

RANDOM HOUSE TEACHERS' RESOURCE KIT

Kimble Bent: Malcontent

Chris Grosz

Chris Grosz captures the adventuring life of Kimble Bent — sailor, soldier, deserter, outlaw and Hauhau slave — in a dramatic graphic novel.

After signing up for the Queen's shilling, Bent was sent to New Zealand in the 1860s on the eve of the tumultuous Taranaki Land Wars. An act of defiance saw him desert the army, and being eventually adopted by Maori tribes.

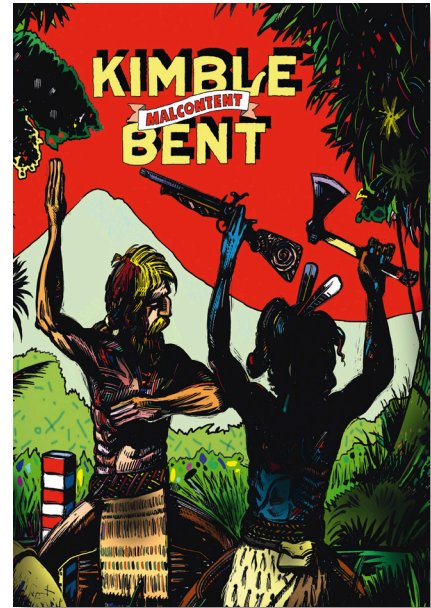
Kimble Bent: Malcontent vividly portrays Bent's life as a Pakeha Maori, his assimilation into tribal life and his observation of Hauhau war rites. Bent was privy to some of the fiercest and most infamous battles of the New Zealand Wars, including Te Ngutu o te Manu and Tauranga-ika, and was acquainted with some of their most legendary personalities, such as master strategist Titokowaru and pacifist Te Kooti. He was there when von Tempsky was slain, and ran for his life with the Hauhau from Kupa's formidable kupapa forces.

Encompassing bloodshed, mayhem and survival, with the odd bit of romance, these escapades have elevated Bent to folk-hero status.

Rendered in a bold black and white hand-drawn style, this exhilarating graphic novel is based on James Cowan's original book published in 1911, *The Adventures of Kimble Bent*.



Chris Grosz lives in Whitford near Auckland and has made his name as a political and editorial cartoonist. He teaches cartooning at a private school and is also an artist focusing on historical narrative and colonial history.



SPECIFICATIONS:

Imprint: Random House NZ
Classification: History/Graphic Novel
Publication: September 2011
ISBN: 9781869795160
RRP: \$24.99
Format: A4 paperback
Extent: 72pp
Readership: 12+

RESOURCE KIT CONTAINS:

- Starter questions
- Close reading
- Research topics
- Creative responses
- Essay topics
- Associated texts
- Additional links to Achievement Standards (NZ only)

Price (GST inclusive) and author details are correct at the time of writing but are subject to change. Visit www.randomhouse.co.nz for up-to-date information.

Starter questions

1. What does the cover image indicate about the book's content?
2. What does the title suggest to you? Who do you think the book is aimed at?

Close reading

1. Kimble appears as an old man at the beginning of this graphic novel. What clue does this give us about how Kimble will cope with the adventures related in this story?
2. How does the author introduce us to the power of storytelling on the very first page?
3. Bent tells Cowan that his mother was 'rumoured' to be a Native American of the Musqua tribe. To what extent do you think this may have influenced his decision to 'go native' himself?
4. What hints are there from Bent's early life that suggest he was a man who disliked rules and authority?
5. Do you think Bent's punishment of 50 lashes and two years in prison was reasonable, given his 'crime'? What does this tell us about military discipline in the nineteenth century?
6. To what extent do you think Bent's decision to run away was justified? Was it the act of a desperate, suicidal man or do you think Bent was genuinely interested in the Maori way of life?
7. Do you think Bent was 'saved' because the first Maori he encountered was none other than Tito Te Hanataua, a respected rangatira?
8. Why do you think that the Hauhau used both English and Maori in their incantations? Do you know anything about the Hauhau movement, apart from what you have just read? Where could you go to find more information about this movement?
9. It was said that Hauhau prophet Te Ua Haumene had the 'gift of tongues'. What do you think this means?
10. Why did the tribe decide to shelter Bent?
11. Do you think that Bent's life as Tito's servant was better than his life in the army?
12. What do you think the fire and the pole symbolised to the followers of the Hauhau movement?
13. Do you think Bent was a traitor to the Pakeha when he said 'I will never return. I want to live as the Maori and make them my people'. To what extent do you think the fact that he was American rather than British made it easier for Bent to renounce the Pakeha ways of colonial New Zealand?
14. Why do you think the chief insisted that Bent should marry his niece Te Rawanga?
15. When Bent is given a Maori name, Ringiringi, it is the shortened version of a nickname given to Tito. What does this say about the way the Maori people saw Bent's relationship with Tito?
16. Describe Bent's way of life in the Kainga. How did he spend his days? Do you think he was happier here than when he was in the army?
17. Based on the information given on the Hauhau movement in the breakout box, do you think it was a religious movement or a political movement? Provide reasons for your point of view.
18. Do you think Bent was telling the truth when he said he was never allowed to have a musket? Explain your answer.

19. Explain in your own words the meaning of the proverb 'Men of Tangahoe depart but the current of the Tangahoe remains'.
20. Why do you think Bent was given the two blankets and the watch?
21. Why do you think Colonel McDonnell's Forest Rangers were particularly keen to capture or kill Bent?
22. Why did Bent want to be tattooed and why wasn't he allowed to get the tattoos?
23. Why did the local Maori consider the body of the Chief Titokowaru to be sacrosanct?
24. Explain why placing a kete of potatoes on a man's head was considered a type of punishment.
25. Explain the construction of the walls at Te Ngutu o Te Manu.
26. How did Titoko select warriors for the Tekau-ma-rua and what function did these twelve warriors fulfil?
27. What offering was made to the Tumatauenga, the supreme god of war during the attack on the Turuturu Mokai Redoubt?
28. Why do you think Charles Kane wanted to leave the Hauhau after the destruction of the Turuturu Mokai Redoubt?
29. Why do you think Kane also named Bent in the note he left for the soldiers of Waihi Redoubt?
30. What evidence is there that both the Maori and Bent admired von Tempsky?
31. Why did Tutange tell Bent that the Hauhau warriors targeted the officers in their attack?
32. What was 'the most hideous practice' that Bent observed? Why did the Hauhau perform this ritual?
33. Why do you think that Bent sometimes wished he was dead?
34. What did Bent consider to be the 'most desperately daring deed' he ever saw?
35. Do you think Bent should have taken some of the plunder from the dead soldiers? Explain your answer.
36. Why did the pa at Tauranga-ika fall so easily to Whitmore's forces? Do you think this was weakness on the part of the Maori? Explain your answer.
37. How did Colonel Whitmore's decision to offer a bounty encourage the soldiers and their Maori supporters to be more ruthless? What did the Kupapa do that shocked Whitmore and made him withdraw the bounty?
38. Why couldn't Bent eat the eels he had carried throughout his adventure in the bush?
39. What evidence is there to suggest Bent was fairly content living with the Maori from 1869 to 1878? What problems did he still have to contend with?
40. What did Bent learn about the power of Makutu?
41. Why was Bent eventually able to move freely among Pakeha by 1881? Why had attitudes towards him changed by then?
42. What is a confectioner?
43. Why did Bent move to the South Island?
44. Why did Bent want to return to America when most of his life had been spent in New Zealand?
45. Was Bent a heroic adventurer or simply a survivor? Explain your answer.

Research topics

Students should be encouraged to use a variety of ways to present their research, e.g. PowerPoint, charts, posters and storyboards as well as in standard written report form.

1. Find out more about the life and work of James Cowan (1870–1943). Did Cowan and Bent have much in common?
2. Find out about life and discipline in the British Army in colonial New Zealand. Why did men choose to become soldiers?
3. Find out about the traditional food of the Maori. What did they grow and what did they catch to eat? How did they prepare and cook their food?
4. Find out more about the life of Te Ua Haumene and the Hauhau movement.
5. Research traditional Maori weapons and warfare in pre-European times and during the New Zealand Wars.
6. Find out more information about Kapa Te Rangihiwini (also known as Major Kemp).
7. Find out more information about the marae at Taiporohenui. When was it built, what did it look like and what eventually happened to it?
8. Find out about traditional Maori tattoos — how were they created, who wore them and what did the various designs mean?
9. Find out more about the life of Titokowaru.
10. Research the life of Captain von Tempsky.
11. Do further research into Maori trench warfare and military strategies during the New Zealand Wars.
12. Research the life of Thomas McDonnell.
13. Find out more information about Parihaka and Whiti-o-rongomai.
14. Do further research into makutu.
15. Do further research into traditional Maori medicine.
16. Research the lives of other Pakeha who lived with the Maori in the nineteenth century.

Creative responses

1. Create a timeline for Kimble Bent, showing the significant events in his life.
2. Build a model palisade as described in the book.
3. Turn the glossary into a poster with illustrations. Use at least 30 of the words that appear in the glossary.
4. Draw a picture/create a model representing a Hauhau warrior, as described in the book.
5. Imagine this book has been turned into a movie. Put together a soundtrack for key scenes and explain why you chose each song.
6. Design a Facebook profile for Kimble Bent, outlining his interests, political views and other interesting facts about him.
7. Create a 'Wanted' poster of Kimble Bent.
8. Design a recruitment poster for the British Army during the New Zealand Land Wars.
9. Write an obituary for either Kimble Bent or von Tempsky.
10. Write a ballad or song about the adventures of Kimble Bent.

Essay topics

The following essay topics commonly appear in the Level 1 English external exam for *Achievement Standard 90849 (1.1): Show understanding of specified aspect(s) of studied written text(s), using supporting evidence.*

1. Describe a character or individual you enjoyed reading about in *Kimble Bent: Malcontent*. Explain why this character helped you understand an important idea in the text.
2. Describe at least one idea or theme in *Kimble Bent: Malcontent* that you found interesting. Explain why you found the idea(s) or theme(s) interesting in the text as a whole.
3. Describe at least one important aspect of setting in *Kimble Bent: Malcontent*. Explain why this aspect helped you understand a key idea or theme in the novel. Setting could include time and/or place.
4. Describe at least one important conflict in *Kimble Bent: Malcontent*. Explain why the conflict helped you understand the key idea(s) in the novel.
5. Describe at least one key event at the beginning of *Kimble Bent: Malcontent*. Explain why the event(s) helped you understand a key idea(s) in the novel.
6. Describe at least one language feature that was used to help you understand an important idea in *Kimble Bent: Malcontent*. Explain why the language feature(s) helped you understand a key idea(s) in this novel. Language features could include imagery, style, vocabulary or symbolism.

Associated texts

Non Fiction

- *Origins of the Maori Wars* by Keith Sinclair
- *The New Zealand Wars and the Pioneering Period Vols I & II* by James Cowan
- *The New Zealand Wars and the Victorian Interpretation of Racial Conflict* by James Belich
- *Climates of War: New Zealand in Conflict 1859–69* by Edmund Bohan
- *A History of the New Zealanders* by James Belich
- *'I Shall Not Die': Titokowaru's War* by James Belich
- *G.F. von Tempsky, artist and adventurer* by Rose Young and Michael King
- *Nga iwi o te motu: One thousand years of Maori history* by Michael King
- *Penguin History of New Zealand* by Michael King
- *Pakeha Maori: The extraordinary story of the Europeans who lived as Maori in early New Zealand* by Trevor Bentley
- *This Horrid Practice* by Paul Moon
- *A Tohunga's Natural World: Plants, gardening and food* by Paul Moon
- *Tohunga Hohepa Kereopa* by Paul Moon
- *Old New Zealand: being Incidents of Native Customs and Character in the Old Times* by 'A Pakeha Maori' (Frederick Edward Maning)
Gutenberg ebook
- *Illustrated History of New Zealanders at War* by Marcia Stenson
- *Illustrated History of New Zealand* by Marcia Stenson
- *Two Peoples, One Land* by Matthew Wright

Fiction

- *The Captive Wife* by Fiona Kidman
- *Season of the Jew* by Maurice Shadbolt
- *Monday's Warriors* by Maurice Shadbolt
- *House of Strife* by Maurice Shadbolt
- *The Greenstone Door* by William Satchell
- *The Bat's Nest* by Anne de Roo
- *The Strongest God* by Heretaunga Baker
- *Amber* by Deborah Challinor
- *Wild Latitudes* by Barbara Else

Film

- *The River Queen*
- *Utu*
- *The New Zealand Wars* (documentary)

Additional links to Achievement Standards (NZ only)

English — Level 1

English 1.8 (AS 90852): Explain significant connection(s) across texts, using supporting evidence. The texts selected for study may be any combination of written, visual and/or oral. At least four texts (written, oral and/or visual; short and/or extended) must be included. At least one text must be student-selected.

English 1.10 (AS 90854): Form personal responses to independently read texts, supported by evidence.

English — Level 2

US2989: Select, assess and read texts to gain knowledge.

US8823: Investigate a theme across an inclusive range of selected texts.

US8824: Research a topic using oral, visual and written sources, and evaluate the research process.

AS90381: Investigate a language or literature topic and present information in written form.

English — Level 3

AS90726: Complete independent research on a language or literature topic and present conclusions in writing.

History — Level 1

History 1.1 (AS91001): Carry out an investigation of an historical event, or place, of significance to New Zealanders.

History 1.2 (AS91002): Demonstrate understanding of an historical event, or place, of significance to New Zealanders.

History 1.4 (AS91004): Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.

History — Level 3

AS5840: Analyse the Treaty of Waitangi and Maori–Pakeha relations in nineteenth-century New Zealand.