

## Maori leadership in the 19<sup>th</sup> Century – activities for NCEA 3 History

See also [NZ in the 19<sup>th</sup> Century in the Classroom \(NZHistory.net.nz\)](http://NZHistory.net.nz)

### A. The search for a king

Most of the prominent chiefs approached in the mid-1850s to become the Maori King declined the offer. Iwikau Te Heuheu Tukino III of Ngati Tuwharetoa refused nomination for the position on two occasions. Instead, he suggested Potatau Te Wherowhero of Ngati Mahuta (Waikato), who was eventually installed as the first Maori King, in 1858.

Using the feature, [The origins of the King movement](#), complete the following tasks.

- What did Tamihana Te Rauparaha believe Maori would achieve in establishing a monarchy?
- In a paragraph of 6–8 lines, outline why Matene Te Whiwhi found it difficult to persuade prominent chiefs to put themselves forward as nominees for the position of Maori King.
- In a paragraph of 6–8 lines, outline what factors convinced many people that Potatau Te Wherowhero was the best candidate for the position of Maori King.
- In your judgement, what were the three greatest problems that Potatau Te Wherowhero faced when he became Maori King in 1858?
- What was the significance of the mountains (maunga) pledged to Potatau Te Wherowhero at his installation at Ngaruawahia in June 1858?

### B. Notes for the governor

You are working as an assistant to the governor, Sir George Grey. It is early 1862. In response to the establishment of the Kingitanga, you have been asked to write some background notes for a paper that Grey is preparing for the Colonial Office, assessing the threat of the Maori King to British authority and the settler population. One question you need to consider is how real a threat the Kingitanga poses to European authority. The governor is hoping to gain the agreement of the Colonial Office that should war become necessary, he will receive maximum support from London in terms of resources.

Use your own ideas and knowledge as well as the feature [Troubled times – the Maori King movement 1860–1894](#) to complete the following activity.

In no more than a page:

- The governor is looking for at least four strong arguments why the Kingitanga needs to be viewed as a very real threat to settlers and British authority.
- The governor is also interested in any strategies that could be employed to undermine the Kingitanga and bring it to heel **without** having to go to war. At least three alternative strategies are sought.

- Finally, give the governor your advice as to which way you would go – war or peace – based on your research into the matter and given the need to assert British authority.

### **C. Maintaining unity**

After withdrawing to Ngati Maniapoto territory in the aftermath of Orakau, any hopes that Tawhiao might have had of a Maori 'state within a state' in the central North Island were effectively dead. Allies now allowed the Land Court into their territory, and land sales recommenced. Tawhiao struggled to find a permanent home capable of sustaining his supporters in the wake of the confiscations.

Using the feature [Troubled times – the Maori King movement 1860–1894](#) and your own knowledge, complete the following activity.

- In a series of paragraphs explain why some hapu and iwi tribes outside the Rohe Potae allowed the Native Land Court to sit in their territory and recommenced selling land, despite having placed their lands under the King's mana.
- Why did Tawhiao not attempt to enforce his edict that supporters have nothing to do with land selling and the operations of the Native Land Court?
- What were some of the specific problems Tawhiao and his main supporters faced in trying to maintain a policy of isolation in the wake of the Waikato War?
- After Orakau there was an expression that described the Kingitanga as having withdrawn in 'sullen isolation'. In your opinion was the Kingitanga in a stronger or weaker position by 1894 in terms of its original aims? Justify your answer.
- Would the Kingitanga have been better off negotiating directly with the government after the war? Outline three **advantages** and three **disadvantages** that might have resulted if such an approach had been taken.

### **D. Key personalities**

A number of Maori and Pakeha played a significant role in the creation of and reaction to the Maori King movement. Their attitudes and actions are important in understanding events of this period.

Use the links to the biographies on the Dictionary of New Zealand Biography (DNZB) website, below, to help you complete this activity.

For each of the following people, provide a pen portrait, i.e., a description in words that examines the role each played in this story. There are images and summaries about some of these people in the features on the King movement. Extensive biographies on all of them are available on the Dictionary of New Zealand Biography website, which you can get to from this page.

Use the following template to guide your writing. You can add more information if you want to. Bullet points can help break up text into

manageable bites, as can colour, so consider methods that will help you understand and recall this information.

- Write in the name of the person.
- Who was this person in relation to this story? For example, what was this person's position or title? What role did this person play in establishing or opposing the King movement?
- What actions did this person take to support or oppose the King movement?
- Why did this person take the actions they did in relation to the King movement?

**Key personalities (links to biographies on the DNZB site):**

- [Potatau Te Wherowhero biography](#)
- [Tamihana Te Rauparaha biography](#)
- [Matene Te Whiwhi biography](#)
- [Te Heuheu Iwikau biography](#)
- [Wiremu Tamihana biography](#)
- [Tukaroto Matutaera Potatau Te Wherowhero Tawhiao biography](#)
- [Rewi Maniapoto biography](#)
- [Thomas Gore Browne biography](#)
- [George Grey biography](#)
- [Donald McLean biography](#)
- [John Gorst biography](#)

**E. The emergence of Pai Marire**

Pai Marire was an example of Maori agency, in which aspects of European society and culture were combined with Maori needs and practices. Its references to notions of deliverance were especially attractive in this period of great change within Maori society.

To European settlers this movement was something to fear. In 1864 Governor Grey declared Pai Marire practices to be 'repugnant to all humanity' after Pai Marire followers had paraded the head of Captain Lloyd around the North Island. Pai Marire was to be suppressed by force if necessary. Some Maori agreed as they saw this new movement's pan-tribal approach as threatening the integrity of individual iwi, and civil wars broke out in resisting it.

Using the feature [Pai Marire](#) and the biographies on [Te Ua Haumene](#) and [Kereopa](#) from the Dictionary of New Zealand Biography website, complete the following activity.

**1. Short-answer activity**

Write brief answers to the following questions.

1. Describe the main features of the Hauhau faith as developed by Te Ua Haumene.
2. What were some of the key differences between Christianity and Hauhau?
3. What conditions in the early 1860s encouraged the spread of the Hauhau faith?
4. How did Te Ua's religion illustrate Maori agency?

5. What characteristics of Pai Marire would have been of greatest concern to Europeans?
6. What characteristics of Maori society would have made the spread of Pai Marire difficult?
7. Why did Pai Marire stray from its apparently peaceful origins?
8. To what extent did Pai Marire become a struggle between Maori rather than an assault on European colonialism?
9. What motives did kupapa Maori have for fighting Pai Marire?
10. What were some of the longer-term consequences of the battle of Moutoa for Whanganui River iwi?
11. Why do you think Kereopa ignored Te Ua's instructions 'not to interfere with Pakeha'?
12. How did the eating of Völkner's eyes bestow mana on Kereopa?
13. How was Kereopa able to avoid capture up until 1870?
14. Describe the circumstances surrounding Kereopa's eventual capture.
15. On what evidence was Kereopa convicted of the killing of Völkner?
16. On what grounds did William Colenso appeal unsuccessfully for clemency for Kereopa?

## **2. Paragraph activity**

With reference to the images of the statues in Moutoa Gardens to those who fell at Moutoa and of Major Kemp, how can markers like these give a distorted view of events from the past? Use evidence to support your answer, and write no more than two paragraphs of between six to eight lines each.

## **F. Practice essays: Achievement standard 3.4: examine a significant decision made by people in history, in an essay**

In the 19th century a number of significant decisions were made that affected New Zealanders. One such decision was the appointment of a Maori king. What factors led to the decision to appoint Potatau Te Wherowhero as the first Maori King, in 1858? What were the consequences of this decision for Maori and Pakeha?

### **Consider the following when writing your essay:**

Context could include:

- The growth of the Pakeha population in 1858 surpassed the Maori population by 3000.
- The polarisation of the races was more pronounced.
- There was increasing apprehension about Pakeha settlement.

Contributing factors could include:

- problems between the races, e.g., settler attitudes towards Maori, erosion of Maori sovereignty in New Zealand
- problems with land sales and the means by which land was gained
- process in selecting a suitable candidate as king.

Consequences could include:

- Maori assertion of sovereignty

- unfavourable response from settlers and government to the assertion of Maori authority
- Maori becoming united over issues, e.g., Waikato Maori helped Taranaki Maori during Taranaki War
- Waikato War
- land confiscations (Raupatu).

Include some judgements of historical narratives and historiography:

- Some thought the Kingitanga was a positive Maori response to rapid colonisation – an attempt to stem the tide of European colonisation by uniting tribes into an anti-land selling confederation and an attempt to forge a nation within a nation.
- Others saw it as a threat to the supremacy of the British Queen.
- European colonisation had created a sense of Maoriness, making it possible for Maori to think beyond their tribal affiliations.
- The Kingitanga was not a radical change in the North Island; it was not a declaration of Maori independence because this already existed.

## **AND/OR**

There were a number of significant decisions made that affected New Zealand in the 19th century. One was the decision by some Maori to follow the Pai Marire movement.

What factors led to the decision of some Maori in 19th-century New Zealand to follow the Hauhau faith? What were the consequences of this decision?

Remember the importance of good structure

**Introduction** – write an opening paragraph that:

- identifies the decision you have chosen
- introduces your argument about the significance of this decision.

**Body** – write structured and sequenced paragraphs that:

- describe the decision to follow Pai Marire and the historical context in which that decision was made
- describe and explain factors that contributed to this decision
- evaluate the consequences of this decision
- describe and evaluate views of this decision by contemporary commentators and/or historians.

**Conclusion** – write a concluding paragraph that sums up your main ideas and argument and links them back to the focus of the essay.

You should aim to write about 800–1000 words.

For more detail on this achievement standard and criteria, open [this Word document from the NZQA site](#).