

## Tuia Mātauranga: Arrival in Te Tai Tokerau

### Introduction

It's not easy to imagine what life was like hundreds of years ago but stories, drawings, written accounts and precious artefacts provide us with insights into peoples cultures of the past. Captain Cook and many of his gentlemen scientists kept journals of their voyages aboard the *Endeavour*. While they were anchored among the small islands of Northland, Cook noted that the Northern region of Aotearoa was both large and thriving, the inhabitants were far more numerous than at the other places they anchored, and these people had many settlements of some size. They had fleets of large, carved waka, numerous fine cloaks of dog skin, prestigious weapons and huge nets, and they were adorned with elaborate tattoos.

This inquiry examines the first encounter between Cook and his voyagers in the Far North. The arrival of the *Endeavour* heralded major future changes for the people of Aotearoa.



## Significant players

Tapua – Tohunga and chief of Hokianga

Tapua was born in 1730. He was a rangatira, an arikinui (senior chief) of the Ngati Hao hapū, which later became the Ngāpuhi iwi. He was a renowned warrior chieftain in the

tradition of the fighting chiefs of Ngāpuhi. He was also the tohunga of Ngāti Hao and his deeds are recorded in many tribal stories. He was very clever. Tapua boarded the *Endeavour* when it visited the Bay of Islands in 1769. He was one of the first Māori to make contact with Europeans. Tapua was the father of Patuone and Waka Nene.

#### Patuone – Chief of the Ngāto Hao hapū (1764– 1872)

Patuone was the son of Tapua, leader and tohunga of Ngāti Hao of Hokianga. He was the elder brother Waka Nene.

<https://teara.govt.nz/en/biographies/1p12/patuone-eruera-maihi>

#### Tamati Waka Nene (1785–1871)

Tamati Waka Nene was the second son of Tapua, leader and tohunga of Ngāti Hao of Hokianga, and the younger brother of Patuone. He became a key figure during the signing of Treaty of Waitangi and in the course of the land wars.

#### Ngāpuhi iwi

Ngāpuhi is the largest iwi in Aotearoa. It is made up numerous hapū throughout Northland. The Ngāpuhi region stretches north to south from Cape Reinga to Tāmaki Makaurau, and west to east from the Hokianga Harbour to the Bay of Islands.

<https://teara.govt.nz/en/ngapuhi>

#### Links to *The New Zealand Curriculum*

Social Sciences Levels 1–3: Places and Environment; Identity, Culture, and Organisation.

#### Achievement objectives

Students will gain skills, knowledge and experiences to:

- understand how the past is important to people. (Level 1)
- understand how time and change affect people's lives. (Level 2).
- understand how cultural practices vary but reflect similar purposes (Level 3)

Social Sciences Levels 4–6: Places and Environment; Identity, Culture, and Organisation

### Achievement objectives

Students will gain knowledge, skills, and experience to:

- understand that events have causes and effects. (Level 4)
- understand how the ideas and actions of people in the past have had a significant impact on people's lives. (Level 5)

### Learning activities

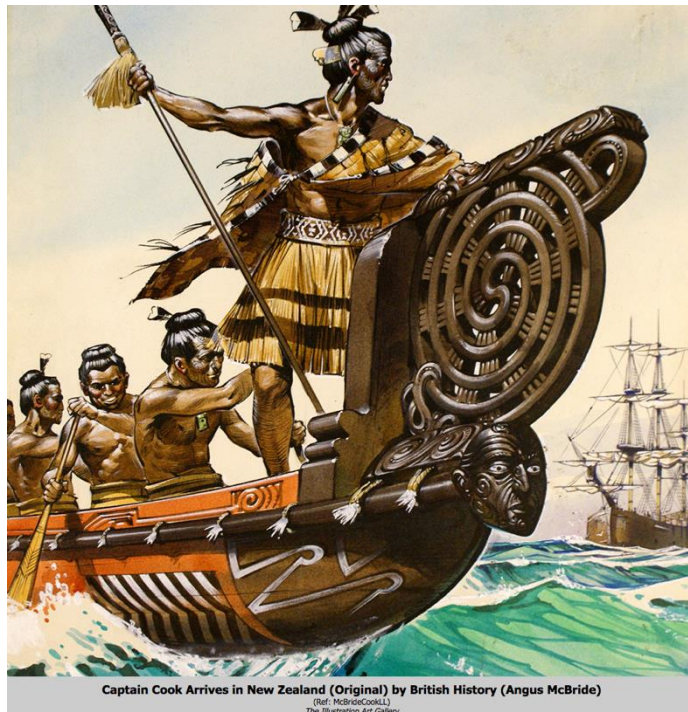
#### Activity 1

#### A story passed down

Storytelling is an ancient tradition that enables us to pass our stories, our history, down through generations. This oral tradition is common to all cultures. Stories are ways of passing on information about important places and events, the geography of the land and seas, how to survive in times of disaster, and tales about where we have been and what has happened to us.

#### Context: Patuone's memories

Read this account of Patuone's encounter with the *Endeavour* to the students or provide them with copies to read individually.



Captain Cook Arrives in New Zealand (Original) by British History (Angus McBride)  
(Ref: 18299CookLL)  
The Illustration Art Gallery

Patuone, the elder brother of Tāmāti Waka Nene and son of Tapua, the tohunga and leader of Ngāti Hao of Hokianga, declared that he was in the Bay of Islands when the navigator Cook anchored there in 1769. Patuone watched as 200 of his people paddled out on waka to meet the sailing ship.

### Patuone's story (translated into English)

*My father, Tapua, and many others were fishing with their nets on the coast near Matauri, when Cook's vessel was observed near Motukokako (The Hole in the Rock Motukokako Island). My people immediately abandoned their fishing and paddled*

*out toward the ship. I saw Cook's vessel and four large canoes of our men who paddled out to meet it.*

*One waka was named Te Tumuaki, commanded by my father, Tapua, manned by 80 men. The second waka Te Harotu, was commanded by Tuwhare, with 40 men. Te Homai was the third waka and was commanded by Tahapirau, with 40 men. The last waka was Te Tikitiki which was commanded by Ne with 60 men.*

*They went to see the vessel because such a vessel had never before entered their shores. When the waka were near the ship, the people on board beckoned to them to come closer. So Tapua's men conferred together, and when they had come to a decision, the canoe commanded by Tapua went alongside the ship. They threw fish from the canoe up onto the ship as an offering to the strange sea goblins (tupua maitai). The foreigners were pleased with the fish and shouted with joy as they gathered them up. After this Tapua went on board the Endeavour. James Cook presented him with a red garment and a cooked joint of pork which was eaten by myself and my sister, Tari Tapua. Food of this kind had not previously been known; which they found to be sweet, and very good.*

*Tapua and his people guided the Endeavour until she dropped anchor at Te Puna. The people of Ngāpuhi gathered on the shore, and the foreigners came ashore also. The tangata whenua were cautious of the foreigners, lest they should do them harm. So the priests went and examined them closely, to find out whether they were good or bad. It seemed to the priests that the foreigners were not dangerous. So they fed them with their foods; that is, with fern root, kūmara, fish, and the birds of the great forest of Tāne.*

*Tapua's Descendants and Captain Cook*

<http://teaohou.natlib.govt.nz/journals/teaohou/issue/Mao51TeA/full.html#c7-4>

## Questions

- *How do you imagine Māori felt when they saw a sailing ship for the first time?*
- *What do the historical records say about how they felt?*
- *How did the voyagers and Māori respond to each other on their first meeting?*
- *What does the exchange of gifts symbolise?*
- *Use a Venn diagram to record the similarities and differences between local Māori and the voyagers on the Endeavour. Consider their physical appearance, clothes, languages, vessels, weapons and customs.*

## Extension activity

As a class act out the story of the encounter as a class.

Drama is a way of creatively engaging with students. Stories told through drama can activate students prior knowledge, reinforce learning, and teach new concepts.

## Activity 2

### The significance of place names

Place names allow us to identify and map the land we live on. In turn they help us to identify with the places we come from and connect us to others from that place. Place names may derive from features of the landscape or from significant events that took place there. Some place names honour people who are significant to a group of people. All place names indicate the cultural views and values of the people who chose them.

The *Endeavour's* landfall in New Zealand was a significant historical event and Cook and his voyagers celebrated this by naming many of the places they visited. Of course these places already had Māori names.

Students can:

- Choose five place names Captain Cook and his men chose for places in New Zealand.
- Explain why each of these names was chosen.

- List the original Māori names for these places.
- Explain the meanings of the Māori names and why they were chosen for these places.
- Choose one well-known New Zealand place or geological site that has both a Māori and an English name. Create a timeline showing the history of the names given this place.

### Activity 3

#### The introduction of new species

##### Context: New sources of food

When the *Endeavour* anchored in Aotearoa, men were not the only living beings on board. The *Endeavour* left England with two years' supply of food for 90 men. As well as supplies of wheat, oats, cheese and butter, there were large supplies of dried soup, salt, malt, and marmalade. There were also cows, sheep, pigs, and chickens – and Joseph Banks' two greyhounds.

Read this quotation to the students.

*On a small peninsula at the north-east head ... we could, he says, plainly see a Regular Paling pretty high inclosing the Top of a hill [a pā named Uruhangenge]. For what purpose it is used many conjectures were made. Most are of the opinion, or say at least, it must, or shall be, either a park for Deer or a field of Oxen and Sheep.*

Joseph Banks, cited in *Historic Poverty Bay and The East Coast, N.I., N.Z.* by Joseph Angus Mackay (1947)

##### Questions

- *What does this quote tell us about how much the voyagers on the Endeavour knew about New Zealand?*
- *What significant fact of New Zealand's natural history did they not know? [That NZ had no native land mammals.]*



- *What cultural details were they unaware of?*
- *What did they base their assumptions on?*

Read this quotation to the students.

*James Cook presented him with a red garment and a cooked joint of pork which was eaten by myself and my sister, Tari Tapua. Food of this kind had not previously been known; which they found to be sweet, and very good.*

*The Life and Times of Patuone, The Celebrated Ngapuhi Chief* by C. O. B. Davis  
<http://nzetc.victoria.ac.nz/tm/scholarly/tei-DavLife-t1-body.html>

### Questions

- *What does this quote tell us about Māori food sources?*
- *How did European settlement change the food sources in New Zealand?*

### Context: New “wild” animals

Captain Cooker pigs were derived from English breeds introduced to Aotearoa during the 18th century. Prior to the introduction of pigs, the only sources of meat were dogs or Polynesian rats. Pork quickly became a sought-after food and pigs and potatoes were regarded as valuable items to give as a gift or koha. Today most of the country’s wild pig population are Captain Cookers.

### Questions

- *What mammals did Māori introduce into New Zealand?*
- *When Māori and Europeans introduced new species into New Zealand, did they consider how these introduced animals would affect the environment? Why not?*
- *How have our food sources changed New Zealand’s natural environment?*
- *How do our food sources endanger New Zealand’s biodiversity?*
- *What is biosecurity? Why is it important?*
- *Why do we need strict biosecurity procedures at airports and ports today?*

### Extension activity

Introduced species of animals and plants have had both positive and negative impacts on people and their ways of life in Aotearoa. They have had profound effects on the natural environment.

Students, in small groups or individually can choose an introduced species to investigate. They can explain:

- when it was introduced
- why it was introduced
- where it was introduced and where it can now be found
- positive aspects to its introduction
- negative aspects to its introduction
- how this species is now managed.

Students' findings can be presented in written, audio, visual, or audio visual formats.

**Useful resource:** Early trade with Pākehā

<https://teara.govt.nz/en/te-maori-i-te-ohanga-maori-in-the-economy/page-2>

## Activity 4

### Creating a time capsule

A time capsule is a historic cache of goods or information, usually intended as a way to communicate with people of the future.

Have the students plan and make historic time capsules, either individually or as a class. They can choose to write about what life was like for the Māori of 1769 and their responses to the arrival of the *Endeavour* in their midst. Or they could choose to write about life aboard the *Endeavour* and their responses to arriving in New Zealand and

seeing a new land for the first time. Encourage the students to include sketches and photocopied images in their capsules.

Alternatively, younger students could write questions about life on the *Endeavour* or about life in the Bay of Islands in 1769, roll up the paper the questions are written on, place it in a bottle and pass the bottles to groups in an older class who can use the questions as the basis for their enquiries. They can then report their findings to the younger students.

## Resources

Story: Patuone Eruera Maihi <https://teara.govt.nz/en/biographies/1p12/patuone-eruera-maihi>

Story: Ngāpuhi <https://teara.govt.nz/en/ngapuhi>

“The First Pakehas to Visit The Bay of Islands” in *Te Ao Hou*, No. 51 (June 1965)  
<http://teaohou.natlib.govt.nz/journals/teaohou/issue/Mao51TeA/c7.html#n14>

NZETC: *Historic Poverty Bay and the East Coast, N.I., N.Z.*: Chapter III – Cook’s Historical Landfall at Poverty Bay <http://nzetc.victoria.ac.nz/tm/scholarly/tei-MacHist-t1-body-d3.html>

NZETC: *The Life and Times of Patuone* <http://nzetc.victoria.ac.nz/tm/scholarly/tei-DavLife-t1-body.html>

Story: Early trade with Pākehā <https://teara.govt.nz/en/te-maori-i-te-ohanga-maori-in-the-economy/page-2>

Salmond, Anne. (1991). *Two Worlds: First Meeting between Māori and Europeans 1642–1772*. Auckland: Viking

