

Teachers' Resource Kit

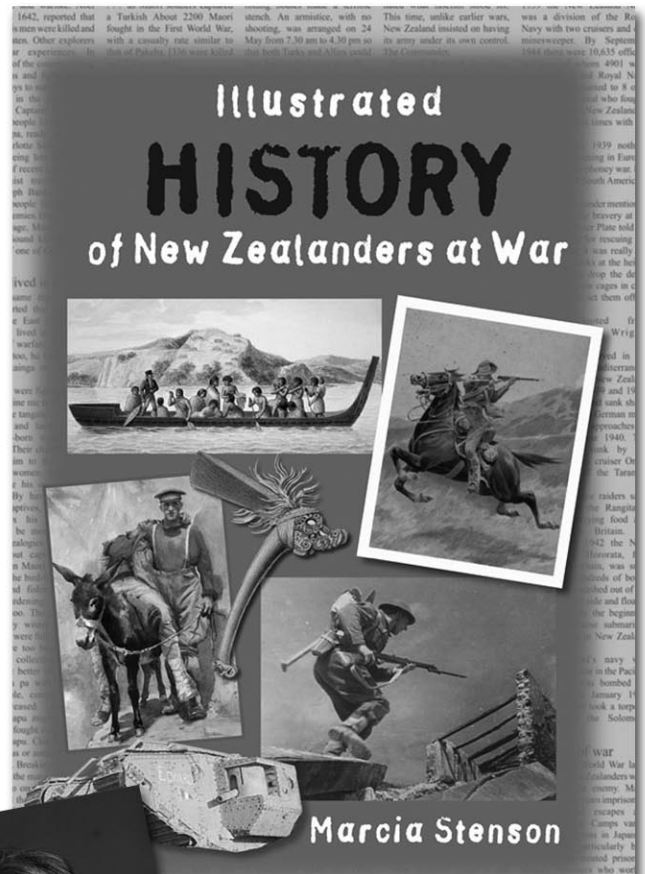
# Illustrated History of New Zealanders at War

MARCIA STENSON

The fourth book in Random House's highly regarded *Illustrated History* series for eight to 12 year olds, Marcia Stenson's *The Illustrated History of New Zealanders at War* is an excellent resource for students, families and libraries. From pre-European tribal warfare to the musket wars, from the Land Wars to the Boer War, and right up to conflicts in Korea, Vietnam and peacekeeping in the Pacific, Marcia uses her trademark informative, accessible style to explain to younger readers the intricacy of battle, weaponry and the various causes for which life was risked, blood shed and valour demonstrated. Rich in images, facts, figures, break-out boxes on heroes and heroines etc, and the sort of detail young readers cherish.

## MARCIA STENSON

Marcia Stenson is the author of *Illustrated History of New Zealand*, *Illustrated History of the South Pacific* and *Illustrated History of Antarctica*. She has been a secondary school History teacher and a Deputy Principal, and she has written a number of books.



Including classroom activities for students aged 8-13 in English, Drama, Social Studies, Art and Maths:

- Old-Time Maori Wars (Hinemoa)
- The Musket Wars
- Pa Warfare
- Designing the Flag
- Concentration Camps
- The Great War/The Anzacs
- Trench Warfare
- Casualties of WWII
- Fascism
- Charles Upham and the Victoria Cross
- The Vietnam War
- Landmines
- Peacemakers and Pacifists

*Teachers' notes developed by Raymond Huber*



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## What do Students Know or Think about War?

1. How many wars have New Zealanders been involved in, both here and overseas?
2. Do you think war is ever justified? Why or why not? What do you think after studying the book? Why?

## How We Know about the Past (pp.8-9)

1. What are three sources used to find out about the past?
  2. What are the strengths and weaknesses of each source?
- English Activities:
1. Read the soldier's description of his first tank. Imagine you are seeing an aeroplane for the first time. Write a description without using the words 'aeroplane', 'plane' or 'jet'.
  2. Read the story by Bill East (p.9). Now rewrite the incident as a newspaper might have reported it. Which do you prefer? Why?

## Old-Time Maori Wars (pp.10-17)

1. What are three reasons that Maori tribes were often at war with each other?
  2. Why was winter the 'war season'?
  3. How did individual arguments lead to war? (p.12)
  4. What do you think 'die like a shark not an octopus' means? (p.12)
  5. Why do you think shells show that people lived at Mt Maunganui pa? (p.15)
  6. Were there any long-distance weapons? What kinds of weapons were there? (p.16)
- English/Art Activity: Hinemoa  
Find the legend of Hinemoa, in a book or on the internet. Draw a comic strip showing each stage of the story (p.11)

## The Musket Wars (pp.18–25)

1. How did potatoes and guns change the way Maori fought and lived?
2. How did Hongi Hika set off an arms race?
3. Who was the first Maori king? (p.22)
4. What incidents pressured the British to 'take control of New Zealand'? (p.23)
5. Who supposedly 'invented' the 'Ka Mate' haka? (pp.12, 24)
6. What is a 'balance of power'? How does this sometimes end a war? (p.25)
7. Why was land often sold cheaply?

### Social Studies Activities:

1. Make a graph with pictures, showing the changing prices of muskets and ammunition between 1814 and 1830 (p.18)
2. Construct a timeline showing events in the life of one of the three great warrior chiefs (p.19; detailed on pp.20–22)
3. Draw a map of New Zealand, locating and labelling the areas where Te Rauparaha ruled and attacked.

## Early Clashes Between Maori and Pakeha (pp.26–27)

1. Why was utu (revenge) such a deadly concept? (p.26)
2. What do you think people could do instead of taking revenge? (p.26)

## Wairau and the War in the North (pp.28–35)

1. Do you think the British administration rules about land sales were fair? Why or why not?
2. What caused the Wairau massacre?
3. How did the British way of fighting differ from the Maori way? (p.31)
4. How did Maori survive artillery fire?

### Maths/Social Studies/Art

#### Activity: Pa Warfare

1. Draw a diagram of the Ohaeawai pa design, at a fraction of the real size. Use measurements in the book to get the proportions (sizes of the different parts) right. Label your diagram with different

parts of the pa, and the measurements  
(pp.31–32, 34)

English/Social Studies/Research  
Activity: Torture in Warfare

1. Torture has been part of warfare in the past (p.33). Find out if it is still used in today's wars, and research what the organisation Amnesty International says and does about torture.  
(www.amnesty.org)

2. After more research, write a short summary of one person's true story about how torture changed their life – from now or as far back as 200 years ago. On a large world map (shared by the class), stick your story on the right country (e.g. where the person came from).

## War in Taranaki, Waikato and the Bay of Plenty (pp.36–42)

1. Who owned most of the land in 1860?
2. 'Whoever owned the land would have power.' (p.36) Why, do you think?
3. Why didn't the British forces win in Taranaki, since they had greater numbers? (p.36)
4. Why do you think so few Maori were killed? (p.39)
5. How did Rawiri show his sense of humour before battle? (p.40)
6. How did 200 warriors beat 1700 British soldiers in Taranaki? (p.41)
7. In what ways did Maori lose the wars? (pp.41–42)

## A New Kind of War: Guerrilla Warfare (pp.43–46)

1. Why do you think some Maori fought on the government's side as 'kupapa'? (pp.31, 43)
2. Who was the most wanted outlaw of the time?
3. Look up a dictionary to find definitions for these words as used in the book: pardon (p.45), passive resistance (p.46), tactician (p.46)

Art Activity: Designing the Flag  
Look at Te Kooti's flag on page 44. What do you think the different symbols might mean?

Make up your own flag, using at least three symbols that mean something to you.

## The Boer War (pp.47–51)

1. Find out what a 'colony' is. Write a definition, giving examples.
2. Why did the British want control in South Africa? (p.47)
3. Why were New Zealanders keen to fight with the British? Why do you think they believed 'being British' was so good?
4. Most wars start because one country wants to invade another and control it. Why do you think most nations prefer 'self rule' (p.48) or independence?
5. What killed most New Zealand soldiers?

6. What did New Zealand soldiers think about themselves and their abilities? (pp.49–51, 57). Why was this?

Social Studies Activity:  
Concentration Camps

Find out more about 'concentration camps' (pp.49, 71). What are these? Is the Boer War the only war where these have been used? On a map of the world, show where three different concentration camps were, and label the names and dates of these camps.

## The First World War: The Great War (pp.52–69)

1. Why did New Zealand join the Great War? (pp.53–54) How did the government make sure that plenty of soldiers went from New Zealand?
2. List the mistakes and problems that made Gallipoli such a horrific disaster (p.55)

3. Who was responsible for the slaughter at Chunuk Bair? Why did some soldiers refuse to fight? (p.58)
4. Describe weapons used at Gallipoli. (pp.58, 61)
5. What happened at Passchendale? (p.62)
6. What is 'attrition'? (p.63)
7. Why were soldiers sometimes executed? (pp.64–65)

8. How did the war affect people at home? (pp.66–69)
9. What happened to people who were against the war? (pp.67–68)
10. Where is your town's war memorial? Find it on a map

Drama Activity:

1. Look at the photo on page 53. You are a reporter of the time, reporting this scene for radio listeners back then. Now do a radio report on a recent send-off for New Zealand troops. What are the similarities and differences?
2. Look at the photo on page 54. Could this be a scene from a cowboy movie? What are the similarities and differences?

Art/Creative Writing Activity:  
What's on the Menu?

Write a menu for an ANZAC soldier with typical foods from the war, including different courses (p.56). Design and present it as a menu for an expensive restaurant.

Social Studies/English Activity:  
Trench Warfare

You are a soldier writing to someone who is not at the war (choose a relative or friend). Describe trench warfare, using all five senses.

English Activity: Poetry

Write a poem called ANZAC Spirit (pp.57–58). This could be an acrostic poem using the 'ANZAC' letters, or any other form of poem.

## The Second World War (pp.70–87)

1. Look at the map on page 70. Why do you think Germany wanted to occupy the countries in red? Find out what other countries it invaded during the war.
2. When did New Zealand (and America) declare war on Japan? (p.72) Give two reasons why New Zealand joined the war.
3. What was the 'ballot'? (p.73)
4. Find a picture of a muttonbird (p.76) How does it look similar to or different from a seagull?
5. Why were the Japanese able to take Singapore? (p.78)
6. Why was safe shipping so important for us? (p.81)
7. How close did the enemy get to New Zealand? (pp.81–82)

8. What was New Zealand's 'most important' contribution to the war? (p.82)
9. Imagine your day without sugar, butter, eggs or canned foods. How would it change what you eat?
10. Find Somes Island on a map. What was the island used for? (pp.86–87)
11. What did the 'Yanks' bring to New Zealand? (p.86)

Maths/Social Studies Activity:  
Draw a bar graph showing the cost to New Zealand — in numbers of dead, wounded, and prisoners — of the Second World War

campaigns in Greece, Crete, North Africa and Italy (pp.73–75)

English/Social Studies Activity:  
Read the definition of fascism on page 71. In groups, find reasons 'for' or 'against' the idea that 'might is right', then have a class discussion.

Social Studies Activity:  
In a letter, explain to an overseas penfriend, your age, why Charles Upham is our most famous war hero, and why he was in the news again in 2007. Find a picture of the Victoria Cross and include your own sketch of it with your letter.

## After the Second World War (pp.88–89)

1. Find out what a 'Cold War' is (pp.88, 91)
2. Why were New Zealanders afraid of communism?

## The Korean War (pp.90–91)

1. Why did New Zealand 'back up' the United States? (p.90)
2. Explain the New Zealanders' joke about the American sign. (p.91)

## The Vietnam War (pp.92–95)

1. List the different countries involved in the war.
2. Why were the anti-war protests so strong? (p.95)

Research/Social Studies

Activities: Vietnam Then and Now

1. Write a tourist brochure from the time of the Vietnam War. What might a travel agent have said about Vietnam back

then? What sort of person might have wanted to go there?

2. Vietnam is popular with tourists now. Research the attractions of the country these days, and write another tourist brochure about these.

## Peacekeeping and Pacifism (pp.96–105)

1. Find out what the United Nations is. Write a few paragraphs about it. Include when it was formed, and what role it has in 'peacekeeping'.
2. Why do you think Maori are so successful in a peacekeeping role overseas? (p.96)
3. Find out what 'de-mining' is (p.97)
4. Many people still argue that young men should spend time in the army. What do you think are the pros and cons of Compulsory Military Training? (p.98) Why were girls not included?

Social Studies/English Activity:  
Research the International Campaign to Ban Landmines ([www.icbl.org](http://www.icbl.org)). Write a 'backgrounder' newspaper article for *Tearaway* readers, to tell them some of the most important facts about landmines and this ongoing campaign.

Photo Study/Creative Writing Activity:

1. Look at the photo on page 99. Imagine you are one of the young men pictured. Writing for a young person several generations in the future (perhaps a school student such as yourself today), describe why you were there doing your 'duty'. What did that mean, and what did you think your government and community might expect from you?
2. As yourself, reply to the earlier writer. Say what duties, if any, you and your classmates feel you have towards anyone or anything? Why or why not? What other words might you use for 'duty'?

## Some Peacemakers and Pacifists (pp.100–105)

1. Te Whiti o Rongomai resisted the government with non-violent protest, and continues to inspire people. Listen to Tim Finn's song about him. What do you think Tim Finn might mean when he says Te Whiti 'will never be defeated'?
  2. Find out more about what 'sedition' is. When was someone last charged with this crime in New Zealand? Is it still a crime in our law?
  3. Look at the photo on page 103. What message of Jesus Christ was important to many pacifists?
- English/Social Studies/Research Activities:
1. Find out about the International Peace Festival at Parihaka. Imagine asking the local council for permission to hold it in a public park. Describe the festival, who you expect to come, why you want to hold it there, etc.
  2. Research Te Whiti o Rongomai, Mahatma Gandhi and Martin Luther King Junior. Make a timeline showing the major peacemaking activities of Te Whiti, Gandhi and King. Use a different colour for each peacemaker. Find out if any other countries have an anti-nuclear policy like New Zealand's.
  3. Make an illustrated poster showing the main points of the New Zealand policy in a clear and eye-catching way (p.105)
  4. Do you think New Zealand needs an army? Write a letter to the editor of your local newspaper saying why or why not. If possible, use recent news in your argument.

## Further Reading and Film

- *Letters From the Coffin Trenches* by Ken Catran
- *Torpedo!* by Matthew Wright
- *Bridge on the River Kwai*, a film for older students only