIMING: 30 minutes

## Pokino

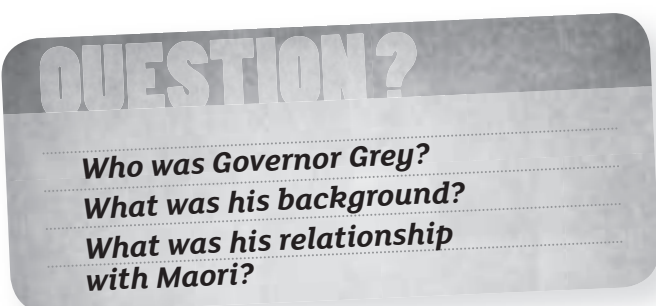
Pokino (since changed to Pokeno) in the 1860s was the location of a thriving village and economic hub. Local hapu Tamaoho, as well as some Tahinga and Te Ata were engaged in a bustling trade, growing both traditional and European crops and involved in small scale animal husbandry. They owned the local mill which processed flour and maize. The village was located approximately 800m from this site.

Where we currently stand is the location of Queen's Redoubt, built as a major base for British forces invading the Waikato. The earthwork fortification was 100m square internally, and was protected by an immense ditch 6m wide and 2.4m high. By 1863 thousands of British troops made use of Queen's Redoubt on their way to war in the Waikato.

Queen's Redoubt was located just north of Mangatawhiri River, the tributary of the Waikato which marked the northern Kingitanga border. This was the aukati – the boundary between the land under the control of the government and the area under the authority of the Maori King. South of Mangatawhiri lay the gateway to the interior of Waikato, and the thriving economic base that supported the core Kingitanga tribes.

On 11 July 1863 Governor Grey ordered that all Maori living north of the Mangatawhiri River reconfirm their allegiance to Queen Victoria or immediately move south of the river. Those who remained north of the river were to surrender their weapons or face immediate ejection from their lands. British troops then raided the village at Pokino and stripped the pa, recycling salvageable materials to build the Redoubt and taking crops left behind and the mill.

The next day General Cameron and the first group of the invading army crossed the Mangatawhiri River.





Queens Redoubt military camp, Pokeno, 1863, photographed by Daniel Manders Beere. Alexander Turnbull Library: G-96088-1/2

## SCALE OF THE WAR

One of the key features of the Waikato War was the scale of resources available to the British, in terms of numbers of troops, transport, weapons and supplies.

*“The [Waikato] campaign was one of the best-prepared and best-organised ever undertaken by the British army.”* (Belich, 1986)

Governor Grey had used the imaginary threat of an attack on Auckland to ensure he had the resources required for an effective invasion of the Waikato. He was able to greatly increase the number of troops available to him by arguing that the withdrawal of soldiers would lead to the renewal of hostilities, and that more troops were needed for ‘prevention’ of war.

A reliable transport route for men and supplies was central to Grey’s invasion plans. At this time the areas south of Auckland were still covered in dense bush, and the roads connecting Auckland to Papakura and Drury were mostly dry-weather dirt tracks. Thousands of British soldiers worked on construction of the Great South Road from Auckland to Pokeno in preparation for the invasion. The route followed old Maori trail lines, and once complete it served as the main supply line for the invading British forces, providing efficient transport from Auckland to Pokeno. Redoubts were built at critical points along the road, and by 1863 electric telegraph communications connected Queen’s Redoubt to Auckland.

As well as the Great South Road, Grey was aware that the Waikato River provided important access, and with the appropriate resources could be used to supply the invading army continuously. He obtained a fleet of armed

and armoured steamers. This large-scale transport system could move troops, weapons and supplies upstream, against the current. Grey was also successful in securing the manpower needed to protect this supply system, as well as provide an attacking force of professional soldiers to head the invasion.

The number of British troops in New Zealand rose rapidly from about 8,000 in July 1863 to about 12,000 in May 1864. These were supported by colonial regulars, provided by the government, as well as a substantial number of militia and volunteers from Auckland, who were gradually replaced by Military Settlers known as the Waikato Militia. The Waikato Militia were recruited largely from Australia and the Otago goldfields on the promise of confiscated Maori land. Belich suggests that the total British mobilisation for the Waikato invasions was about 18,000 with a peak strength of about 14,000.

*“It was as though an army of 1 million people had invaded the New Zealand of today”* - (Belich, *The NZ Wars*, documentary)

*“In the context of colonial wars generally, these forces were quite large; in the New Zealand context they were enormous”* (Belich, 1986)

The Kingitanga force was drawn from tribes from all over the North Island, therefore some but not all Maori were fighting in direct defence of their own territory. The total force is estimated to be between 3,000 and 4,000, although this number could not all be committed to the field at the same time.

One of the key differences was that, unlike the full time soldiers of the British army, Maori had no ‘warrior

class', therefore the Maori fighting effort was at best part-time. Part-time fighters had to take time out away from battle to produce and acquire food and supplies. Maori operated a 'shift-system' whereby smaller numbers of men were committed to battle, then withdrew to be replaced by another group. The British were able to take advantage of these periods when the Maori armies dispersed, as their supply system kept the British forces continuously in the field.

The Kingitanga fighters were also severely constrained by a lack of ammunition and inferior weapons, while the

British were backed by immense external resources and the ability to import weapons and ammunition into New Zealand.

In the first two months of the war the Kingitanga supporters were outnumbered by four to one. After this the disparity increased until it reached ten to one.

"The Kingites succeeded in mobilizing an unprecedented proportion of their resources, but these did not compare with those available to the British" (Belich, 1986)

"...the most fundamental feature of the Waikato War was the vast British superiority in numbers." (Belich, 1986)

## THE AUKATI

### ACTIVITY 1

Distribute the map – 1 map per 4 to 8 students

Look closely at the map to identify and discuss:

- Where are we currently on this map?
- What's significant about this place?
- What was going on here before the war?
- What is significant about the Mangatawhiri River?
- What was the aukati?
- What lies to the south of Mangatawhiri River?
- What was going on in the Waikato before the war?

Facilitate group discussion:

The government built a massive fortification and provisioned it with thousands of soldiers, weapons and supplies right here, just north of Mangatawhiri:

- What do you think this situation looked like from the perspective of Waikato Maori?
- What do you think happened to the people of Pokino when this occurred?

### Queen's Reoubt - Map 1



Illustration of settlement in the Waikato in the 1850s. Design Heritage, 2012.



- Pa & kainga (settlements & villages)
- Gardening & cultivations (kumara, taro, gourd, fernroot)
- Flour mill
- Agriculture & wheat growing
- Livestock
- Orchards
- Churches
- Trading ship
- Waka (canoes)

# WAIKATO

## 1850s

Settlement on the Waikato and Waipa Rivers before the war



# Pioneer Gun-Turret

## THE WAIKATO FLOTILLA

### Overview

Te Paina, (now Mercer), was an important Maori settlement and cultivation area. It is now the location of the Pioneer gun-turret, which is incorporated into a World War 1 memorial. It was one of the two original turrets on the river gunboat Pioneer, used for the rapid transport of British troops and supplies into the Waikato, as well as for the shelling and outflanking of Maori positions.

### Objectives:

- Discuss the significance of Te Paina and the Koheroa area
- Describe the significance of steam power and artillery in the Waikato war

#### LOCATION:

*Pioneer gun-turret  
Corner of Roose Road and  
Riverbank Road, Mercer*

**GPS:** 37° 16' 47.352" S,  
175° 2' 47.619" E

#### GETTING THERE:

*Approximately 10 minutes  
drive from Pokeno.*

*From Pokeno drive south,  
turn into Mercer and head  
west towards the Waikato  
River. The turret is on the  
corner of Roose Rd and  
Riverbank Rd outside the  
Mercer fire station.*

**PARKING:** Roose Road

**TIMING:** 15 minutes



Iron gun-boat Pioneer, built in Sydney, Australia for the New Zealand Government, c.1863. Alexander Turnbull Library: A-110-007

## Te Paina

This place was known as Te Paina, and before the wars was an important settlement area – a centre for production of high yield cultivations such as taro, kumara and gourd. To the east lie the Koheroa ridge lines. These areas are of significance to local Maori, they include urupa precincts (burial grounds), whare wananga (places of learning), places of divination, and traditional marshalling points. It was through these areas that British troops travelled when they crossed the Mangatawhiri River, agitating local Maori, and it was here that some of the first engagements of the Waikato War took place.

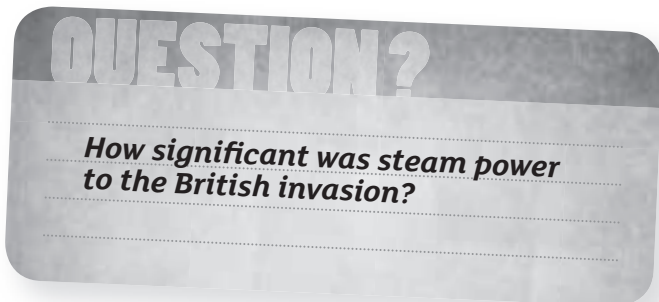
## THE PIONEER GUN-TURRET

This memorial at Mercer is made up of a gun-turret that was originally part of the gunboat Pioneer, New Zealand's first purpose built war ship. The Pioneer was an armoured paddle steamer, used on the Waikato River by British forces during the Waikato war. Two of these turrets were

positioned on the deck of the Pioneer, each armed with a 12-pounder Armstrong gun.

The Pioneer was part of a river fleet, known as the Waikato Flotilla, which included gunboats, barges, boats and canoes. The use of steam power enabled the British to maintain their supplies and quickly transport large numbers of troops up the Waikato River against the strong current. Men and supplies were transported from Auckland via the Great South Road, which ended here at Mercer. From here they were loaded on board the Pioneer, or its partner craft the Avon, at Mercer's wharf, which stood opposite the current location of the gun-turret memorial.

The Pioneer, with its armoured gun-turrets, was also used to outflank Maori positions, and to bombard their defences from the river. This technological advantage could not be matched by Maori defenders and was vital to the British invasion strategy.





# Whangamarino Redoubt

## STRATEGY & ARTILLERY



### Overview

A short loop walk to Te Teo Teo Pa and the Whangamarino Redoubt with views of the Waikato River and upstream to Meremere. This strategic location was the site of a sentry pa overlooking the vast and abundant Whangamarino catchment. It was occupied in 1863 by Maori forces opposing the advance of British troops. Eventually Maori were forced back across the Whangamarino River, before the British occupied the pa and established the nearby redoubt, from which they shelled the Maori position at Meremere.

### Objectives

- Orientate students to the landscape and identify key landscape features
- Explore the layers of change to the landscape surrounding Whangamarino
- Explore the Whangamarino Redoubt and its role in the Waikato War

### PREPARATION:

Print maps – 3 maps per set, 1 set of maps per group of 4 to 8 students. Use colour copies.

### LOCATION:

Whangamarino Redoubt & Te Teoteo's Pa. Oram Road, off State Highway 1

GPS: 37° 17' 39.0624" S, 175° 3' 45.5652" E

### GETTING THERE:

Approximately 15 minutes from Mercer.

2.1km south of Mercer, turn into Oram Road. Drive over the railway lines and proceed approximately 200m towards concrete bridge/control gate over Whangamarino River. Access to the site is via a 500m loop walk, including 100m of stepped track through bush

**PARKING:** Parking area located at start of Whangamarino Walkway

**TIMING:** 1 ½ hours

## Te Teo Teo

This is the site of Te Teo Teo Pa. The stream that we crossed at the entrance to the walkway is the Whangamarino River, and the surrounding landscape, the Whangamarino Catchment, is the second largest swamp complex in the north island. The catchment connects the Waikato, Maramarua and Whangamarino Rivers, numerous streams, Lake Waikare and Lake Karaka (Kopuera). Water levels within the catchment were approximately 1.5m higher and the swamp was a third larger than it is today, before systematic drainage and water diversion schemes altered the landscape. This vast swamp was home to a variety of plants and animals, numerous fish species and abundant birdlife. It provided a wealth of resources which Maori harvested, used and traded.

Local Maori thrived in this environment. This landscape provided an abundant source of food and resources such as building materials, encouraging settlement and extensive trading. The highpoints of dry land surrounding the swamp were cultivated, producing crops such kumara, taro, gourd and fern root. The watercourses that feed and drain the area provided transport links in every direction. These waterways were like highways, ideal for waka (canoe) transport, which was essential for long journeys and for moving cargo.

This was a rich area, prolific in the resources needed to sustain life, and a highly attractive place for settlement. Prior to the wars of the 1860s this was an area that many people called home.

Many different types of settlement were found around Whangamarino, ranging from small undefended settlements, complex living sites, small and large scale pa, and probably seasonal settlements utilised for birding, fishing and material harvesting at certain times of year.

This site, known as Te Teo Teo Pa is located on the edge of the swamp in a highly strategic location. It's

## QUESTION?

**Why was control of these strategic sites so important to Maori and Pakeha?**



commanding views of the Waikato River, the surrounding area and waterways suggest it was a sentry citadel, a vantage point from which local hapu could monitor traffic movements and activity throughout their area and alert other pa in the area of potential threats. The Whangamarino River, directly below the pa, was the major waterway in which the tunaheke eels migrated from the wetlands. This site therefore provided an ideal location to monitor and control this important industry.

The ditches and banks that you can see here are the remains of the pa. Te Teo Teo and other nearby pa were the gateways to the interior of Waikato. In the 1860s these strategic locations were used by Maori attempting to stop the British advance into the Waikato. During the invasion these sites became huge defensive citadels, where warriors from throughout the North Island gathered to support the Kingitanga and fight to protect these lands, their people and homes.

Maori were successful in delaying the British advance by carrying out a series of strategic raids on British posts and convoys on the road. Using their knowledge of the terrain and skills in the bush they ambushed messengers and sentries, and attacked and burned supply depots,

seriously disrupting the British supply chain and communications. At the same time the Kingitanga supporters were building a strong defensive line centred on Meremere, to the south of Whangamarino. Eventually they abandoned this position at Te Teo Teo Pa and moved south across the Whangamarino River to Meremere.

The location of the redoubt on the hill at Meremere was the centre of the Meremere Line, which also included positions to the west (Pukekawa) and the east (Paparata), creating a significant obstacle. The Meremere Line was manned by the first of the great concentrations of warriors, a force probably fluctuating between 1,000 and 1,500 men.

After Maori had left Whangamarino the British occupied the pa and built a redoubt – the Whangamarino Redoubt. (It is shown as a red square on Map 2). (We will walk there next).

This was also a highly strategic location for the British. The Waikato River was as important for the British as it was for Maori. They knew that the river-heads were the key to maintaining control of the river, which was central to their supply system.

## A CHANGING LANDSCAPE

### ACTIVITY 1

From the Whangamarino Walkway car park take the walking track to the north beside the stream. After a short climb the track reaches Te Teo Teo Pa. This location provides the best views for the mapping activity.

Split into teams of 4 to 8 students. Distribute the maps, 1 set per team.

#### MAP 1

Each team should orientate their map and identify:

- your current location
- the location of key landmarks; the Waikato River, Mangatawhiri River, Whangamarino River and swamp, Meremere

Use questioning to focus observations:

- Prior to 1860 what was the landscape like around Whangamarino?
- What was going on here?
- Why do you think this location was chosen for a pa?
- What is strategic about this site?
- Why would this area have been a good place to live?

Look south towards Meremere, you can see the large building of the Meremere power station,

and beyond the power station up on the hill you can see the location of the defences at Meremere (there is a large green water tank on the site).

#### MAP 2

This map was created in 1863, during the war. Orientate the map and locate:

- Meremere fortifications
- Your current location – Whangamarino
- Mangatawhiri River – the aukati

Compare Map 2 to Map 1 and look closely at the details on the map.

- What do they show? What happened here in 1863? What do you think this meant for the people living around Whangamarino and Meremere?

#### MAP 3

Locate Whangamarino and Meremere. Compare Map 3 to the other maps. Identify the key changes to the landscape:

- What's changed? – What do you think caused these changes?
- How have the wetlands/swamps changed?
- What is now located around Meremere?
- How have the types of transport changed? What impact has this had on the landscape?
- What else has changed?

## A CHANGING LANDSCAPE – MAPS

### Whangamarino – Map 1



Illustration of the landscape from Mangatawhiri to Meremere in the 1850s. Design Heritage, 2012.

### Whangamarino – Map 2



Koheroa, Whangamarino & Meremere,  
The Waikato War, 1863, by G.R. Greaves.  
National Library of Australia: Ra 148, Plate 8

### Whangamarino – Map 3



Satellite image, 2011



KOHEROA  
WHANGAMARINO  
AND MEREMERE  
1850s



*Waikato Whangamau & Manu Motu*

*Scale 4 miles to an inch*

**THE WAIKATO WAR**  
 WAIKATO

*W. G. Thomson*



## ARTILLERY

# ACTIVITY 2

Continue along the track to Whangamarino Redoubt. This redoubt was built by British troops. Here they set up 40-pounder Armstrong guns which were used to bombard Meremere.

Have a look at the interpretation panels showing the views from Whangamarino Redoubt.

- How has the view changed?
- What do you think it could look like in the future?



British troops bombard Meremere from Whangamarino Redoubt, 1863, watercolour by Charles Heaphy.  
Alexander Turnbull Library: C-025-011



# Meremere Redoubt

## STRATEGY & ARTILLERY



### Overview

This activity relates closely to the activity at Whangamarino exploring the position of Meremere Pa, the artillery available to the British and Kingitanga forces, and some of the strategies used by both sides.

### Objectives

- Explore the location and scale of Meremere Pa
- Compare weapons and artillery available to British and Maori forces
- Describe different strategies used in the Waikato War

### Meremere

This is the location of Meremere, the centre of the first major defensive line aimed at preventing the British advance into the Waikato. Like Te Teo Teo, prior to the wars Meremere was a sentry pa, overlooking the waterways, swamps and numerous settlements of the Whangamarino catchment.

When the British launched their invasion Meremere was transformed into a massive defensive fortification, manned by over 1000 warriors, supported by the resources and food required to sustain an army of this size. The fortification covered a huge area, stretching down the ridge lines to the north and east, and right down to the banks of the Waikato.

Once the British had occupied Whangamarino they did not attempt to cross the wet swampy ground between the Whangamarino River and Meremere. Their strategy for attacking Meremere depended on their gunships and artillery. They firstly used the 40-pounder Armstrong guns that they had dragged up to Whangamarino to bomb the defences at Meremere.

Then troops were transported up the river on board gun-boats and barges, landing upstream from here, outflanking the pa and preparing to attack the defences from the rear.

The Kingitanga strategy consisted of the construction of a series of defensive lines of earthworks, situated to

#### PREPARATION:

This activity uses the same maps as the previous Whangamarino mapping activity

#### LOCATION:

Meremere Redoubt  
Naho Place, Meremere

GPS: 37°19'5.09"S,  
175° 4'16.17"E

#### GETTING THERE:

Approximately 10 minutes drive from Whangamarino.

From Whangamarino head south along SH 1, turn left onto either Island Block Road or Springhill Road, turn onto Te Puea Ave, and then into Meremere Lane, and right into Naho Place. Drive to the end of Naho Place and the redoubt is a very short walk up the hill.

#### PARKING:

At the end of Naho Place

TIMING: 30 minutes

obstruct the British advance up the Waikato River. These defences shared technical characteristics of other modern pa, but were much larger. Rather than single pa, groups of fortifications made up these defensive lines. Defences were constructed with escape paths, enabling the Kingitanga supporters to abandon the pa if necessary.

Maori strategy generally involved enticing the enemy to come forward within firing range, however the armoured gunships and artillery meant the British were able to attack while maintaining a safe distance from the pa. Within the defences at Meremere were three ships' guns, brought from Raglan, and intended to prevent Pakeha vessels passing upstream. However the Kingitanga supporters lacked explosive shells, and although they improvised, their artillery was not effective at preventing the gunboats and troops from outflanking their position.

After steaming past the defences at Meremere the British blocked the north and south, and the Waikato River blocked the west, but the east was still open and the Kingitanga supporters were able to evacuate the Meremere defences without losing a man, to the frustration of the British invaders.

The British then built a redoubt to house 200 men here, on top of the centre of the Meremere defences. The earthworks you see here are mostly the remains of the British redoubt. The double ditch is likely to be a remnant of the pa.

## QUESTION?

What technologies gave the British an advantage?

## MEREMERE

### ACTIVITY 1

Walk up to the redoubt. Distribute maps used at Whangamarino:

- Can you identify your current location on all three maps – What was here?

Look north and locate Whangamarino, the ridge is clearly visible to the right of SH 1:

- What was the landscape like between here and Whangamarino at the time of the war?
- Can you estimate the distance from Whangamarino to Meremere? (Approximately 3km)

Using Map 2 from 1863 look closely at the extent of the Meremere defences, drawn in red. Compare this to the aerial image Map 3 and the landscape around you:

- Can you work out where and how large the Meremere fortifications were?





# Rangiriri

## THE DECISIVE BATTLE



### Overview

Rangiriri was the site of a prosperous settlement engaged in extensive cultivation and trading. It became the location of the second defensive line constructed by Kingitanga forces, across a narrow strip of land between the Waikato River and Lake Karaka (Kopuera). Rangiriri is said to be the site of the decisive battle in the Waikato War.

Three activities take place at Rangiriri Pa.

### Objectives

- Orientate students to the landscape of Rangiriri and identify key landmarks and features
- Explore the layers of change to the landscape of Rangiriri
- Create an awareness of the events that occurred at Rangiriri and their significance to the Waikato War
- Consider how significant historical sites are respected and remembered

### PREPARATION:

Print maps – 4 maps per set, 1 set of maps per team of 4 to 8 students. Use colour copies. Print questions – 1 page per team of 4 to 8 students.

### LOCATION:

Rangiriri Pa. State Highway 1, on the north side of Rangiriri township

**GPS:** 37° 25' 36.7824" S, 175° 7' 47.8272" E

### GETTING THERE:

Approximately 20 minutes drive from Meremere. From Meremere drive 15km south down State Highway 1 to Rangiriri, the pa is on the western side of the SH 1 just before Rangiriri.

**PARKING:** Parking area below the site on the western side of State Highway 1

**TIMING:** 30 minutes per activity, 1 hour 30 minutes total on-site

Arrive at the pa site and walk the group to the open area in front of the tohu maumahara (symbol of remembrance), which you walk through to enter the site. The first activity takes place here on the grass area before entering the site.

It is recommended that the activities at Rangiriri Pa are done in the following order:

1. A Changing Landscape – provides an overview and orientation to the site and landscape
2. The Battle – explores the events that occurred here during the Waikato War
3. Remembering Rangiriri – looks at memorials and the ways in which historic NZ war sites are respected and remembered

## QUESTION?

**Why is Rangiriri considered the decisive battle in the Waikato War?**

## Rangiriri

Rangiriri was an important place for Waikato Maori. Centrally located among a network of resources, its surrounding forests, rivers, wetlands and lakes contained an abundance of plants and wildlife that Maori readily harvested, utilised and traded. Its rich and fertile lands were extensively used for cultivation of a range of crops. Wheat was grown in the area, and Maori built flour and flax mills to process their produce, exporting goods aboard their own trading ships to overseas markets. Nearby Lake Waikare was the base of a fish drying industry. Missionaries established a mission here, and a church was built near the original Rangiriri Pa. Like the settlements further north, Maori prospered at Rangiriri.

It was here that, in 1857 at Paetai, south of Rangiriri on the south side of Te Onetia Stream, thousands of people gathered to discuss the plight of Maori and the loss of their lands, resulting in the birth of the Kingitanga.

Six years later Rangiriri became the site of the second defensive line, an earthwork fortification 1km long between the Waikato River and the swampy margins of Lake Karaka or Kopuera. These formidable earthworks blocked the track leading to the south, and consisted of a 'double ditch and parapet' – a long trench in front, up to four meters deep, then a parapet of banked up earth, then another trench. The parapet was up to 6.4 meters high from the bottom of the trench. Located near the centre of this defensive line was a small but extremely strong redoubt. This central redoubt blended into the rest of the earthworks, as noted by the British "the strength of this work was not known before the attack as its profile could not be seen either from the river or from the ground in front".

Men, women and children had worked around the clock to complete these fortifications after the evacuation of the Meremere defences. The pa was manned by Ngati Mahuta (King Tawhiao's own people) as well as Ngatiteata, Ngatihine, and Patupou, along with Kawhia Ngati Mahuta from the west coast, a few Ngati Paoa, and a force of Ngati Haua. All together approximately 500 men were available to defend the extensive fortifications at Rangiriri at the time the British attacked. A large body of warriors from Waikato and Ngati Haua were on their way to Rangiriri, but arrived just after the battle, and reinforcements from Ngati Paoa and Tuwharetoa were also on their way. As with other battles throughout the Waikato the weakness of Rangiriri was not inadequate fortifications, but resulted from Maori being seriously outnumbered by British forces.

The landscape at that time was much swamplier than it is today with mostly low growing vegetation and some patches of manuka scrub. The swamps, waterways and nearby Lake Karaka or Kopuera provided the defending force at Rangiriri with an escape route to the east across the lake.

The British force that attacked Rangiriri numbered over 1400 men, and again had the advantage of gunboats and artillery. Their strategy was the same as at Meremere - the Pioneer and Avon landed 520 men from the river to south side of the redoubt, while a ground force of 900 attacked the pa from the north. However the British greatly underestimated the strength of the Rangiriri fortifications and repeated assaults on the central redoubt were unsuccessful, costing the British more lives than any other battle during the war. The fighting continued until nightfall with the Kingitanga supporters able to retain their position in the central redoubt.

During the night many Maori evacuated the pa, including King Tawhiao and the principal chiefs, along with some warriors and a number of wounded. A party of reinforcements arriving too late for the battle is said to have met whole canoe-loads of wounded crossing the lake.

The end of the battle came the following morning, not as the result of a British assault or encirclement, but through a misunderstanding and British misuse of a flag of truce. At dawn a white flag was raised from the parapet of the pa, signalling a wish to negotiate. At this point the British soldiers made their way into the pa followed a short time later by General Cameron, who ordered the Kingitanga supporters to give up their arms. The Kingitanga warriors protested, explaining they were not wanting to surrender but to negotiate terms. However by this time the British were already inside the redoubt and some of the chiefs decided they were no longer in a position to resist.

This resulted in 183 Maori being taken prisoner, a huge blow to the Kingitanga army. The British claimed that they had won the battle and that the defenders had "surrendered unconditionally", however eyewitness accounts confirm that the Kingitanga supporters had not surrendered at all, but had simply intended to signal a truce to allow negotiations to take place.

Approximately forty one Maori died at Rangiriri, including 5 women and children, probably a similar number were wounded, although most of these escaped during the night. Thirty nine British soldiers were killed and ninety three wounded, ten later died of their wounds.

After the battle the Kingitanga forces evacuated the area and moved south, aware of the need to protect the rich agricultural areas of the upper Waikato. The outcome of the battle of Rangiriri had a devastating impact on the people of the area, who were forced to abandon their homes and cultivations and seek refuge further south.

## A CHANGING LANDSCAPE

# ACTIVITY 1

Split into teams of 4 to 8 students. Distribute the maps, 1 set per team.

### MAP 1

Each team should orientate their map and identify:

- the location of key landmarks; the Waikato River, Lake Karaka/Kopuera, Lake Waikare
- Use questioning to focus observations:
- Prior to 1860 what was the landscape like around Rangiriri?
  - What was here before the war?
  - Where was the original Rangiriri Pa located?

### MAP 2

This map was created in 1863, during the war. Orientate the map and estimate your current location. Compare Map 2 to Map 1. The Rangiriri fortifications/earthworks are drawn in yellow on the map:

- Why do you think this location was chosen for the second defensive line?
- What is strategic about this site?
- What changed in 1863 during the war?
- What do you think this meant for the people living at Rangiriri?

### MAP 2A

- Map 2a shows the Rangiriri fortifications in more detail
- Which part of these defences forms the central redoubt?
  - What features made the pa so difficult to attack?

### MAP 3

Compare Map 3 to the other maps.

Identify your current location. Discuss the key changes to the landscape:

- How has the landscape around Rangiriri changed over time?
- How has the lake changed?
- How have the types of transport changed? What impact has this had on the landscape?
- What is the land being used for now?
- What impact has this had on the remains of the Rangiriri fortifications?
- What else has changed?

Before entering the site draw students' attention to the tohu maumahara that you pass through to access the site. This will be the focus of following activities. Enter the site.

## A CHANGING LANDSCAPE – MAPS

### Rangiriri – Map 1



Illustration of the Rangiriri landscape in the 1850s.  
Design Heritage, 2012.

### Rangiriri – Map 3



Satellite image, 2011

### Rangiriri – Map 2



### Rangiriri – Map 2A





Sketch of military action at Rangiriri, and sketch of the main entrenchment, 1863, by D.J. Gamble  
Auckland War Memorial Museum: Journals of the Deputy Quartermaster in New Zealand, Map 9 & 10

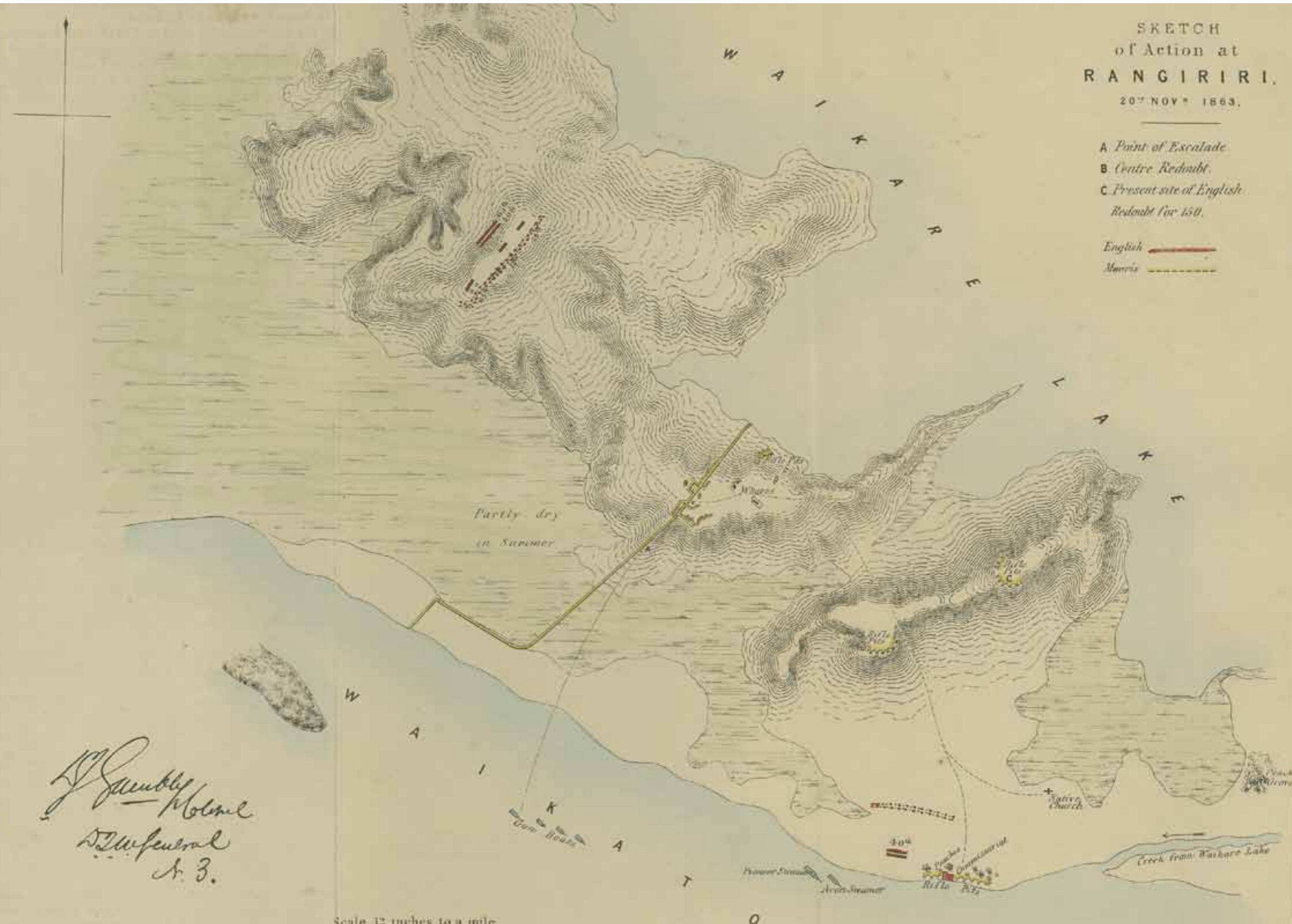


SKETCH  
of Action at  
RANGIRIRI.

20<sup>th</sup> NOV<sup>r</sup> 1863.

- A. Point of Escalade
- B. Centre Redoubt.
- C. Present site of English Redoubt for 150.

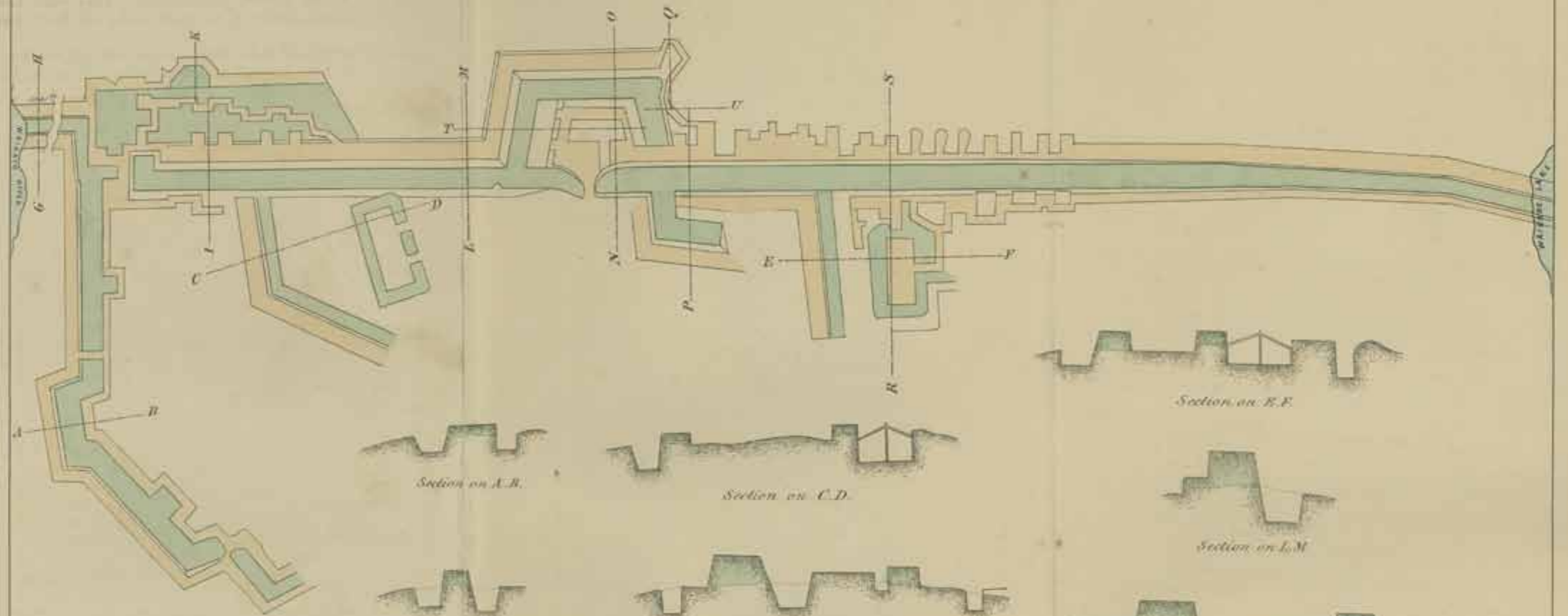
English   
Māori 



*J. G. S. G. M. G.*  
S. D. W. General  
N. 3.

Scale 12 inches to a mile

C7256



Section on A.B.



Section on C.D.



Section on G.H.



Section on I.K.



Section on R.F.



Section on L.M.



Section on N.O.



Section on P.Q.



Section on R.S.



Section on T.U.

SKETCH  
 OF THE MAIN ENTRENCHMENT OF THE  
 MAORI STRONGHOLD  
 AT  
 RANGIRIRI

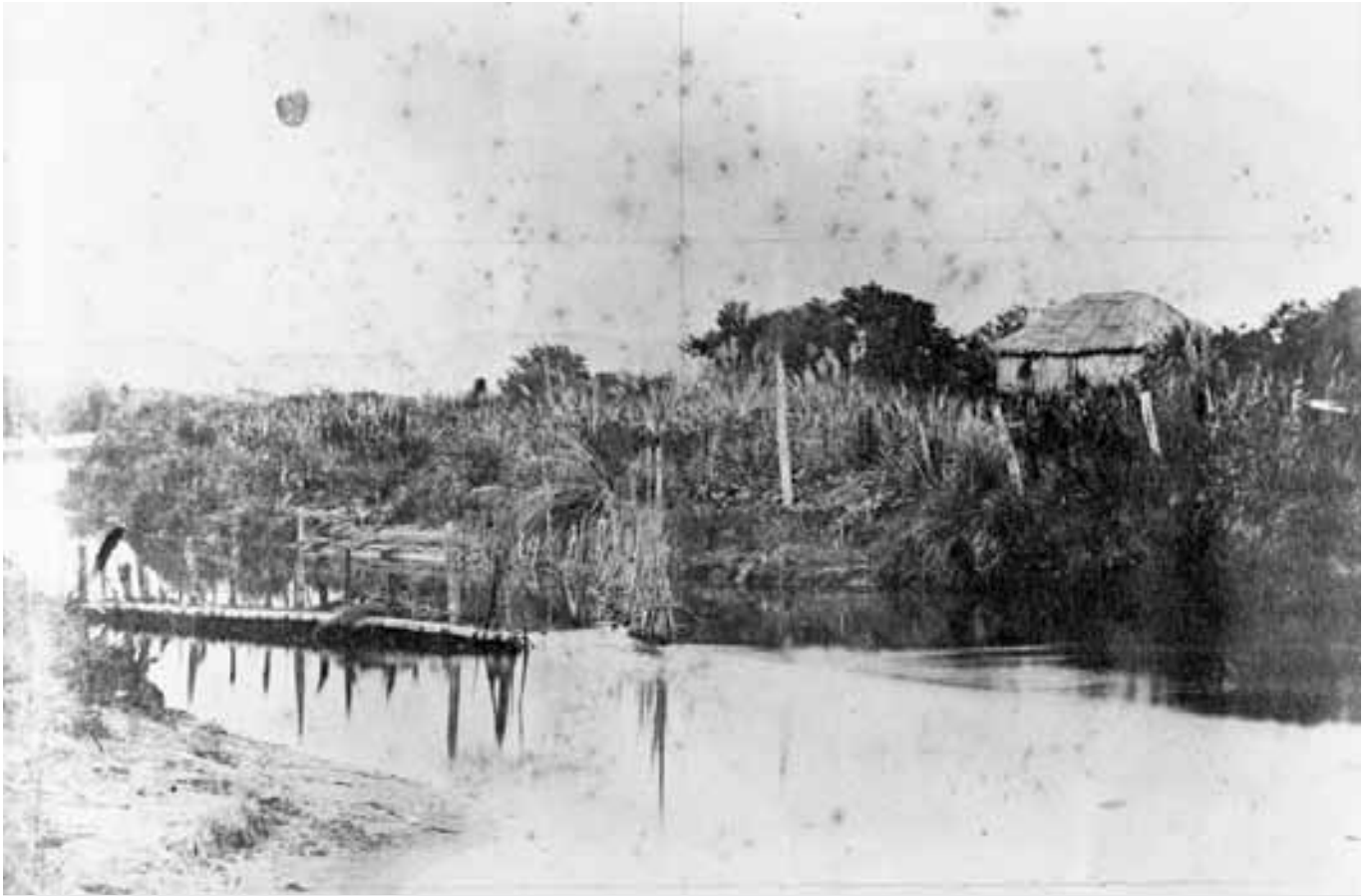
Taken 20<sup>th</sup> & 21<sup>st</sup> Nov: 1863.

From a plan by Capt. Brooke R.E.



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The Rangiriri landscape, showing a pa tuna (eel weir) in Rangiriri Stream in the left foreground and a raupo building to the right, 1859, photographed by Bruno L Hamel. Alexander Turnbull Library: PA1-o-207



The Rangiriri landscape, showing fenced paddocks and European style buildings, 1869. Alexander Turnbull Library: F-91190-1/2





Rangiriri looking south east, showing the edge of Lake Karaka/Kopuera on the left, and the Waikato River on the right. The main trench of Rangiriri pa runs between the lake and river. The British redoubt on the left was built over top of the original rifle pits, 1864, photographed by Daniel Manders Beere. Alexander Turnbull Library: G-96091-1/2

## THE BATTLE OF RANGIRIRI

### ACTIVITY 2

Split the group into teams of 4 to 8 students. Give each team a set of themed questions on:

- The Rangiriri defences
- The defenders
- The battle
- The day after

In teams explore the site and use the interpretation panels to gather information and answer questions on their theme, or alternatively each team can explore all four themes.

Once students have collected the information each team should present and discuss the themes with the rest of the group (in the order listed above).

Use questioning to encourage the group to discuss their thoughts about the events that occurred and the significance of Rangiriri.

Allow students more time to explore the site and interpretation, in particular the tohu maumahara which will be the focus of the next activity.



# The Battle of Rangiriri - Questions?

## THE RANGIRIRI DEFENCES

Explore the site and use the interpretation panels to find information and answers to the following questions.

*How were the defences at Rangiriri constructed?*

.....  
.....

*What did they consist of and why?*

.....  
.....

*How big were they? What area did they cover?*

.....  
.....

*Where were the defences located and what was strategic about this location?*

.....  
.....

*What advantages did this location give the defending force?*

.....  
.....

*Why did the attacking British force underestimate the strength of the defences?*

.....  
.....

*How were the earthworks built to defend against attacks from the river and artillery, and why was this important?*

.....  
.....

*What remains today of the defensive earthworks?*

.....  
.....

*What has impacted on the remains of Rangiriri Pa? How has this affected the battle site?*

.....  
.....

*How does the preservation of these sites impact on how the wars are remembered?*

.....  
.....

## THE DEFENDERS

Use the information from the audio driving tour and the on-site interpretation panels to find information and answers to the following questions.

*Who was involved in the construction and defence of Rangiriri?*

.....  
.....

*Where did the various people and groups come from?*

.....  
.....

*Why did they come to build and defend Rangiriri Pa?*

.....  
.....

*How many people were involved in defending Rangiriri?*

.....  
.....

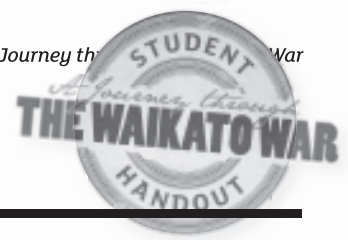
*Who else was coming to provide reinforcements?*

.....  
.....

*How might things have worked out if the groups of reinforcements had arrived in time for the battle?*

.....  
.....

.....  
.....



### THE BATTLE

Explore the site and use the interpretation panels to find information and answers to the following questions.

*Where did the British forces attack from and how?*

.....  
.....  
.....

*What happened during the battle?*

.....  
.....  
.....

*What were the British able to achieve during the battle?*

.....  
.....  
.....

*What were the Kingitanga defenders able to achieve during the battle?*

.....  
.....  
.....

*How were the defenders able to retain their position until nightfall?*

.....  
.....  
.....

*What happened during the night?*

.....  
.....  
.....

### THE DAY AFTER

Explore the site and use the interpretation panels to find information and answers to the following questions.

*What was the situation the next morning?*

.....  
.....  
.....

*What were the Kingitanga supporters trying to signal by raising the white flag?*

.....  
.....  
.....

*What were they not intending to signal by raising the white flag?*

.....  
.....  
.....

*How did the British troops react to the white flag being raised and why?*

.....  
.....  
.....

*How did the British General use this situation to their advantage?*

.....  
.....  
.....

*What happened after the British troops entered the pa?*

.....  
.....  
.....

*How did the Kingitanga supporters react to this situation?*

.....  
.....  
.....

*What was the impact of the capture of so many prisoners on the Kingitanga army?*

.....  
.....  
.....

*What happened to those who attempted to escape into the swamp?*

.....  
.....  
.....

*What do you think about this situation, and how each side acted during this part of the battle?*

.....  
.....  
.....



Rangiriri looking north west, showing Rangiriri Stream in the foreground, Rangiriri Church on the left, and the British Redoubt built over rifle pits (now known as Te Wheoro's Redoubt) on the right, 1864. Alexander Turnbull Library G-96092-1/2



*Prisoners of War Taken at Rangiriri, New Zealand, 1864.*

Some of the 183 prisoners of war taken at Rangiriri, they were firstly taken to Auckland and eventually sent by ship to Kawau Island in the Hauraki Gulf, virtually all the prisoners escaped several months later, taking refuge among Ngapuhi, and eventually finding their way home, 1863  
Alexander Turnbull Library: E-395-037

## REMEMBERING RANGIRIRI

### ACTIVITY 3

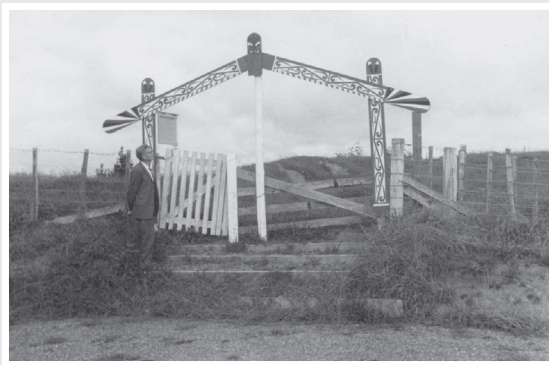
Use questioning to recap what students have learnt about Rangiriri:

- What is significant about this place?
- How has the landscape changed?

Facilitate a discussion about the Waikato War sites that students have visited so far:

- What have they noticed about these places?
- How have they been respected, or not respected?
- How are they remembered?
- How are their stories expressed to people that visit?

- How does the language used reflect perspectives about the war?
- What do war memorials in New Zealand usually look like?
- Who constructs them and why?
- How is the battle of Rangiriri remembered and memorialised?
- How is this different from, or similar to, other war memorials?



Mr A C Bagnall admires the entrance to Rangiriri Pa, 1964  
Heritage New Zealand Pouhere Taonga, print collection no.1448

The tohu maumahara (that you walked through as you came onto the site) is a symbol of remembrance of the battle of Rangiriri. It was unveiled on the 20th November 2012, and was a collaboration between the New Zealand Historic Places Trust (now Heritage New Zealand Pouhere Taonga) and Nga Muka. Below is additional information that describes the tohu structure and carvings.

Facilitate a discussion about the tohu at Rangiriri Pa:

- How do you interpret the tohu maumahara?
- What do you notice about it?
- What does it convey to you about this place?
- What do you think about that?

## TOHU MAUMAHARA – RANGIRIRI PA

BY DEAN WHITING  
HERITAGE NEW ZEALAND

*The concept of the tohu maumahara is to evoke a sense of arrival to the Rangiriri site, and to engage the visitor in the history of Rangiriri from a Maori cultural perspective. The structure's shape is based on a traditional whare form, the angled walls, lower aspect proportion, and curved roof eaves representing a raupo covered building. However when viewed more closely, the form is seen to be made of more European type cladding materials, like the tongue and groove lining that is nailed to the exterior and interior. This is a reflection of the period of time when Maori were adapting new technology and construction methods in innovative ways to meet their needs for buildings, economic prosperity, and in the case of Rangiriri, for defence of their land.*



*Within the Tohu Maumahara the visitor is able to read the whakatauaiki of Kingi Tawhiao, a reflection of the strength of vision and unity even in the face of adversity. Looking up we see the linings of the building appear to pull apart like clouds to reveal the constellation of Matariki, a symbol of the Kingitanga and reference to the primordial parents that join people to the land that of Ranginui and Papatuanuku.*



Tohu Maumahara, Rangiriri Pa, unveiled 20th November 2012

## **TOHU MAUMAHARA – RANGIRIRI PA** **BY WARREN MCGRATH – KAIWHAKAIRO**

***Kiingi Pootatau Te Wherowhero (Wheku/Gable mask)***  
***Taniwha (Maihi/Barge boards)***

### ***King Pootatau Te Wherowhero***

*In 1856 Pootatau Te Wherowhero was crowned the first Maaori King at a great gathering of the tribes from throughout Aotearoa (New Zealand). This gathering was held at Puukawa Marae, Taupoo and hosted by Te Heuheu Iwikau the paramount chief of Ngaati Tuuwharetoa.*

*Pootatau was selected from the leading chiefs of the land at that time, due to his genealogical connections to all of the ancestral canoes of the Maaori.*

*Pootatau Te Wherowhero has been carved in a style unique to the tribes of the Waikato and is known locally as Taura.*

### ***Taniwha***

*Upon each of the two Maihi (Barge boards) can be seen a Taniwha (Kaitiaki/Guardian), both Taniwha acknowledge the ancient whakatauki (Proverb) of the Waikato tribes and the geographic location of the actual Paa site to the Waikato River.*

***“Waikato Taniwha-rau, He Piko He Taniwha, He Piko He Taniwha”***

***“Waikato of a hundred Taniwha, upon every bend a Taniwha, upon every bend a Taniwha”***



*Both of the Taniwha have been carved in the style known as Taura, this style of carving can also be seen upon Taaheretikitiki, one of the waka taua (Maaori war canoe) of the Maaori King, Kiingi Tuuheitia at Tuurangawaewae Marae, Ngaaruawaahia.*

**Kiingi Taawhiao (Amo/Left side post)**

King Taawhiao the second Maaori King became the head of the Kiingitanga (King movement) at the passing of his father King Pootatau Te Wherowhero in the year of 1860. King Taawhiao was present at Rangiriri in the early stages of the battle and reluctantly withdrew prior to the request for conditions.

Taawhiao is seen holding a Kotiate (Whale bone club), as a symbol which acknowledges his status as Maaori King. He is also seen trampling upon a white flag of truce which caused much confusion inside the Paa maioro (Earth work fortification) on the 20th of November 1863.

The Kiingitanga forces hoisted a white flag and allowed a Crown representative to enter the Paa in order to discuss conditions for the continuation of battle. However they were bewildered when the Crown entered the Paa and proceeded to arrest the defending force which caused a general state of confusion, which led to the deaths of many Maaori as they endeavoured to escape through the surrounding swamps and waterways.

The Tiwhana and Tiitii carved and painted black upon King Taawhiao are reproductions of the actual moko (Traditional Maaori tattoo) as worn by King Taawhiao. As with the previous carvings the Amo which portrays King Taawhiao is also carved in the Taura style of carving from the Waikato.

**Te Wheoro (Amo/Right side post)**

Major Te Wheoro as he was known to Europeans is portrayed with an infantry sabre and percussion carbine as symbols of the Imperial Crown forces which invaded the Waikato in 1863, and whose side Te Wheoro took during the battle at Rangiriri. It is said that this stance was taken by Te Wheoro so that the Kiingitanga would have an open line of communication to the British Commander, General Cameron during the battle of Rangiriri.

Te Wheoro is carved in the Taura style of carving.

**Raparapa (Lower barge board)**

At the outer side of both Amo can be seen the carved Raparapa (Lower barge board). The Takarangangi (Pierced spiral) is flanked by a figure known as a Manaia, combined these two carving components are a representation of the male/female life force and symbol of the creation and enlightenment. A unique feature on the Raparapa is the use of a spiral as Tainui carving traditions dictate and not the figure form more commonly seen in other tribal areas.





At the unveiling of the Tohu Maumahara, 20th November 2012, L-R; Jim Schuster - Heritage New Zealand, Dean Whiting - Heritage New Zealand, Te Kenehi Teira - Heritage New Zealand, Pita Broad - Kaiwhakairo, Warren McGrath - Kaiwhakairo, George Olsen - Kaiwaituhi, Tuutanekai Tuunoho - Kaiwhakairo

As the front of the Tohu Maumahara represents key participants in affairs leading up to and during the battle, the inner facade of this memorial acknowledges those participants who fell during the battle. It will be noticed that the individual carved figures hold weapons of the day and are symbolic of the many tribes from around Aotearoa (New Zealand) which came together under one mantle to protect their families, homes and lands, that which is still known today as the Kiingitanga (King movement).

The Wheku, Maihi and Amo for this facade have been carved in a style which was in common use by the Tohunga Whakairo (Master craftsmen) of Ngaati Raukawa during the 1880's. There are several notable examples of this school of carving still in existence today; one of the more notable is the Whare Tuupuna (Ancestral house) Hoturoa which stands within the domain of Raukawa ki Wharepuuhunga.

**Wheku (Gable mask)**  
**Maihi (Barge boards)**

Both Wheku and Maihi are adorned with a design known as Whakarare, made up of the design elements Haehae (Grooves) and Paakati (Notching). Upon each maihi are carved mokomoko (Green lizards), symbolic of Kaitiaki (Guardians) to the realm of Hine nui te poo (Maiden of the great darkness). Several other unique characteristics to this style of carving are the use of Te toko rima a Maui, the five finger hand, and the use of the single spiral.







**Raparapa (Lower barge board)**

The Raukawa schools of carving also used the Takarangi on the Raparapa (Lower barge boards) as the esoteric concepts that are portrayed are those which were taught in the upper levels of the ancient Whare waananga (schools of learning) of the Tainui Tribes.



At the unveiling of the Tohu Maumahara, Rangiriri Pa, 20th November 2012



# Te Wheoro's Redoubt

## THE DECISIVE BATTLE



### Overview

The location of Te Wheoro's redoubt was associated with the Rangiriri defences in 1863. Following the battle the British built a redoubt on the site. This was subsequently built over, forming the redoubt that is visible today.

### Objectives

- Explore of the events that occurred at Rangiriri

#### PREPARATION

*This activity uses the same maps as previous Rangiriri mapping activity*

#### LOCATION:

Talbot Street  
Rangiriri

GPS: 37° 25' 44.7882" S,  
175° 8' 0.1824" E

#### GETTING THERE:

*Approximately 5 minutes drive from Rangiriri Pa. From Rangiriri Pa cross State Highway 1 and drive south along Rangiriri Road, turn left into Talbot Street, and continue 50m to the entrance to the redoubt.*

**PARKING:** On Talbot Street

**TIMING:** 20 minutes

### Rangiriri Defences

*This site, now known as Te Wheoro's Redoubt, was part of the Rangiriri defences, shown on the 1863 map as Rifle Pits. These were some of the outer defences that were taken by the British during the battle. As the fighting raged many Maori women tried to escape across nearby Lake Karaka/Kopuera with their children tied to their backs.*

*According to both Maori and Pakeha accounts some of them were killed by British soldiers taking pot-shots from the hill.*

*Like many of the sites associated with the Waikato War this location has changed over time. After the battle of Rangiriri a British Redoubt was built over top of the rifle pits. Later the site was modified again, during the time when the Crown was pursuing Te Kooti Arikirangi Te Turuki, from the East Coast.*

### TE WHEORO'S REDOUBT

#### ACTIVITY 1

Walk onto the redoubt. Distribute maps used at Rangiriri Pa:

- Can you identify your current location on all three maps?
- What was here?
- How does this site relate to the battle of Rangiriri?

Look at and discuss the content of the interpretation panels:

- How has this site changed over time?
- How are these changes similar to other historic war sites that you have visited?
- Who was Te Wheoro, and why is this site named after him?

### QUESTION?

**How and why do historic war sites change?**



# Rangiriri Cemetery

## REMEMBERING RANGIRIRI

### Overview

This is the site where Rangiriri Church once stood. This activity explores the Rangiriri Cemetery, looking at how the events at Rangiriri are remembered and represented from different perspectives.

### Objectives:

- Explore how the events at Rangiriri are represented and remembered from different perspectives
- Consider ways in which the Waikato War is memorialised

#### LOCATION:

Rangiriri Cemetery  
Rangiriri Road  
Rangiriri

GPS: 37°25'54.11"S,  
175° 8'2.87"E

#### GETTING THERE:

Approximately 2 minutes  
drive from Te Wheoro's  
Redoubt.

Drive south along Talbot  
Street and Rangiriri Road,  
the cemetery is across the  
road from the tearooms, just  
before the Rangiriri Tavern.

**PARKING:** On Rangiriri Road

**TIMING:** 30 minutes



## REMEMBERING RANGIRIRI

### ACTIVITY 1

Recap the discussion about memorials and the ways in which the wars are remembered.

Discuss how the language used to describe these events, and the perspectives presented, can influence how the wars are interpreted today:

- Can students give some examples of events at Rangiriri that could be seen or described from different perspectives?

Explore the cemetery, looking at the language and types of monuments and structures that are used here to memorialise the war:

- What do students notice?
- What groups are represented here?
- How are they remembered?

Pay particular attention to the cemetery arch and the language used. This arch was unveiled in 1927 to commemorate the wars:

- How do students interpret the language used and the perspective that is presented by this memorial arch?
- How does it describe the events at Rangiriri?

Consider and discuss how this language and perspective contrasts with what they have seen at Rangiriri Pa:

- How are the monuments and structures different from, or similar to, those at Rangiriri Pa?
- What perspectives were represented there, and how?

Discuss how perspectives towards the wars have changed since 1927, when the cemetery arch was constructed, and 2012, when the tohu maumahara at Rangiriri Pa was designed and built:

- What do you think has influenced these changes? -
- Why do our interpretations of past events change over time?

Discuss and present ideas about how students would remember and memorialise the events at Rangiriri, or the Waikato War:

- If they were to create a memorial what would it be, and why?
- How would they represent their perspective?

### QUESTION?

*How is the Waikato War remembered and why?*



# Ngaruawahia

## KINGITANGA



### Overview

Ngaruawahia, at the confluence of the Waikato and Waipa Rivers, is the headquarters of the Maori King, a place of special significance to the Kingitanga and Waikato-Tainui.

#### LOCATION:

*The Point, Ngaruawahia*

**GPS:** 37° 39' 44.4096" S,  
175° 8' 45.4302" E

#### GETTING THERE:

*Approximately 45 minutes drive from Rangiriri.*

*Drive south down State Highway 1 to Ngaruawahia,*

*take the first right after crossing the bridge over the Waikato River, cross the railway line, turn right into Broadway Street, drive down to the Point.*

**PARKING:** *The Point Reserve*

**TIMING:** *20 minutes*

### Objectives

- Explore the background to the Kingitanga
- Create an understanding of how and why the Kingitanga continues today
- Explore different perspectives towards the Kingitanga, historically and today

## Rahui Pokeka (Huntly)

*The royal precinct, home of the Kingitanga royal family, is Waahi Pa, in Rahui Pokeka, now Huntly. Maori used the coal from this area before Europeans arrived. In 1858 this area was earmarked for annex, and it has been suggested that the desire to control this valuable resource was one reason for the invasion of the Waikato. During the war Huntly became a British military post, and coal was mined from the banks of the Waikato River near Rahui Pokeka to fuel the British steam powered gun-boats.*

## Ngaruawahia

*Ngaruawahia, at the confluence of the Waikato and Waipa Rivers, is the headquarters of the Maori King, the capital of the Kingitanga. It was here that Potatau Te Wherowhero was crowned King in 1858, marking the beginning of the Kingitanga.*

*Two weeks after the battle of Rangiriri British troops entered the home of King Tawhiao here at Ngaruawahia. The settlement had already been evacuated by this time. Maori had already begun building further defences to the south of Ngaruawahia.*

*The war resulted in Waikato tribes being stripped of the majority of their land, and had a major impact on the Kingitanga. King Tawhiao was forced to lead his people into exile in the lands south of Te Awamutu. It was not until 1889 that the King and his people were able to return to Ngaruawahia.*

*By this time commercial coal mining at Huntly was already established, dominated by Pakeha owned companies, including former Waikato militiamen and their families who had been granted land nearby.*

*The seat of the Kingitanga is Turangawaewae marae in Ngaruawahia. It was established in the 1920s and 1930s under the leadership of Te Puea Herangi, grand-daughter of King Tawhiao, who sought to build an economic base for her people who had few resources following the confiscation of their lands. At this time attempts to secure proper compensation for the land confiscations gained momentum.*

*The late Queen, Dame Te Atairangikaahu, along with her brother, Sir Robert Mahuta, brought to conclusion the Waikato Raupatu (Confiscation) Claim in 1995, which included compensation for the confiscation of lands and an apology from the Crown. However the Government was unable to pay the true value of the land confiscated, and the settlement amounted to only a fraction of the value of all lands within the raupatu zone.*

*The Kingitanga continues today, and holds an established place in New Zealand society. In the 21st century the Kingitanga includes traditional practices and a modern corporate structure. The poukai, an annual series of visits by the king to Kingitanga marae in and beyond the Waikato region, dates back to the reign of King Tawhiao.*

The following description of the Kingitanga and the background to the confiscations comes from the Waikato-Tainui website: [http://www.tainui.co.nz/bakgr\\_raupatu.htm](http://www.tainui.co.nz/bakgr_raupatu.htm)

The Kingitanga was a movement to create a Maaori nation under a Maaori king. After consultation among tribes around Aotearoa, Waikato chief Pootatau Te Wherowhero became the first Maaori king.

Advances by the British government to gain control over land in the fertile Waikato, were becoming extremely hostile. Pootatau, like many chiefs of that time, believed that unity under the umbrella of the Kingitanga, would protect Maaori ownership of their lands, would prevent further loss of land to European settlers, and would encourage others not to cede sovereignty to the British government.

Pootatau died in 1860 and was succeeded by his son, Matutaera Tawhiao - more commonly known as Kiingi Taawhiao. Taawhiao's reign was to last for 34 years and it is said he held his kingship through the most turbulent era of Maaori-European relations.

Three years into Taawhiao's office, the New Zealand Settlements Act 1863 was passed which provided for military settlements to be established on confiscated land. Following enactment, British troops crossed the Mangataawhiri River, advanced on the Waikato region and provoked war. The people of Waikato were unjustly branded as rebels and in 1865, more than 1.2 million acres of Waikato land was confiscated.

This act of confiscation became known to Waikato-Tainui as "Raupatu".

The war and confiscation of lands caused heavy economic, social and cultural damage to Waikato-Tainui. Taawhiao and his people were rendered virtually landless and forced to retreat into the heartland of Ngaati Maniapoto. For 20 years, Waikato were exiled to the King Country and when they returned to their homes, there was a new political and legal order in place.

The search for redress and justice for raupatu spans more than 120 years: beginning in 1884 with Kiingi Taawhiao leading a deputation to England to seek an audience with Queen Victoria; in 1995 a Deed of Settlement signed by Te Arikiniui Dame Te Atairangikaahu; and today, the Waikato River Deed of Settlement in 2008/2009, and outstanding claims to West Coast Harbours, Wairoa and Maioro land blocks.

## KINGITANGA

### ACTIVITY 1

Introduce and discuss the significance of this location:

- Where are we?
- What is significant about this place?

Use questioning to facilitate a discussion about what students know about the Kingitanga historically, recapping key themes from the pre-trip classroom activity:

- What was the purpose of the Kingitanga?
- Why was it established?
- Who supported it?

- In the 1850s and 1860s how was the creation of the Kingitanga perceived by the government?
- What was the impact of the Waikato War on the Kingitanga and the people who supported it?

Facilitate a discussion about the role of the Kingitanga today:

- What do you know about the Kingitanga in today's society?
- What is the relationship between the Kingitanga and the government in the 21st century?

## QUESTION?

**How is the Kingitanga of significance to New Zealanders?**



# O-Rakau

## REWI'S LAST STAND

### Overview

The area surrounding O-Rakau supported thriving Maori communities engaged in extensive agricultural production and export, and provided essential supplies to the Kingitanga warriors. The battle of O-Rakau is perhaps the best-known engagement of the New Zealand Wars. The visit to O-Rakau explores, through storytelling, the battle and the events that occurred prior to the battle, in particular the destruction of Rangiaowhia and loss of a valuable fertile land and a key supply base for the Kingitanga supporters.

### Objectives

- Create an understanding of the value of the land and prosperity of Waikato Maori prior to the wars
- Explore the impacts of the war on people and communities
- Create an awareness of the events that occurred at O-Rakau

<p><b>LOCATION:</b> O-Rakau Pa, Arapuni Road 3km east of Kihikihi</p> <p><b>GPS:</b> 38° 2' 58.581" S, 175° 23' 16.5516" E</p> <p><b>GETTING THERE:</b> Approximately 1 hours drive from Ngaruawahia. From Ngaruawahia head south and turn right into Ellery St and left onto Whatawhata Ave (SH 39). Follow SH 39 through Whatawhata and on past Ngahinapouri, then turn left onto Meadway Rd. Continue onto Paterangi Rd, turn left onto Alexandra St. Drive</p>	<p>through Te Awamutu, at the roundabout take the second exit onto Sloane St. Continue onto SH 3 and onto Kihikihi. From Kihikihi turn left off SH 3 onto Whitmore St, at the corner where Rewi Maniapoto's grave is located. Drive down Whitmore St, which turns into Arapuni Road. O-Rakau Pa is on the right of Arapuni Road, approximately 5km from Kihikihi.</p> <p><b>PARKING:</b> Parking area next to monument on Arapuni Road</p> <p><b>TIMING:</b> 30 minutes</p>
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### Rangiaowhia

Soon after the battle of Rangiriri the Kingitanga supporters began work on their third defensive line. Located approximately 40km south of Ngaruawahia these immense defensive works are known as the Paterangi line, after its largest pa. The fortifications consisted of at least four large pa within 9km of each other. (Very little remains of these fortifications today).

The strength of the Paterangi line reflected the value of the area it protected. The purpose of these defences was to stop the British advance, but in particular to protect the valuable, agriculturally rich Rangiaowhia district. The Rangiaowhia district was a food bowl, and an important source of supplies for the Kingitanga forces.

The area around Rangiaowhia (just north of O-Rakau) was a major economic base, a thriving Maori community, cultivating hundreds of acres of wheat, maize and potatoes for export to Auckland, Sydney and California. The settlement included two churches, flour mills, stores, schools, thatched whare, timber houses and even a race course, set among peach orchards.

“...a source of Maori pride and European envy”.

Following the occupation of Ngaruawahia the British forces continued their advance, up the Waipa River. British troops did not take their chances attacking the formidable Paterangi line, instead deciding to outflank the defences. While the Kingitanga forces were still at Paterangi, British troops, guided by a local who had lived

QUESTION?

**What was the impact of the war on Maori communities and economies in the Waikato?**

in Rangiaowhia before the war, marched through the night around the southern flank of Paterangi, and onto Rangiaowhia. The few people there were mainly women and children, with only about a dozen warriors left to defend the settlement. The inhabitants of Rangiaowhia were taken by surprise. Men, women and children ran for cover in churches and whare as British cavalry stormed into the village and opened fire. Whare were torched and the people of Rangiaowhia were gunned down by the soldiers.

After the engagement the British troops, laden with food and loot, withdrew to Te Awamutu. The next day the Kingitanga supporters reoccupied Rangiaowhia, and immediately began constructing another set of defences on the Hairini Ridge. This delayed the British advance long enough to enable Maori to get all their people, guns and ammunition out of the Rangiaowhia district, although a quantity of food supplies had to be left behind. Having withdrawn from the Paterangi line and the rich district that it protected, the Kingitanga supporters were forced to evacuate south.

Just two days after the destruction of Rangiaowhia British troops occupied Kihikihi, looting and burning the house of the highly respected leader Rewi Maniapoto. Rewi and his people had abandoned their homes and extensive plantings. Hundreds of Maori were seen driving their horses and cattle to safety south of the Puniu River.

## O-Rakau

The next confrontation happened here at O-Rakau where a pa had been built among a peach grove. There were approximately 300 people within the pa, including up to 100 women and some children. The following account of the battle of O-Rakau was given by Hitiri Te Paerata of Ngatiraukawa, who was at the battle.

“After many fights, in which the Europeans were generally successful – for they had numbers and other advantages on their side... – we assembled in the vicinity of Orakau. My own tribe [Ngatiraukawa] was commanded by my father, Te Paerata, my brother, Hone Teri te Paerata, and my uncle, Rawiri te Hirawea. The Urewera contingent was headed by Te Whenuanui and Hapurona Kohi, the East Coast Natives were led by Te Waru, Tamatea and Raharuhi, and the Ngatimaniapoto by Rewi Manga Maniapoto.

The old men had selected a site for a pa in a very strong position – a tongue of land on Mr Cowan’s farm, running into a deep swamp. Our first intention was to remain concealed till our defences were completed; but some of the hot-headed young men strayed away against orders, and some were killed at Rangiaowhia and at another place. Our hearts were very dark on account of those young men being killed, and the old men were angry. It was my old father, Te Paerata, who said, “Me mate au kikonei [Let us make the pa here; let me die here on the land].”

It was owing to the disobedience of others, and the dissensions amongst us, that this place was selected, for it was not a suitable place at all. However, we commenced to build our pa at Orakau; but some European troopers saw us, and gave the alarm. The General at once made preparations for attacking, and, after marching all night, took up a position about a mile from where we were

at work, to wait for the main body to come up. Just as morning broke the troops were all collected, and advanced to surround our position, which was a sort of oblong redoubt, built of sods. It was about a chain and a half long and a chain wide, and was built in a peach-grove. There was a sort of outwork or flanking angle at one end. We had worked all night, but the pa was not completed when the troops attacked us. They attempted to take the pa by a rush; but my father had placed the men, some in the ditch and others leaning over the earthworks, so when the attacking party got within a short distance we fired tremendous volleys, which made them fall back, leaving their dead and wounded. They then attacked on another side, and were again repulsed. My father and other brave men urged that we should take advantage of the confusion the Europeans were in and attack them.

It is an old saying of our fighting men, “Taka mua, taka muri [Quick to strike and quick to retire]”. Rewi would not consent, and the supreme lucky moment was lost. The Europeans again attacked, and were repulsed for the third time. They then appeared to lose all hope of taking the place by assault, and determined to take it by first surrounding us and then sapping up to the pa. Our retreat was now quite cut off. We had no water nor anything to eat except potatoes, which we ate raw to quench our thirst, which was severe.

For three days and three nights we were in this state, during which time a storm of shot was poured into our fort; but we returned the fire, and dug holes to shelter the women, and did all we could to strengthen our defences. By this time the sap had approached to within half a chain of our works, but we kept up such a hot fire that many of the men digging it were killed and wounded.

Up to this time our losses had been very small, and we were sustained by the recital of the brave deeds of our ancestors, whose motto was, “Me mate te tangata, me mate mo te whenua [The warrior’s death is to die for the land].” We felt no fear, for our hearts were filled with fury. Our ammunition now began to fail; we had no bullets, so we fired peach-stones and plugs of wood as a substitute. Our sufferings became very great from hunger and thirst.

About midday on the third day the sap was quite close to our pa, and the troops lighted small shells [hand-grenades], and threw them into our midst. Some burst, killing and wounding those near; others were picked up and threw back, bursting in the sap. The General decided to send a summons calling upon us to surrender. Major Mair was sent by the General to bring us this message. He came up to within a few yards of where we were, our men all aiming at him with their guns, and said, “Let the fighting cease, because you are surrounded. Your position is hopeless. If you persist in fighting you will all be killed, and your women and children will die with you.” This word was sent round, and all the chiefs and people within the pa took counsel on the General’s message. The Urewera proposed that we should hoist a white flag, and when all the troops came up close to our fort and demanded our arms to pour a tremendous volley in and then charge through. We would not agree to such treachery, because this was not after the manner of chiefs. What we proposed was that the troops should go away with their dead and wounded, and that we also would go away with ours.

These negotiations lasted about half an hour before our ultimatum had been decided upon. Then the General again sent Major Mair, who said, "Let the women and children be sent out; we will protect them, so that they may not die." Then uprose my sister, Ahumai, amongst the women, and said, "If our husbands and brothers are to die of what profit is it to us that we should live? Let us die with the men." Seeing that the women were all of one mind, then Hapurona, Rewi, and my father said, "Ake, ake, ake [We will fight on forever]." The people repeated these words with great shout, and one of my people named Wereta fired at Major Mair, hitting him on the top of the right shoulder. Of course, this treacherous work broke off the negotiations, and firing commenced on both sides more furiously than ever, only we had no bullets. A big gun was then put in the sap, which broke down our pa and made a breach through which the troops tried to enter, but we drove them back, killing their leader, Captain Hereford.

Our position became so desperate that we determined to try and break through; so we put our last bullets in our guns, and, forming up in a solid body with the women in our midst, we made one rush, breaking down the pa, and marched out, firing from both flanks at the besiegers, who closed in round our rear and tried to cut off our retreat. We burst out towards the southward side and marched down the hill, breaking through and killing a lot of the soldiers who tried to stop us... No stragglers were left behind, and the fight became desperate and hand to hand.

... As we fled before them they tried, by outmarching our flanks, to cut off our retreat, and poured a storm of bullets which seemed to encircle us like hail. It became a forlorn hope with us; none expected to escape, nor did we desire to; were we not all the children of one parent? Therefore we all wished to die together. My father and many people died in breaking away from the pa. When we cut through the troops further on my brother, Hone Teri, who was with Rewi, died in endeavouring to shield him. The whole of

my tribe were slain; my father, brothers, and uncle all died. My sister Ahumai, she who said the men and women would all die together, was wounded in four places. She was shot in the right side, the bullet going through her body and coming out on the left; she was shot right through the shoulder, the bullet coming out at her back; she was also shot through the waist; and her thumb was shot away. Yet she is still alive, and resides at Taupo. We bore away many of our wounded.

Not half of the defenders of Orakau Pa escaped. I saw as we got away from the Puniu River a young man of the Ngatimaniapoto Tribe leading off two old men, one of whom was badly wounded. He was hard pressed by the troops, and kept kneeling down and pointing his gun at the pursuers, but it was not loaded, and eventually he was shot; also one of the old men, the other escaped into the woods.

None of the men in the pa showed any fear. All were equally brave, but the most intrepid in fight and sagacious in council were Hapurona, Raureti te Huia, Rewi's brother, and my brother, Honi Teri te Paerata...

... We afterwards heard that when the pa was carried Major Mair went in with the stormers to look after the wounded. He found some soldiers trying to kill a wounded woman named Hineiturama, belonging to Rotorua. They did not know, perhaps, that she was a woman, but they were enraged at the death of their officer, Captain Ring. Major Mair carried the woman to a corner of the pa, and ran off to save another woman called Ariana, who was also badly wounded, but when he returned Hineiturama had been killed. I mention this to show that some of the Europeans were kind to us. It is on this account that the Waikato and Taupo Natives have an affection for Major Mair...

When we were hemmed in at Orakau some of the wounded were crying for water, and I ran to the swamp with a calabash to get some. I passed right through the soldiers. Perhaps they knew what I wanted the water for, for they did not fire at me."

## RANGIAOWHIA

### ACTIVITY 1

Walk onto the site and find a comfortable place for the group to sit or stand.

Use the first storyline above to describe the events that occurred prior to the battle of O-Rakau. Connect these events to what students already know about the wars, and use questioning to explore the impacts and consequences.

Use questions to explore the events at Rangiaowhia:

- Why do you think the British attacked Rangiaowhia instead of the Kingitanga army at Paterangi?

- Why do you think someone who had previously lived at Rangiaowhia would lead the British troops there, knowing they were going to attack the village?
- What impact did this attack have on the people of Rangiaowhia, and those living around Kihikihi?
- Why do you think they evacuated?
- How do you think they felt about having to evacuate their homes and leave behind their food and cultivations?
- What would you have done in this situation?
- Why do you think the British troops looted villages and burned people's houses?



## O-RAKAU

## ACTIVITY 2

Use the second storyline, and the following questions, to explore and discuss the events at O-Rakau:

- Where did the warriors who fought at O-Rakau come from?  
Ngati Maniapoto, Ngati Raukawa (from near Rotorua), Tuhoe (from Te Urewera), Ngati Kahungunu (from Hawkes Bay), most Waikato tribes were represented, some Ngati Tuwharetoa (from near Taupo), and some Ngati Porou, Whakatohea and Whanau-a-Apanui (from the East Coast and Bay of Plenty)
- Why do you think people that were not from here were prepared to fight and die for the defence of these lands?
- What does this tell you about the importance of this war for Maori throughout Aotearoa?
- What does it tell you about the support of the Kingitanga?
- What limitations and hardships did the defenders at O-Rakau have to deal with?
- How did they adapt and respond to these limitations?
- What examples of bravery stand out to you from this account?
- What about examples of honour and respect?
- What about examples of treachery and betrayal?
- What examples can you give of compassion and sympathy?
- How do you think this battle affected Hitiri Te Paerata, his family and his tribe?
- What were some of the immediate impacts for the defenders at O-Rakau?
- What were some of the longer term consequences for them?
- How do you think this battle might have affected the British soldiers involved?
- What were the impacts and outcomes of the battle for them?
- How do you think things could have worked out differently?
- What remains here today to remember these people and events?
- How has this historic battle site been respected? Or not respected?
- How could this be done differently?



Ngati Maniapoto survivors of the war gather at Orakau at the 50th anniversary of the battle. They are, from left to right, Te Wairoa Piripi, Hekiera te Rangi, Huihi Pou-Patate, Te Huia Raureti, Mahu Te Mona, Te Wharerangi Parekawa, 1914, photographed by William Henry Macey, Cowan Collection Alexander Turnbull Library: G-17975-1/1

# Alexandra Redoubt



## RAUPATU



### Overview

Alexandra Redoubt at Pirongia is near the southern boundary of the lands confiscated during raupatu. This activity explores the motivations of those involved in the war, and the massive confiscations imposed on the Waikato tribes following the invasion and occupation of their lands.

### Objectives

- Create awareness of the scale of land confiscated
- Explore the impacts of the war on people and communities
- Explore the motivations of those involved in the war

### What happened to all that land?

Over 1 million acres of the best farming land in the world eventually ended up in Government hands, it was a mass confiscation. Waikato tribes were forced into exile south of the Puniu River, (which became the new aukati), the area now known as the King Country. The consequences of raupatu for the people of Waikato were devastating. They suffered absolute destitution and famine. They were alienated from their lands and the resource base that supported their once thriving economies.

Following the invasion, military settlers were allocated smallholdings on the confiscated Maori land. These land grants were often uneconomic in size, some land was inaccessible, swampy or unsuitable for agriculture, and the isolation of settlements made earning a living difficult and costly. Most of the military settlers sold or walked off the land. Only 10 percent of men granted farms in Waikato were still on them in 1880.

Most of the land was acquired by wealthier farmers and land speculators. Huge estates were established and

### PREPARATION:

Print maps – 2 maps per set, 1 set of maps per team of 4 to 8 students. Use colour copies. This activity requires students to draw on the maps, they will need to bring something to lean on, and a pen or pencil – 1 per team.

### LOCATION:

Alexandra Redoubt  
Bellot Street, Pirongia

GPS: 37° 59' 36.1788" S,  
175° 11' 54.456" E

### GETTING THERE:

Approximately 30 minutes drive from O-Rakau.

From O-Rakau retrace your steps back through Kihikihi to Te Awamutu. From Te Awamutu head north east along Pirongia Rd to Pirongia. Drive down Beechy St and turn left into Franklin St, and then right into Bellot St. The entrance to the redoubt is a short distance along Bellot Street on your left.

**PARKING:** Bellot Street

**TIMING:** 30 minutes

land companies were formed by Auckland financiers, such as the Waikato Land Association. In order to develop the land for farming the vast wetlands and swamps that Maori had developed flourishing economies around had to be drained to establish pasture. However it was costly to develop and drain the waterlogged lands, and by the 1890s most estates had failed financially and were taken over by the government to subdivide for smaller farms.

Systematic drainage schemes continued into the 1900s. Topdressing of peat and alluvial soils on the flats improved pasture and led to the growth of dairy farming in the region, while on the hill country sheep and cattle farming proved more profitable.

Today the Waikato remains a prosperous region, however the impacts of the war, land confiscations and consequent changes in land ownership and use, has resulted in much of the wealth generated from these lands going to people other than the descendants of the original farmers and horticulturalists that prospered here in the 1850s.

**"The Crown recognises that the lands confiscated in the Waikato have made a significant contribution to the wealth and development of New Zealand, whilst the Waikato tribe has been alienated from its lands and deprived of the benefit of its lands."**  
– Waikato Raupatu Deed of Settlement, 1995

## MOTIVATIONS FOR WAR

## ACTIVITY 1

Walk up to the redoubt.

Facilitate a discussion recapping some of the motivations behind the wars:

- What were the Kingitanga supporters fighting for?
- What were Waikato Maori fighting in defence of?
- Why do you think they continued to resist and defend their lands and homes in the face of such immense opposition?
- Why do you think Maori from all over Aotearoa travelled here to support them?

Read out and consider the following quote. It comes from an interview between a Papakura farmer from Yorkshire who was recruited for the wars, and Governor Grey and the Defence Minister Thomas Russell:

**William Jackson;**

*"By following up the Natives, I run a great risk of being killed, and your Excellency must not think I wish to show any disrespect to you if I speak rather plain, as I think a fair understanding now will save a great deal of unpleasantness afterwards. You say you will give me land; I may therefore tell you that it is not for the pay, neither am I anxious to get a name, but if I get through, I shall expect a lump of good land."*

**Governor Grey replies;**

*"We do not wish to bind ourselves too tight, but I will give you not merely a lump, but a large slice in the choicest part of the Waikato; I will settle you down in Rangaiwhia".*

Facilitate discussion:

- Why did the Government invade the Waikato?
- Why did Britain provide such huge resources and troops for the war?
- What were the British soldiers fighting for?
- What motivated the Militia and Colonial troops, such as William Jackson?

## QUESTION?

**What was the impact of raupatu in the 1800s?**

**What is the impact of raupatu today?**

**How is the Waikato War of significance to New Zealanders in the 21st century?**

**RAUPATU**

**ACTIVITY 2**

Look at the interpretation panels onsite. Discuss the purpose and implications of the New Zealand Settlements Act 1863.

Split into teams of 4 to 8 students. Distribute the maps.

**MAP 1**

Students should closely observe the map and identify:

- when the map was created
- the areas of land that were in Pakeha ownership
- the areas of land in Maori ownership
- the areas of land owned by Maori who supported the Kingitanga

Next identify:

- the Waikato River
- the location of Mangatawhiri Stream (located where the red Pakeha occupied area of Auckland meets the green Maori owned land at the Waikato River) – draw this onto your map
- the Waipa River
- your current location - Pirongia – (located at the point where the third eastern tributary joins the Waipa, in an east-west line adjacent to Aotea Harbour) – draw this onto your map

Discuss what the maps shows:

- What do you notice about the land within the Waikato region in 1863?
- Who owned it, who didn't?
- What do you notice about land ownership in the North Island in general?

**MAP 2**

Now look at the Map 2 and identify:

- the Waikato River
- the Waipa River
- your current location – draw this onto your map

Next, look closely at the map and discuss:

- What does this map show?
- Read the writing at the top of the page – what does it say about the area enclosed by the yellow line?
- What does the yellow line represent?

Compare the area enclosed by the yellow line on Map 2 to the area on Map 1 south of the Mangatawhiri Stream, the original lands of Waikato Maori. Draw the new aukati (the area enclosed by the yellow line) onto Map 1 as accurately as possible.

- What has happened to the vast and fertile area that was home to Waikato Maori and supporters of the Kingitanga in the five years, from 1863 to 1868?

Facilitate group discussion:

- What do you think were some of the immediate impacts of these confiscations for the people of Waikato?
- What kind of impact do you think this had on the Kingitanga?
- What impact do you think the war had on Maori and Pakeha relationships?
- What were some of the longer term consequences that resulted from the war?
- What are the lasting impacts and consequences that still affect New Zealand society today?
- How do you think these impacts and consequences can be dealt with in the future?

**Alexandra Redoubt – Map 1**



North Island sketch showing approximately the extent of white territory, and the districts which have fed the war, c.1863, by Charles Heaphy  
Alexander Turnbull Library: 832gbbd/[186-?]/Acc.1774

**Alexandra Redoubt – Map 2**



Central North Island, showing Maori king area with 'Aukati' line, 1868, by Howard Hill.  
Alexander Turnbull Library: 832.16hkm/1868-1869/Acc.5862





# Post-Trip Classroom Activities and Curriculum Links

Below are ideas for activities specific to the Curriculum Learning Areas of Social Studies, History, Geography, English and The Arts. These can be done following your trip to the Waikato War sites. The activities outlined link to the Learning Area Achievement Objectives for Levels 4 to 8 and the Key Competencies from the New Zealand Curriculum.

## SOCIAL SCIENCES

The following activities integrate concepts from the four conceptual strands; Identity, Culture and Organisation, Place and Environment, Continuity and Change, The Economic World.

## SOCIAL STUDIES

### **Kingitanga**

Explore and gather information on the background to the Kingitanga to explain:

- Why the Kingitanga was formed
- The process and considerations involved in selecting a King
- The role of the King and extent of his authority
- The iwi and hapu that supported the formation of the Kingitanga and the ways in which they demonstrated their support
- The role of the Kingitanga in the wars of the nineteenth century
- The impacts of the war in Waikato on the Kingitanga and the people who supported it

Reflect on and evaluate this information and write an explanation from your own perspective outlining the significance of the Kingitanga to the Waikato War.

Share this perspective with other members of your class and discuss how and why your understandings may be similar and/or different.

### **Links to Level 4 Social Studies Achievement Objectives**

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

Understand that events have causes and effects.

Understand how people participate individually and collectively in response to community challenges.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others

### **Impacts and Consequences**

Research and gather information on the impacts of the Waikato War of the 1860s to explain:

- The consequences of the war on relations between Maori and Pakeha
- The immediate impacts of raupatu, the land confiscations, on Waikato tribes
- The effects of the war on the Military settlers and communities that occupied the confiscated lands
- The impact of the war and confiscations on the landscape, and the changes that occurred to the environment
- The on-going consequences of the war and loss of land for Waikato Maori
- The long-term impacts of the war and the consequences for contemporary New Zealand society

Reflect on and evaluate this information and write an explanation from your own perspective outlining the impacts of the war on the landscape and people of the Waikato.

Create a short presentation to explain your perspective to the class. Following the presentations discuss as a group the various conclusions and ideas that were presented, identifying examples or experiences from your trip through the Waikato that illustrate and/or support them.

### **Links to Level 5 Social Studies Achievement Objectives**

Understand how cultural interaction impacts on cultures and societies.

Understand that people move between places and how this has consequences for the people and the places.

Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others

Managing self

### **Kingitanga - historically and today**

Research and compile information, with references, that describe how the creation of the Kingitanga represented a change or adaptation of Maori culture.

Develop two focus questions (open-ended) that explore the consequences of this adaptation for New Zealand society in the nineteenth century. Then investigate and gather information that explains and answers these questions.

Explore the role of the Kingitanga after the wars of the 1860s and describe the ways in which it sought compensation and acknowledgement of the injustices and deprivation that resulted from the Waikato War and land confiscations.

Investigate the role and significance of the Kingitanga in contemporary New Zealand society. Then reflect on and explain from your own perspective the significance of the Kingitanga to New Zealanders today.

Share this perspective with other members of your class and discuss how and why your understandings may be similar and/or different.

### **Links to Level 6 Social Studies Achievement Objectives**

Understand how cultures adapt and change and that this has consequences for society.

Understand how individuals, groups and institutions work to promote social justice and human rights.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others

## ***The Land Issue***

Investigate and summarise the key differences between Maori and European concepts of land ownership in the early 1800s. Then describe examples of the consequences that resulted from these differences in understanding.

Explore and describe the ways in which Maori and Europeans attempted to address these misunderstandings and their consequences. Then explain what some of the outcomes were.

Develop two focus questions (open-ended) that explore the Governments motivations and methods for securing land from Maori in the nineteenth century. Research and gather information, with references, that explains and answers these questions. Describe how these explanations relate to:

- The situation in Waikato in the early nineteenth century (the local context)
- Settlement patterns throughout New Zealand in the early nineteenth century (the national context)
- The colonisation of New Zealand by Britain (the international context)

### **Links to Level 7 Social Studies Achievement Objectives**

Understand how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts.

Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.

Key Competencies:

Thinking

Using language, symbols and texts

## ***Change and Response***

Research and describe the British world view and social structure in the eighteenth and early nineteenth centuries.

Explain how this perspective of the world impacted on interactions with Maori in New Zealand during the nineteenth century.

Investigate and explain why, prior to 1840, some Europeans living in New Zealand assimilated with Maori communities and adopted their lifestyle and elements of their culture. Describe key events that led to the shift from Europeans in New Zealand adopting Maori ways of life, to Maori communities increasingly adopting European customs. Explain reasons why this shift happened on varying scales and at different rates in different parts of the country.

Develop two focus questions (open-ended) that explore how changes to Government, laws and policy impacted on Waikato tribes during the nineteenth century. Research and compile information, with references, that explains and answers these questions. Describe how the people of Waikato responded to these changes and what the outcomes were.

### **Links to Level 8 Social Studies Achievement Objectives**

Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

Understand how policy changes are influenced by and impact on the rights, roles and responsibilities of individuals and communities.

Key Competencies:

Thinking

Using language, symbols and texts

## **HISTORY**

### ***Causes and Consequences***

Research and gather information, with references, describing at least two different perspectives on the causes of the Waikato War of the 1860s. Describe how these events and their consequences impacted on the lives of individuals and communities living in the Waikato prior to 1860. Explain how these events and their consequences contributed to the wealth and development of New Zealand.

Outline from your own perspective the key causes of the war in Waikato, and describe what you see as the most significant consequences of the war. Share this perspective with other members of your class and discuss how and why your understandings may be similar and/or different.

### **Links to Level 6 History Achievement Objectives**

Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.

Understand how people's perspectives on past events that are of significance to New Zealanders differ.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others



## Perspectives and Interpretations

Research and gather information, with references, describing at least two different perspectives on the reasons behind the creation of the Kingitanga and its purpose. Describe how the Kingitanga was interpreted by the Government in the 1860s and how this interpretation differed from that of the people who created and supported it.

Explore and compile quotes, with references, that illustrate how the war in Waikato was interpreted by different groups in the nineteenth century. Compare these historical interpretations to contemporary accounts and perspectives on the war.

Prepare a presentation outlining the way that interpretations of the Waikato War have differed and evolved overtime. Reflect on and describe in your presentation, your own perspective on possible reasons for this change in interpretations of the war. Present this to the rest of the class. Following the presentations discuss as a group the various conclusions and ideas that were presented, identifying examples or experiences from your trip through the Waikato that illustrate and/or support them.

### Links to Level 7 History Achievement Objectives

Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.

Understand how people's interpretations of events that are of significance to New Zealanders differ.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others

Managing self

## Historical and Contemporary Interpretations

Investigate and describe how the ending of the battle of Rangiriri is explained differently by different people or groups. Outline some of the reasons why the events at Rangiriri are explained differently.

Describe how different explanations of the events at Rangiriri can impact on the way the battle is remembered. Provide examples of these differences from things you observed on your trip through the Waikato. Reflect on and consider the significance of these explanations for the people and communities who were involved in these events, and their descendants.

Research and gather information, with references, that show how interpretations of the Waikato War in the nineteenth century differ from contemporary interpretations. Describe how these changes in interpretation over time relate to social and political changes in New Zealand, and provide specific examples that reflect these changes.

### Links to Level 8 History Achievement Objectives

Understand that the causes, consequences, and explanations of historical events that are of significance

to New Zealanders are complex and how and why they are contested.

Understand how trends over time reflect social, economic, and political forces.

Key Competencies:

Thinking

Using language, symbols and texts

## GEOGRAPHY

### The Whangamarino Catchment

Describe the landscape and environment of the Whangamarino catchment prior to the 1860s, and compare this to the Whangamarino landscape and environment today, highlighting key changes and differences. Explain the processes that have caused these changes to the landscape and how and why they have occurred. Explore and describe some of the consequences of these changes and provide specific examples.

### Links to Level 6 Geography Achievement Objectives

Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.

Understand how people interact with natural and cultural environments and that this interaction has consequences.

Key Competencies:

Thinking

Using language, symbols and texts

### The Waikato River

Describe how the Waikato River was perceived and utilised by Waikato Maori before 1860. Compare and contrast this with the way the river was utilised and perceived by European settlers and farmers in the late 1800s and early 1900s. Gather information that describes the way the river is valued and perceived today. Explain the key changes that have occurred over time in the way people perceive and interact with the Waikato River.

Research and describe the changes that have occurred to the Waikato River from the nineteenth century to today. Outline the processes that have caused these changes, and explain when and why they have occurred. Describe how these processes are similar and/or different to those affecting other waterways in New Zealand, and how and why the consequences of these changes vary in different places.

### Links to Level 7 Geography Achievement Objectives

Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.

Understand how people's perceptions of and interactions with natural and cultural environments differ and have changed over time.

Key Competencies:

Thinking

Using language, symbols and texts

## The Waikato Basin

Research and gather information, with references, that describes the processes that have shaped the landscape and environment of the Waikato basin from 1800 to today. Create a timeline illustrating when these processes have impacted on this environment, and explain the causes of key changes that have occurred. Provide examples of how and why some places have been more affected by these changes than others.

Describe the way that different groups have valued and utilised this landscape, and how this has changed overtime, and varied from place to place. Explain how these different values and uses are reflected in the way people respond to the environment and give examples. Describe how these responses relate to the timeline and changes outlined above.

### Links to Level 8 Geography Achievement Objectives

Understand how interacting processes shape natural and cultural environments, occur at different rates and different scales, and create spatial variations.

Understand how people's diverse values and perceptions influence the environmental, social and economic decisions and responses that they make.

Key Competencies:

Thinking

Using language, symbols and texts

## ENGLISH

This activity explores how language influences the way that the wars of the nineteenth century are remembered and interpreted. It includes tasks focused on the two core strands requiring students to 'make meaning' (Listening, Reading and Viewing) and 'create meaning' (Speaking, Writing and Presenting). The activity should be adapted as appropriate to meet the required Achievement Objectives for Levels 4 to 8. A useful starting point for this activity is the discussion on the New Zealand Wars website <http://www.newzealandwars.co.nz/> which includes further references.

## What's in a name?

The wars that occurred in New Zealand in the nineteenth century have been described by various names, including the Land Wars, the Maori Wars, the Colonial New Zealand Wars, Nga Pakanga Nu Nui O Aotearoa, the Anglo-Maori Wars, and the New Zealand Wars.

Using a range of texts and sources research and identify how and why different names are used to describe this period of conflict. For each different name identified, describe where the name is used, the date that the text was created, the purpose of the text, and the audience that it is intended for. Reflect on and explain the main ideas that are conveyed by the text, and describe the point of view that is being presented. Evaluate the reliability and usefulness of the names used in each particular context. Describe whether or not these names are still used today and an explanation of why or why not.

Explain from your own perspective which name you think should be used to describe the wars today, and why. Present your perspective as a newspaper or magazine article. Include evidence or examples, and references to support your ideas.

View and read the text that is written on the Rangiriri Cemetery Memorial Arch (see photo below). Based on your knowledge of the events that occurred at the battle of Rangiriri, design and write the text for a contemporary memorial at this site. Provide a description of your memorial design, including the purpose of the text, the perspective that you are presenting, and the reasons why.

Create a short presentation that describes either the content of your article or the design of your memorial. Outline the main ideas that you have considered in developing your perspective, and clearly describe the conclusions that you have come to and how these are expressed in your article or monument.

Key Competencies:

Thinking

Using language, symbols and texts

Managing self



Rangiriri Cemetery Memorial Arch

## THE ARTS

This activity relates to the Visual Arts discipline, integrating the four strands; Understanding the Arts in Context, Developing Practical Knowledge, Developing Ideas, and Communicating and Interpreting. The process outlined should be adapted as appropriate to meet the required Achievement Objectives for Levels 4 to 8.

### **Memorialising the Waikato War**

Monuments and memorials that serve as a reminder of the events that occurred during the war in Waikato are found throughout the region at battle sites and other sites of significance. On your trip through the Waikato you have seen a number of these memorials in different places, designed and built at different times for different purposes. Information relating to this activity can be found on pages 41 to 56 of this resource and on New Zealand History Online: <http://www.nzhistory.net.nz/war/new-zealand-wars-memorials> and <http://www.nzhistory.net.nz/media/photo/rangiriri-nz-wars-cemetery-arch> (including photos and further references).

Choose three different memorials that you have seen on your trip; for example the Tohu Maumahara at Rangiriri Pa, the Memorial Arch at Rangiriri Cemetery, and the Memorial Obelisk at O-Rakau Pa.

For each of these memorials investigate and describe:

- the purpose of the object
- the time that it was designed and constructed
- the place that it is located, and the significance of that place
- who commissioned it, and who designed or built it
- who it is intended to be viewed by

Reflect on and describe how this context influences the object, including the way in which it was made, and the way in which it is valued.

Explore in more depth the way in which these three objects were made, the materials used, the techniques and technologies available at that time, and the skills of the people who made them.

Reflect on and explain how these objects communicate meaning. Describe how you interpret the work and what you think the artists' intention was.

Compare and contrast the similarities and differences between the meanings of these three objects, and evaluate why these exist and how they relate to the contexts identified above.

Choose a location that you have visited on your trip relating to the Waikato Wars and design a memorial for that site. Clearly explain the purpose of the object and the materials and techniques that would be used to create it, and why you have chosen these. Describe what you intend to communicate through this object, how this meaning is communicated, and how it relates to the context in which it is created.

Share your design with other members of your class and describe your ideas and reasons for the design you have chosen. Discuss, interpret and evaluate each other's work. Identify similarities and differences between the designs and identify how these relate to the context and meaning of the work.

Key Competencies:

Thinking

Using language, symbols and texts

Participating and contributing

Relating to others

# References and Further Reading

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## WEBSITES

**New Zealand History Online** - <http://www.nzhistory.net.nz/>

**Politics & Government – Maori Leadership** - <http://www.nzhistory.net.nz/category/tid/267>

**War & Society – New Zealand’s internal wars – War in Waikato** - <http://www.nzhistory.net.nz/war/war-in-waikato>

**NZ War Memorials** - <http://www.nzhistory.net.nz/war/new-zealand-wars-memorials>

**Rangiriri NZ Wars Cemetery Arch** - <http://www.nzhistory.net.nz/media/photo/rangiriri-nz-wars-cemetery-arch>

**Mercers unusual memorial – roadside stories** - <http://www.nzhistory.net.nz/media/video/mercers-unusual-memorial-roadside-stories>

**Rangiriri Pa – roadside stories** - <http://www.nzhistory.net.nz/media/video/rangiriri-pa-roadside-stories>

**Orakau , famed battle site – roadside stories** - <http://www.nzhistory.net.nz/media/video/Orakau-famed-battle-site-roadside-stories>

**Te Ara; The Encyclopaedia of New Zealand** - <http://www.teara.govt.nz/>

**Waikato Region** - <http://www.teara.govt.nz/en/waikato-region>

**Waikato Region - Invasion of Waikato (interactive map)** - <http://www.teara.govt.nz/en/waikato-region/5/5>

**Waikato Tribes** - <http://www.teara.govt.nz/en/waikato-tribes>

**Land Ownership** - <http://www.teara.govt.nz/en/land-ownership>

**Farming in the Economy** - <http://www.teara.govt.nz/en/farming-in-the-economy/1>

**The Dictionary of New Zealand Biography** - <http://www.teara.govt.nz/en/biographies>

**The New Zealand Wars** - <http://www.newzealandwars.co.nz/>

**Waikato-Tainui** - [http://www.tainui.co.nz/bakgr\\_raupatu.htm](http://www.tainui.co.nz/bakgr_raupatu.htm)

## OTHER MEDIA

**The New Zealand Wars** - James Belich, documentary - dvd series (available from most libraries)

## PUBLICATIONS

**Battlefields of the New Zealand Wars; A Visitors Guide** – David Green, 2010, Penguin

**Landscapes of Conflict; A field guide to the New Zealand Wars** – Nigel Prickett, 2002, Random House

**The Colonial New Zealand Wars** – Tim Ryan & Bill Parham, 1986, Grantham House

**The Future of New Zealand War Sites and Landscapes** – Nigel Prickett, 2002, Department of Conservation - <http://www.doc.govt.nz/upload/documents/conservation/historic-topics/future-nz-war-sites.pdf>

**The New Zealand Wars and the Pioneering Period; Volumes I & II** - James Cowan, 1922, Government Printer

**The New Zealand Wars; and the Victorian Interpretation of Racial Conflict** – James Belich, 1986, Penguin

**The Sorrow and the Pride; New Zealand War Memorials** – Jock Phillips and Chris Maclean, 1990, GP Books

**The Waikato War of 1863-1864; A guide to the main events and sites** – Neville Ritchie, 2001, Department of Conservation

**Waikato-Tainui Deed of Settlement, 1995** - [http://www.tainui.co.nz/docs/1995\\_Deed\\_of\\_Settlement.pdf](http://www.tainui.co.nz/docs/1995_Deed_of_Settlement.pdf)

**Wars Without End; The Land Wars in Nineteenth-century New Zealand** – Danny Keenan, 2009, Penguin

Also consider New Zealand general histories including; Keith Sinclair, Michael King, Bill Oliver, James Belich

## MUSEUMS

### Auckland War Memorial Museum

The Auckland Domain  
Parnell  
Auckland

### Waikato Museum

1 Grantham Street  
South end of Victoria Street  
Hamilton

### Te Awamutu Museum

135 Roche Street  
Te Awamutu

### Rangiriri Heritage Centre and Tearooms

12 Rangiriri Road  
Rangiriri



HERITAGE NEW ZEALAND  
POUHERE TAONGA