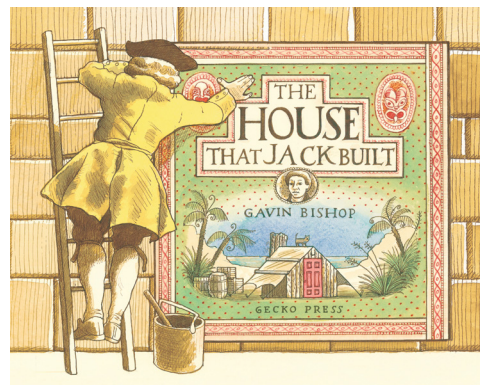


Teacher Notes

The House that Jack Built



Gavin Bishop, notes by Defyd Williams

Introduction

These teacher notes for *The House that Jack Built* are based on the Aotearoa New Zealand Histories curriculum implemented in 2023. They were created by Defyd Williams, who was part of the Ministry of Education reference group for the curriculum. For more information about the curriculum, [visit the website](#).

Gavin Bishop ONZM, Ngāti Mahuta, Tainui, Ngāti Pūkeko, Ngāti Awa, proves time and again the adage that a picture is worth a thousand words. His art also presents the Māori understanding of history, where events from the past can intermingle with events closer to the present, rather than following a strict Western chronological sequencing of events of one date after another. The past is always present in different shapes and forms. *The House that Jack Built*, first published in 1999 and again in 2012, provides an essential overview of our 19th-century histories.

These teacher notes use the artwork as stimulus to suggest activities and extension mahi as outlined in the Understand, Know and Do strands of the new curriculum requirements. *The House that Jack Built* helps students, at all levels, understand the four big ideas of the new curriculum: Māori history, colonisation and settlement, the use of power, and relationships and connections between people.

Each progression should start with a reading of *The House that Jack Built* poem, and then the words will be considered in greater depth at each level. Hopefully, the suggested activities will provide the ignition for classroom discussions and critical thinking across all the progressions levels.

Don't hesitate to read and include appropriate lower-level progressions in your teaching. This is recommended because it will not be until 2033 that an entire cohort from years 1 to 10 will have gone through the entire curriculum, including the prescribed content. For this reason, it is important that all ākonga have an overview of our country's histories at the four progression levels (years 1–3, years 4–6, years 7–8, years 9–10). They need to grasp what is being taught and learnt, past, present, and future, so that they fully understand the big picture of the curriculum refresh.

– Defyd Williams

Resources for teachers working with children from years 1 to 10 with the Aotearoa New Zealand Histories curriculum

How to use these notes

The grey boxes connect exercises to the related area of the curriculum.

Throughout the text, click on the blue text and the grey boxes; these are links. If you are working from a printed copy, scan the QR code below to be taken to an online version of these notes with the links.

Please note that some words in these notes are in te reo Māori. If you do not know a word, look it up on maoridictionary.co.nz



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Pages 1–2: London, 1798

K Whakapapa me te whanaungatanga | Culture and identity

This curriculum context focuses on how the past shapes who we are today – our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

This illustration references Hogarth's painting 'Gin Lane'.

PROGRESSIONS YEARS 1–3

This is an 'I Spy' activity in groups with an emphasis on where people come from. This activity could be used at other levels, with groups racing each other to find the items.

Find the following items in the illustration.

- Jack's red door
- The woman carrying the cockle shells on her head
- A kuri
- A cat
- A man wearing a top hat and a coat with trails
- A woman drinking from a cup
- A lady with a parasol (similar to an umbrella)
- Water being poured onto a fire
- A ship on a street sign
- The words: London, England, 1798

Retell the story by imagining you are there. Get a group member to tell the story from their perspective.

- How many years ago did this event happen?
- In what ways was life different then from today?

PROGRESSIONS YEARS 4–6

K Origins, voyaging and adaptation

D Identifying and exploring historical relationships

Answer these questions.

1. When and where did this event happen?
2. Give five reasons why people might want to leave London to immigrate to Aotearoa New Zealand 19,000 kilometres away on the other side of the world.
3. List three things you like about London in 1798.

PROGRESSIONS YEARS 7–8

K Finding a place in Aotearoa New Zealand

D Interpreting past experiences, decisions, and actions

Discuss these questions in groups.

1. Why do you think Jack is leaving London?
2. What do you think he hopes to achieve in Aotearoa New Zealand?
3. How do you think tangata whenua will react to Jack's arrival?

Role play a conversation where Jack talks with friends who want to persuade him to stay.

Draw a diagram or picture that predicts the next scene with the title 'When Jack reaches his destination.'

PROGRESSION YEARS 9–10

K Peopling the colony: inclusion and exclusion

D Interpreting past experiences, decisions, and actions

Discuss how Aotearoa New Zealand will look – the people, the places, the events – 50 years after Jack's decision to immigrate. (He immigrates around 1798, so about 1850).

When students graduate from their 10-year Aotearoa New Zealand histories course, it is expected that they will develop skills in finding their own sources, including Mātauranga Māori, which is an important aspect of Gavin Bishop's works.

William Hogarth, 1697–1764, who was an English painter, engraver and cartoonist, has influenced Gavin Bishop's artwork in *The House that Jack Built*.

Answer these questions, using the following links.

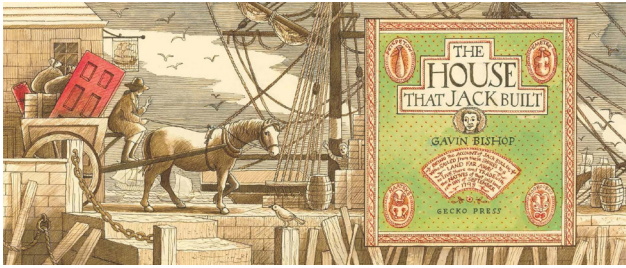
Illustration – [Hogarth's 'Gin Lane'](#)

Video – [Hogarth's 'Gin Lane' & 'Beer Street'](#)

Video – [Hogarth's "Gin Lane and Beer Street." How to Write About Art](#)

1. Who was William Hogarth?
2. Where did he live?
3. When did he paint 'Gin Lane'?
4. What do you think was the purpose of this illustration?
5. Why did William Hogarth want to change society with his satirical paintings?
6. How did Gavin Bishop and other artists, including those who made propaganda posters for the New Zealand Company, use William Hogarth's art?

Discuss why the 1751 painting 'Gin Lane' is so much more horrific than Gavin Bishop's illustration (painted in 1999) of London in 1798? Do you think 'Gin Lane' is a useful source? Do you think it is reliable? Give reasons for and/or against.



Pages 3–4: Jack leaves London

PROGRESSIONS YEARS 1–10

This illustration refers to the illustration on the previous two pages and explains why Jack is migrating. As well as a tale of escaping the squalor and poverty of London, his story is an account of Jack Bull.

Find these words on the page. ‘Jack Bull, Esquire who sailed from these shores to a land far away to live there and trade with the Natives of that said land, 12th day of September, 1798.’

Find the following things on the page.

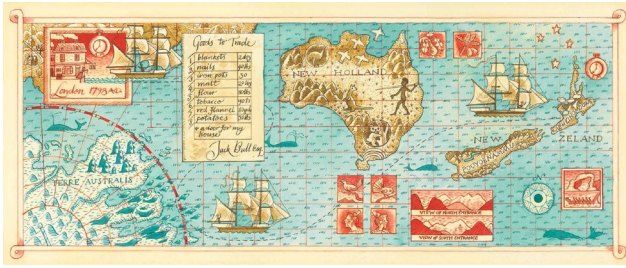
- Jack’s sacks
- a sailor on a ship
- a seagull on a perch
- a mere
- a tiki
- carving of a tipuna
- a barrel
- five ships

PROGRESSIONS YEARS 1–3 AND YEARS 4–6

Retell the story by discussing in small groups why Jack is sailing away, and then reporting the story back to the class.

PROGRESSIONS YEARS 7–8 AND YEARS 9–10

Identify three push factors (reasons for leaving) and three pull factors (reasons that attract Jack to Aotearoa New Zealand) for Jack’s decision.



Pages 5–6: Map of Jack's journey

PROGRESSIONS YEARS 1–3

In this illustration, Gavin emphasises that maps are not always drawn to scale but can sometimes instead express hopes and fears about undiscovered lands.

The Ministry of Education has produced [four videos in a series called Nelly in Aotearoa](#) that show the scope and size of the journey to our land. Teachers might start by choosing three to five 'I Spy' activities from the 4–6 progression (below) then showing the class [Nelly in Aotearoa – Tangata whenua](#) to introduce the idea of voyaging.

PROGRESSIONS YEARS 4–6

This 'I Spy' activity encourages students to look closely at the map and start to think about different concepts of mapping as suggested by [this video by Sir Ian Taylor](#).

Find the following in the illustration.

1. The time in London
2. The time in Aotearoa New Zealand
3. The time difference
4. Three creatures that migrated from Antarctica to Aotearoa
5. What was Terra Australis?
6. Imagine you are tangata whenua in 1798 using Jack's Goods to Trade. List them in order of usefulness to you from 1 (most useful) to 8 (least useful).
7. State why you chose your top item.
8. Why was Australia called New Holland?
9. Which group of stars guided voyagers in the direction of Aotearoa?
10. Draw a compass with the cardinal directions, i.e. North, South, East and West.
11. Give two Māori names for the South Island and two Māori names for the North Island.

PROGRESSIONS YEARS 7–8

The activities for years 4–6 can also be used for years 7–8. Additionally, the following short videos give an overview of the first voyagers.

Video – [A Nation Born of Sailors](#)

Video – [Tangata Whenua](#)

Answer these questions using the videos on the Polynesian voyagers.

- Where did they come from?
- Why did they voyage?
- How did they navigate?
- How did they adapt to the new land?

PROGRESSIONS YEARS 9–10



Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years

Captain James Cook, the famous navigator and mapmaker, has become a controversial character in recent years. Use these sources to research different perspectives.

Video – [Captain James Cook: The incredible true story of the World's Greatest Navigator and Cartographer](#)

Video – [Death ship or cause for celebration - how should we remember Captain Cook 250 years after he landed in NZ?](#)

Article – [Captain Cook Charting Our Islands](#)

Discuss why we have different perspectives about Cook.

Create a T chart about Cook after watching these videos. On the left list three positive points and in the right column list three negative points.

Find two geographical features that are incorrect on Captain Cook's map of Aotearoa New Zealand.

List five places Cook renamed and add the Māori name of the place alongside.

CLASS SEMINARS – YEARS 7–10

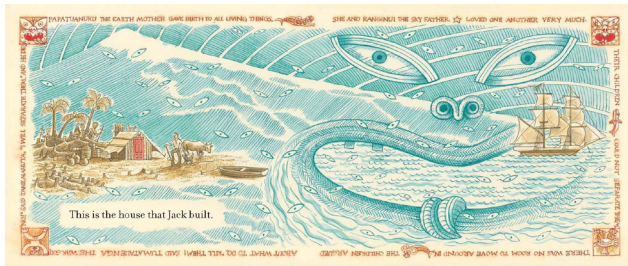


Identifying sources and perspectives

Class seminars are a good way to get students to consider different perspectives on people and events, an important skill encouraged by the new curriculum.

Present a short seminar on one of the suggested topics.

1. Who was Tupaia and how did he help Captain Cook?
Video – [Tupaia: Master Navigator](#)
2. What part did Tasman play in the histories of Aotearoa New Zealand?
Article – [Abel Tasman](#)
3. Why was the sextant such a useful navigational instrument? What other technology did Cook use for navigation?
4. Explain how Polynesians navigated across Te Moana-nui-a-Kiwa.
Video – [How did Polynesian wayfinders navigate the Pacific Ocean?](#)
5. Should statues of Captain Cook in Aotearoa be removed? Watch videos from the progressions 9–10 section above. This could also be a topic for a debate.



Pages 7–8: Jack arrives



Māori history is the foundational and continuous history of Aotearoa New Zealand



Tūrangawaewae me te kaitiakitanga | Place and environment

E kore au e ngaro; he kākano i ruia mai i Rangiātea.

In these pages Gavin explores te ao tawhito – the world before the Europeans arrived – and how Māori understood nature and the universe.

PROGRESSIONS YEARS 1–3

Read the creation story that forms the border of this illustration.

Retell and/or illustrate the story of Papatūānuku, Ranginui, Tūmataurangi, and Tānemahuta. Use Gavin Bishop's book *Atua* and the following video to tell stories that provide more details about these gods.

Video – ‘You’re Welcome’ from *Moana* (film)

Retell the legends as role play. This is an opportunity for further learning. For example, the name Māui is not just a legend, but also a reference to a great Polynesian navigator, whose name appears across the Pacific.

PROGRESSIONS YEARS 4–6



Adapting to new environments

Write cartoon bubbles or role play what the following atua are thinking about Jack's arrival.

1. Papatūānuku
2. Ranginui
3. Tangaroa



Interpreting past experiences, decisions, and actions

Answer these questions.

1. How is Jack starting to transform the land?
2. Why might Tāne, especially, be offended by Jack's actions?

Write four speech bubbles for the Māori people observing Jack.

Name three animals that Jack has introduced.

Predict what will happen next (without turning to the next page).

PROGRESSIONS YEARS 7–8 AND YEARS 9–10



Interpreting past experiences, decisions, and actions

Local histories recall great transformations of flora and fauna since human habitation in Aotearoa. Iwi lit fires to hunt moa. Up to 50% of vegetation was transformed in the first 500 years of settlement. Then Europeans transformed the landscape further with bigger changes such as chopping down large areas of forest for building materials and removing hills to make way for cities. For instance, Papanui Bush disappeared in the first few years of the Canterbury Association settlement in the 1850s.

Discuss as a class how human inhabitants have changed the environment near your school. Find and use historical maps/photographs/primary sources to see the change.

Write a paragraph of seven or eight sentences about the following topics.

Years 7–8: Cultural Interaction

1. What are the differences in traditional Māori and Pākehā views of the environment?
2. Why was there likely to be a clash of cultures over the use of forests in Aotearoa?
3. What environmental challenges did Māori and Pākehā face?
4. What are three big environmental challenges in Aotearoa today?
5. What actions can you take and what actions can the government take to protect the environment of Aotearoa and the planet? (Hint: ‘Think globally and act locally.’)

Years 9–10: Cultural Misunderstandings

1. What environmental impacts did Māori and Pākehā have on Aotearoa's environment in the 19th century?
2. How did atua influence te ao Māori?
3. Describe the different perspectives of Māori and Pākehā towards whenua.
4. What are your attitudes towards and values about the environment?
5. What actions can you take and what actions can the government take to protect the environment of Aotearoa and the planet? (Hint: ‘Think globally and act locally.’)

Website – [Envirohistory NZ](#)

Article – [Early acclimatisation societies](#)

Book – *Environmental Histories of New Zealand* by Tom Brooking



Pages 9–10: Trading

K Kōwhiringa ohaoha me te whai oranga | Economic activity

PROGRESSIONS YEARS 1–3

Read the poem on the right-hand page.

Name the animals in English and Māori, including kiore, ngeru and kuri.

Discuss these questions as a class.

- What items has Jack brought to trade with Māori?
- In what ways will this change their lives?

PROGRESSIONS YEARS 4–6

K Local economies and trade

Read the poem.

List three items Jack wants to trade.

Write two speech bubbles with what Ranginui and Papatūānuku might be thinking about this exchange in the background of the image.

Research and answer these questions.

1. Find out about inter-iwi trade in your rohe. Where and what did hapū trade with other iwi and hapū?
2. Who was Tupaia and what did he achieve?
3. Māori started to grow potatoes, pigs and flax for rope to sell to settlers. Where could these goods be sold?

PROGRESSIONS YEARS 7–8

K Māori economy: opportunities and challenges

The currency of Aotearoa New Zealand until 1967 was pounds, shillings and pence. There were 20 shillings in a pound (£) and 12 pence in a shilling. In 1800, £1 was worth \$150 today. For a shilling you could buy a cheap meal and a half penny, ha'penny, a loaf of bread.

Answer these questions.

1. What is the cheapest item in Jack's inventory?
2. What is the most expensive item?
3. How could Māori maximise profits from trade with Australia?

Discuss how Jack hoped to make lots of money. Read the background of the right-hand image 'Jack's accounts book' as a source to learn more about trade between iwi and settlers.

Work out this subtraction.

£9, 11 shillings and 5 pence
minus £8, 17 shillings and 9 pence
equals £0, 13 shillings and 8 pence

One option for how to work it out.

£9, 11 shillings and 5 pence
Minus £8, 17 shillings and 9 pence

To subtract 9 pence from 5 pence, we need more pence, so we take one shilling and make it into pence.

£9, 10 shillings and 17 pence
Minus £8, 17 shillings and 9 pence

To subtract 17 shillings from 10 shillings, we need more shillings, so we take one pound and make it into shillings.

£8, 30 shillings and 17 pence
Minus £8, 17 shillings and 9 pence

Now do the subtraction, getting £0, 13 shillings and 8 pence.

17 - 9 = 8 pence
30 - 17 = 13 shillings
8 - 8 = 0 pounds

PROGRESSIONS YEARS 9–10

D Identifying and exploring historical relationships

The following activities examine technological developments and Aotearoa New Zealand's dependence on Australia at this time.


Write speech bubbles for the three Māori and Jack to show what they are thinking.

Answer these questions.

1. How would the steel axe transform Māori society and their economy?
2. Which other technologies would increase the mana of one iwi over another?



Pages 13–14: Trader Jack

 Kōwhiringa ohaoha me te whai orange | Economic activity

PROGRESSIONS YEARS 1–3

Find the following in the illustration.

1. Using the main illustration and pictures in the border frame, list 10 items that Jack has brought to trade with Māori.
2. Find the cat.
3. Find the dog.

Suggest three items that Māori have brought to trade. Where could Jack sell these items?

PROGRESSIONS YEARS 4–6

Discuss as a class what the tipuna in the sky might be thinking. In te ao Māori, it is a common belief that the stars represent tipuna.

Write a four-sentence speech bubble about what the tipuna are thinking.

Describe why Māori had stopped using the large double-hulled waka that originally brought them to Aotearoa by the time Jack arrived.

Explain how and why a tri-pot was a good money earner for Māori and Pākehā.

Research some of the early whalers, many of whose names are famous in our bicultural histories.

Article – [Sealers and whalers](#)

Find examples of mātauranga Māori in the illustration.

PROGRESSIONS YEARS 7–8

Answer the following questions.

1. How did iwi and hapū in your rohe experiment with new economic opportunities? How did they build extensive trading networks domestically and with Australia?
2. What goods would Jack encourage Māori to produce to trade with him that he could send to Australia?
3. What were advantages and disadvantages of European clothing? e.g. It was common to own just one European dress, but if this got wet, it could lead to influenza and death.
4. What is Tangaroa thinking about settler Jack?

PROGRESSIONS YEARS 9–10


Find five items from the border and illustration that Jack would need to survive in Aotearoa New Zealand.

Answer the following questions about how technological developments and the unjust acquisition of land impacted the Māori economy.

1. Why are nails the most repeated item in the border? How would they be used?
2. Categorise the items in the border into needs and wants. Needs include food, clothing, shelter and medical care. Wants are everything else.
3. Which new technology, the wheel or the axe, would be most useful for Māori? Give reasons.
4. From a Māori perspective, what would happen if Trader Jack decided to leave and his trading post was closed permanently?



Pages 15–16: Trading

 Kōwhiringa ohaoha me te whai ora | Economic activity

PROGRESSIONS YEARS 1–3

Answer these questions.

1. How is the wahine ‘maiden all forlorn’ helping Jack to make a living?
2. In what ways will this change life and work in her rohe?
3. Suggest why the eyes in the sky have become smaller and fewer.

PROGRESSIONS YEARS 4–6

Answer these questions.

1. Beached whales became taonga. How would Māori in coastal areas use this resource?
2. What was the purpose of the pā before settlers, such as Jack, arrived? Do you know of the location of a pā near your school?

Retell the story of Paikea and discuss why whales are important to tangata whenua.

Video – [Paikea legend](#)

PROGRESSIONS YEARS 7–8

Answer these questions.

1. What economic activities of settlers might increase the mana of some iwi and hapū?
2. Why would some Māori decide to work on the settlers’ ships?

List some of the cargo that the sailing ship might be taking to Australia.

PROGRESSIONS YEARS 9–10


List three problems Jack might face with trans-Tasman trade.

Answer these questions.

1. What technologies and goods might Jack buy in Australia to trade in Aotearoa?
2. Why was Jack dependent on Australia?
3. In what ways are the Australian and Aotearoa New Zealand economies still interdependent today?
4. In what ways do the 500,000 New Zealanders living in Australia contribute to their economy?



Pages 17–18: Māori entrepreneurship

 Kōwhiringa ohaocha me te whai oranga | Economic activity

These two pages emphasise the growth of Māori economic activities. An entrepreneur is someone who takes a financial risk with a business or enterprise to make a profit.

PROGRESSIONS YEARS 1–3

Identify three new things for Māori to trade with settlers from the border pictures.

Discuss how Jack's life has changed since previous pages.

Describe how Jack's home and business have expanded since we last saw his home on pages 13–14.

PROGRESSIONS YEARS 4–6

Predict how the trade in muskets could disrupt trade and the relationships between different iwi and hapū.

Name two items, other than muskets, brought by Pākehā that might be harmful to Māori society.

Find evidence on the page that Jack has acquired land.

PROGRESSIONS YEARS 7–8

Predict how the trade in muskets could disrupt trade and the relationships between different iwi and hapū.

Debate whether the waka was more useful than the wheel for Māori trade with Pākehā.

Describe how and why the eyes in Ranginui are changing throughout the book.

Write a four-sentence caption starting with this: The muskets, like European diseases, proved harmful to Māori society.

PROGRESSIONS YEARS 9–10

Answer the following questions.

1. What technologies did Māori acquire to participate in the whaling industry?
2. Why were the Musket Wars so damaging to Māori society?
3. How might an agreement with Pākehā help solve the problems created by the Musket Wars?
4. Would these problems encourage Māori to later sign the Te Tiriti o Waitangi/The Treaty of Waitangi?

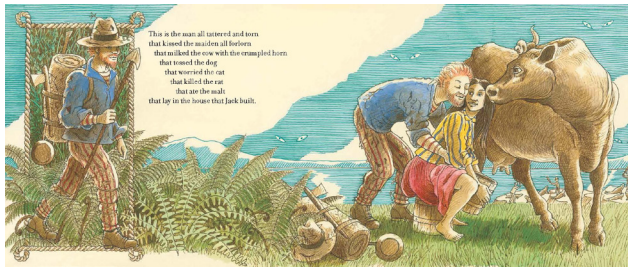
Article – [Musket Wars](#)

Video – [History of The New Zealand Musket Wars](#)

Video or podcast – [Early encounters](#)

Create a board game. Use the previous pages and activities to create a Colonial Profit and Loss board game. See the curriculum website for ideas. You could use other games such as Snakes and Ladders or Monopoly as a starting point.

Website – [Aotearoa New Zealand Histories](#)



Pages 19–20: Connection

K Tūrangawaewae me te kaitiakitanga | Place and environment

Discuss how the animals and plants introduced by Pākehā have changed the environment of Aotearoa New Zealand.

PROGRESSIONS YEARS 1–3

Find the following in the illustration.

- A rope frame (this is what flax was used to produce)
- A man coming out of the bush
- Indigenous fern plants
- Pasture grass introduced by the settlers
- Sealers killing seals for the fur hat trade

List three things Jack used to survive.

Discuss as a class what Ranginui is thinking.

PROGRESSIONS YEARS 4–6

K Adapting to new environments

D Interpreting past experiences, decisions and actions

Give the man a name.

Answer these questions.

1. What was he looking for in the bush?
 2. How did he survive?
 3. Why did sealers come to Aotearoa New Zealand?
- Forum – [When did sealers and whalers arrive in NZ](#)

Describe what the sealers are doing in the illustration.

Article – [Sealers and whalers](#)

PROGRESSIONS YEARS 7–8

K Rohe and local contexts

K Transforming te taiao

Research and find Māori place names in your rohe for the following geographical features.

- awa
- maunga
- one
- roto
- kāinga
- whenua
- ara

Sealing was a ‘sunset industry’, that is, it only lasted for a short time. Seals were hunted almost to extinction and the fur hat fashion was short-lived and demand declined.

Make a timeline for the sequence of sealing, whaling and gold mining.

Website – [Te Ara Encyclopedia of New Zealand](#)

Discuss the effect moa hunters had on the environment and what lessons they learnt.

Article – [The Moa Hunters](#)

PROGRESSIONS YEARS 9–10

K Transforming environments

D Identifying and exploring historical relationships

Answer the following questions.

Video – [What is a sunrise industry? What is a sunset industry? Understand the basics in less than 2 minutes](#)

1. Why has Gavin Bishop drawn the sealers small in the background of the drawing, while farming is large and prominent in the foreground?
2. How did the growth of farming, a sunrise industry, affect the environment?
3. What are sunrise and sunset industries in Aotearoa New Zealand today? Explain why each industry fits these economic concepts.

Find some place names in your rohe where the settlers gave new names to places.

Describe your favourite place. On a piece of paper, write five sentences explaining why this place is so special to you. Hand this in to your teacher, who will keep this for safekeeping for a future activity (page 16 of these notes). This exercise explores the concept of tūrangawaewae.



Pages 21–22: Business



Tino rangatiratanga me te kāwanatanga | Government and organisation

PROGRESSIONS YEARS 1–3

Find the following in the illustration.

1. Count the number of sailing ships.
2. Count the number of horses.
3. Find a place on a case/box.
4. Where is the flag from?
5. What is the flag called?
6. What evidence is there that Trader Jack has a family?
7. Describe what the Māori people are doing.

PROGRESSIONS YEARS 4–6

Answer these questions.

1. How has Trader Jack's business expanded since we last met him (on pages 17–18)? Describe three changes.
2. What was the main method of transportation? Provide evidence.
3. What difficulties did the settlers have in getting goods and people to the shore?
4. What is the main form of land transport?
5. Why are there two Union Jacks flying?

Write some speech bubbles about what the Māori people sitting on the beach might think about the flags.

Write some speech bubbles about what Ranganui is thinking about the settlers.

PROGRESSIONS YEARS 7–8

Answer these questions.

1. Why do you think transport would be slow and problematic? Provide evidence from the illustration.
2. Why do you think this illustration was **after** the signing of Te Tiriti/The Treaty? Provide evidence from the illustration.
3. Turn back two pages to pages 17–18. Why do you think this illustration was **before** the signing of Te Tiriti/The Treaty? Provide evidence.
4. What items do you think will be in the luggage on the beach?

PROGRESSIONS YEARS 9–10

Predict how the transport of goods and people might improve over the next half century.

Research the following questions about flags.

1. What was the Doctrine of Discovery?
2. The Union Jack arrived with Captain James Cook. Why was the Doctrine of Discovery significant to Aotearoa New Zealand?
3. What happened to the flag in Kororāreka/Russell and why?


Article – [James Cook and the Doctrine of Discovery](#)

Video/article – [Hōne Heke's flagpole-felling remembered](#)

Video – [Why did Hōne Heke cut down the flagstaff?](#)



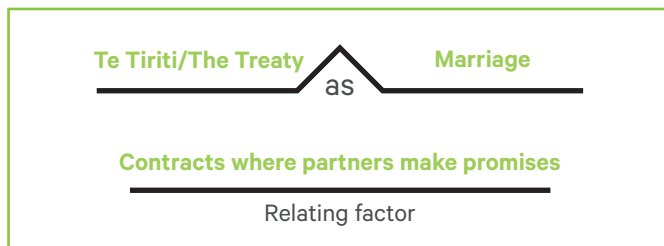
Pages 23–24: Understanding Te Tiriti o Waitangi/The Treaty of Waitangi

 Tino rangatiratanga me te kāwanatanga | Government and organisation


Historian Michael King told Gavin Bishop that the one important thing missing from his excellent book was Te Tiriti o Waitangi/The Treaty of Waitangi. However, these illustrations provide the ideal means of entry into this topic.

A bridge map shows analogies between ideas. We can connect Te Tiriti/The Treaty and the marriage agreement shown in the illustration. Both documents are contracts where partners make promises to live and work together.

Discuss the similarities as a class with this map drawn on the whiteboard.



PROGRESSIONS YEARS 1–3

 Waitangi Day


Find three symbols of Māori culture and three symbols of Pākehā culture in these illustrations.

Answer these questions.

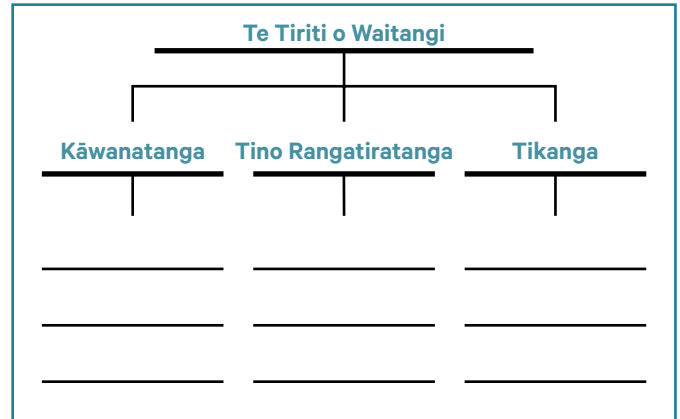
1. The three people in the illustration in *The House that Jack Built* were at Waitangi on the day Te Tiriti/The Treaty was signed. Who else was there?
2. When was Te Tiriti/The Treaty signed day/date/year?
3. How many years ago was that?
4. What does the word Waitangi mean?

Watch this video. What does Nelly see at Waitangi?

PROGRESSIONS YEARS 4–6

 Te Tiriti o Waitangi | The Treaty of Waitangi

Draw a tree map about Te Tiriti/The Treaty as a class. Head it up Te Tiriti o Waitangi and three subheadings Kāwanatanga (article 1), Tino Rangatiratanga (article 2) and Tikanga (article 3).



Discuss as a class what each of the three articles means.

Missionaries played an important role in formulating Te Tiriti o Waitangi/The Treaty of Waitangi. They taught Māori to read and write as shown in the background of this image by the letters of the alphabet written by the chief Hongi Hika.


Answer these questions.


1. How has the Christian religion reacted to Māori beliefs?
2. Why did literacy become important to Māori society?

Research and answer these questions using this series about Te Tiriti/The Treaty. Video series – [Lost in Translation](#)

1. Why were there two versions of Te Tiriti/The Treaty?
2. What role did Henry Williams play in translating Te Tiriti/The Treaty?
3. What was lost in translation?
4. Where was it signed?

PROGRESSIONS YEARS 7–8

 Te Tiriti o Waitangi | The Treaty of Waitangi: background

 Mana in Māori society

Discuss the letters of the alphabet written by Ngāpuhi rangatira Hongi Hika in the background of this illustration.

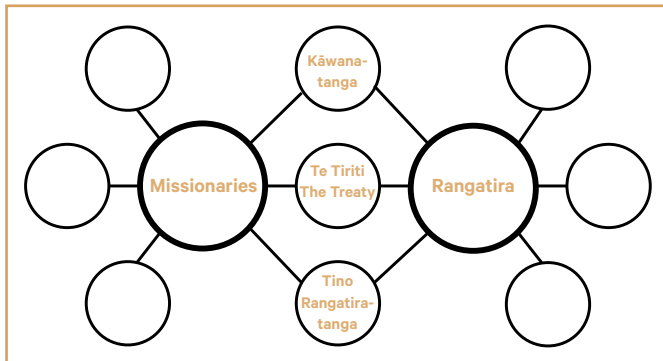
1. How and why would Hongi Hika be able to increase his mana after missionaries taught him to read and write?
Article – [Hongi Hika](#)
2. Why did many of the missionaries in Aotearoa support the idea of an agreement between the British Crown and Māori?

Article – [Missions and missionaries](#)
 Website – [NZ History - Missionaries](#)
 Video – [Early Encounters](#)

- How did missionaries attempt to remove and replace Māori culture with a Christian culture? Use the illustration to answer this question.

Discuss as a class why some rangatira decided to sign Te Tiriti/The Treaty.

Draw a double bubble thinking map like the one below. In the three far left circles write three things that rangatira wanted from Te Tiriti/The Treaty. In the three far right circles write three things that the missionaries wanted.



Explain how international and historical events, such as the abolition of slavery in Britain and British colonies (1833) and the Magna Carta (1215) influenced the creation of Te Tiriti o Waitangi/The Treaty of Waitangi.

Video – [The Māori Magna Carta: Waitangi and beyond](#)

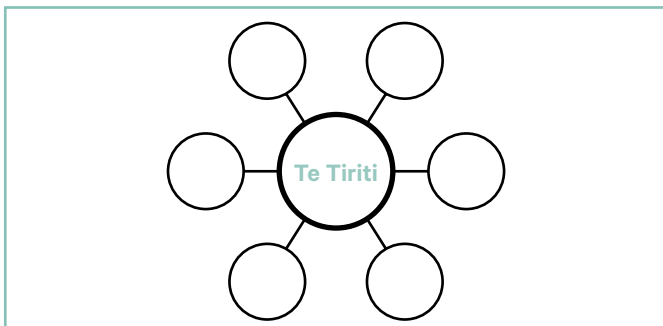
Research and find out your rights and responsibilities as a New Zealander, as outlined in Te Tiriti/The Treaty.
 Video – [Treaty of Waitangi - Missionaries](#)

PROGRESSIONS YEARS 9–10

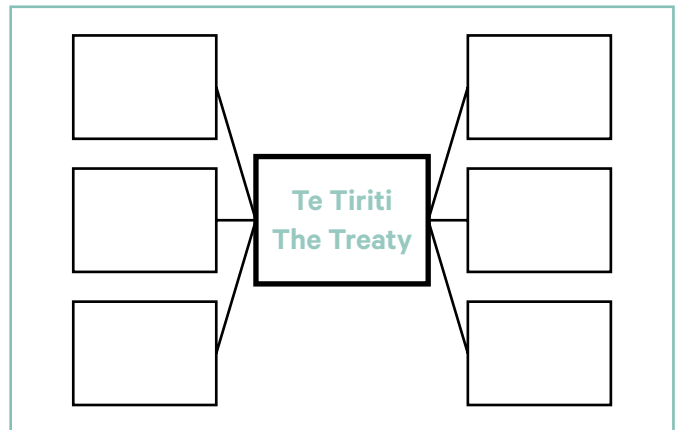
The Crown used its power to establish a colonial state that diminished mana Māori and broke its promises. Since then, Māori have had to work inside, outside and alongside the Crown to renegotiate the colonial relationship with the Crown and to reaffirm tino rangatiratanga.

The Waitangi Tribunal process and subsequent settlements by the Crown provide opportunity for reconciliation.

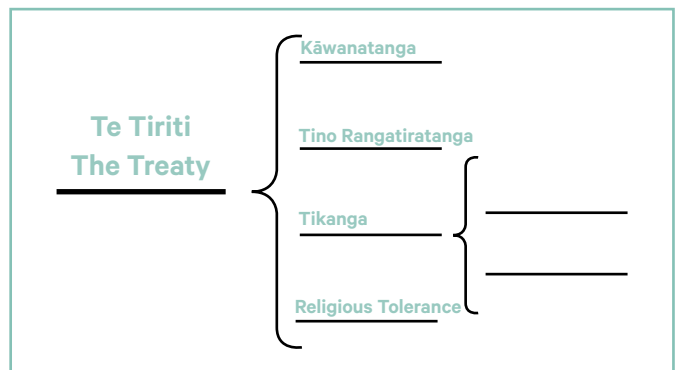
Describe Te Tiriti with a bubble map using adjectives. Remember 500 rangatira signed the reo Māori version (Te Tiriti) whereas only 39 signed the English version (The Treaty).



Draw a multi-flow map to show three causes of Te Tiriti/The Treaty and three effects or consequences of Te Tiriti/The Treaty.



Draw a brace map to analyse the whole and parts of Te Tiriti o Waitangi/The Treaty of Waitangi as below.



Research these questions.

- Find out about iwi claims in your rohe. What do the claims say? What promises have been broken?
- How are issues between the Crown and iwi being resolved? Have any been resolved?
- What is the role of the Waitangi Tribunal in Aotearoa New Zealand society? Website – [Waitangi Tribunal](#)
- In the future, how will Te Tiriti o Waitangi/The Treaty of Waitangi continue to shape our lives in Aotearoa New Zealand?

Website – [Treaty Resource Centre – He Puna Mātauranga o Te Tiriti](#)



Pages 25–26: Understanding colonisation

PROGRESSIONS YEARS 1–3

Tell the story of the illustration by answering the questions.

1. What is the season/holiday?
2. Where are the people going?
3. Why is Ranginui not happy with what he is seeing?
4. How many dogs are there?
5. How is the clothing different to what we wear today?

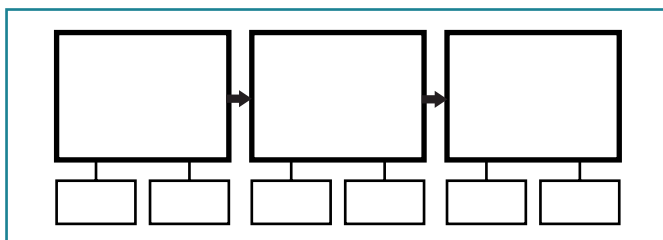
Answer these questions using historical sources.

1. Where are the Māori people in the illustration?
2. How have their lives changed since Jack's arrival?
3. What is spoiling Ranginui's view of the scene?

Discuss as a class the following question based on observations from the illustration and from modern life.

- What things would be different and the same about this town today?

PROGRESSIONS YEARS 4–6



D Identifying and exploring historical relationships

Draw a flow map like above. In the large top boxes put the following events in order from first to happen, to the last to happen: Te Tiriti o Waitangi/The Treaty of Waitangi, Sealers and Whalers, Missionaries. In the small boxes below, write important dates for these changes to society.

D Identifying sources and perspectives

Draw another flow map. From these pages, start re-reading the pages backwards to the front of the book to reverse the story. Find three instances where Māori power and mana increased and caption those illustrations in the larger boxes. In the lower small boxes write approximate dates when these events happened.

D Interpreting past experiences, decisions, and actions

List three goals that motivated Jack. Which ones do you like? Which ones do you dislike?

PROGRESSIONS YEARS 7–8

D Identifying and exploring historical relationships

Explain with evidence from the illustrations why Jack has become a wealthy man.

In an earlier activity (on page 11 of these notes) your teacher asked you to write about your favourite place on a piece of paper, which was kept aside. Now your teacher is telling you that you cannot go back to that place.

Write six sentences about how you feel. Now write down how the Māori people in the book would feel about losing their land to Jack and other settlers.

D Identifying sources and perspectives

Find evidence in the illustration for these two contrasting claims.

1. There wasn't much cultural interaction between Māori and Pākehā.
2. Bicultural interactions were common.

D Interpreting past experiences, decisions, and actions

Create a line graph to show differences between Māori and Pākehā populations over time.

Website – [Māori and European population numbers, 1838–1901](#)

Website – [NZ Census](#) (for more recent population statistics)

Research why the Māori population declined between 1838 and 1901.

Discuss whether the settlers should have kept arriving in such great numbers, especially in the 1870s.

PROGRESSIONS YEARS 9–10

D Identifying and exploring historical relationships

Answer these questions.

1. What has changed in this place over the last 40 years?
2. What has remained the same?
3. How has Jack's relationship with Māori changed?
4. What might Māori think about Jack?
5. Why has this relationship changed?

Identifying sources and perspectives

Look at the map on the right-hand side of this illustration. The settlement has been named Jackstown.

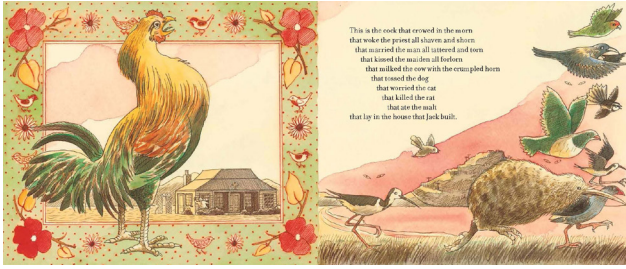
Draw a map of your own imaginary place or of your journey from home to school, including streets and other physical markers. Maps need a title, frame, scale, and key.

Describe in six sentences the feeling of not being allowed to return to one's tūrangawaewae. This exercise follows on from the exercise about tūrangawaewae on page 11 of these notes.

Interpreting past experiences, decisions and actions

Write five adjectives to describe how the eyes of Ranginui change throughout the book.

Use a de Bono PMI test on the town of Jackstown: Find a Plus, Minus and Interesting from both Māori and Pākehā perspectives.



Pages 27–28: Wildlife

U Understand | Big ideas

The four big ideas of the new Aotearoa New Zealand Histories curriculum are as follows.

1. Māori history is the foundational and continuous history of Aotearoa New Zealand.
2. Colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years.
3. The course of Aotearoa New Zealand's histories has been shaped by the use of power.
4. Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

PROGRESSIONS YEARS 1–10

Read the verse of the poem on these pages.

Match the lines of the poem to the four big ideas. For instance, the maiden is a wahine Māori – number 1.

PROGRESSIONS YEARS 1–3

K Tūrangawaewae me te kaitiakitanga | Place and environment

Answer these questions.

1. Why is the priest annoyed with the rooster?
2. How is the rooster frightening the indigenous birds?
3. Name the birds in the illustration.*
4. What is Papatūānuku thinking?
5. What is a pā and can you see evidence of one?

*kea, tūi, pīwakawaka, kererū, pūkeko, poaka, and kiwi

PROGRESSIONS YEARS 4–6

List five things introduced by the settlers.

Write speech bubbles for Papatūānuku with her thoughts.

Answer these questions.

1. Why has Gavin Bishop used English embroidery as the border?
2. How do the rooster and the priest represent the power of the settlers?

Write a six-sentence history of a pā site in your rohe.

PROGRESSIONS YEARS 7–8

Research how introduced pests have damaged the environment.

Article – [Introduced animal pests](#)

Answer these questions.

1. What aspects of Mātauranga Māori appear in the illustration?
2. How is the environment changing? Why are many native birds endangered and what actions can we take to protect them?

Website – [DOC Protecting birds](#)

PROGRESSIONS YEARS 9–10

Discuss why German geologist Ferdinand von Hochstetter constructed this fake whakataukī (1858) about Aotearoa New Zealand's flora and fauna?

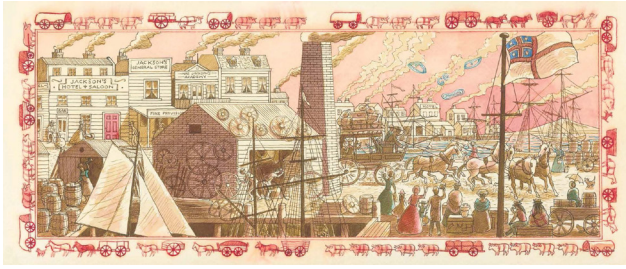
Website – [The Clover and the Fern](#)

Research the population of your town/city around the year 1900 and the Māori population of Te Ika-a-Māui North Island and Te Wai Pounamu South Island.

Database – [Stats NZ 1901 Census](#)

Research the evidence James Belich uses to challenge the myth of Māori as a dying race. (This is an extension activity, for introducing and investigating academic history.)

Essay – [Myth, Race and Identity in New Zealand](#)



Pages 29–30: Industry

U Understand | Big ideas

What historian James Belich calls ‘Settlerism’ is in full swing. Shiploads of settlers continue to arrive in Aotearoa New Zealand. The wheel has taken over from the waka in the movement of goods and people, which is shown both in the border and the main illustration.

PROGRESSIONS YEARS 1–3

K Kōwhiringa ohaocha me te whai oranga | Economic activity

Find the following in the illustration.

1. Find two Māori people in Jackstown.
2. Why do you think there are so few Māori in Jackstown?
3. Where could the stagecoach (the carriage being drawn by six horses) be taking people?
4. Find a cooper and describe their job.
Video – [The Bourbon Barrel](#)
5. What was kept in barrels?

PROGRESSIONS YEARS 4–6

K Kōwhiringa ohaocha me te whai oranga | Economic activity

Find and discuss the evidence in the illustration that Jack’s family is wealthy.

Answer these questions.

1. Why was the wheel such an important technology for economic growth/people making money?
2. How did Julius Vogel’s roads and railways impact Māori and Pākehā people? Did they impact them differently?
Article – [The Vogel Era](#)

PROGRESSIONS YEARS 7–8

T Tino rangatiratanga me te kāwanatanga | Government and organisation

Find the Whakaputanga flag in the illustration. Why was it created?

Article – [Flags of New Zealand](#)

Answer these questions.

1. What was a second use of the Whakaputanga flag?
2. How did Whakaputanga and international events lead to Te Tiriti/The Treaty?

PROGRESSIONS YEARS 9–10

T Tino rangatiratanga me te kāwanatanga | Government and organisation

Discuss why the Kīngitanga Movement was formed.

Article – [The Kīngitanga Movement](#)

Research five significant events from Tainui history and state why they are important.

Article – [Te Hiitori o Te Raupatu](#)

Research the 1995 Crown–Tainui agreement. List three causes and three effects/consequences.



Pages 31–32: Overtaking

U Understand | Big ideas

In the year 1858, for the first time the Pākehā population, at 59,000, exceeded the Māori population, at 56,000. Over the next three decades more than 500,000 settlers would arrive in Aotearoa New Zealand.

PROGRESSIONS YEARS 1–10

Choose appropriate activities for your students from the following.

Answer these questions.

1. What is the farmer/farm labourer doing in this illustration?
2. Name some birds introduced from England.
3. Why do you think these birds were introduced?
4. Identify some places/streets near your school that are named after a person.
5. Why are the waka speeding towards Jackstown?
6. How is nature being portrayed as being angry? What is happening to Papatūānuku?
7. Why has the colour of the sky changed?

Write a speech bubble for Ranginui (4–6 sentences) to say what he thinks about the scene below and the smoke in his eyes.

Find and discuss the evidence that Jack has become a place. For example, Gavin Bishop no longer shows Trader Jack as a person.

Research what happened in the conflict between Māori and Pākehā at Kororāreka/Russell in the Bay of Islands. Gavin Bishop recalls this conflict in the background.

Article – [Kororāreka](#)

List the economic activities of Jackstown in 1858. (See also the previous two pages, 29–30.)

This is a good place to reinforce the learning from the book. Hwyl, a drama production company, has the rights to creating a stage version of *The House that Jack Built*, which, hopefully, will be seen by schools in 2023.

Create a role play with the following characters and ideas.

Dramatis Personae (possible characters for this scene):

- Ranginui (the narrator)
- a descendant of Trader Jack (likely wealthy)
- a farm labourer (Māori and Pākehā who didn't own £50 worth of land property couldn't vote in provincial or central government elections)
- a Māori person who came to this place looking for mahinga kai

Retell the story so far; explore the different big ideas.

- Māori narrative
- Colonisation
- The exercise of power
- Relationships between people

Answer these questions in character.

- How has the culture and identity of the people of Aotearoa changed from 1798 to 1858?
- In what ways has government (provincial and national) affected people's lives?
- Describe how the place and environment has changed since Jack's arrival.



Pages 33–34: War

U Understand | Big ideas

Discuss why the sky is red, thinking of the emotions and results of war.

PROGRESSIONS YEARS 1–3 AND YEARS 4–6

Write captions for the small square illustrations. Use subject and verb e.g. The cock crows. The priest prays.

PROGRESSIONS YEARS 7–8 AND YEARS 9–10

Identify how each small square illustration might damage the flora and fauna.

Identify three positive things brought by the people in the small square illustrations.

List three different weapons displayed in this haka.

Research Gustavus Von Tempsky and write 5 sentence about him.

Video – [Von Tempsky - Tales from Te Papa episode 50](#)

Podcast – [Soldier of Fortune: the story of Gustavus von Tempsky](#)

PROGRESSIONS YEARS 1–3

Retell the story from two perspectives e.g. the ‘maiden all forlorn’ and ‘the man all tattered and torn.’

Retell a legend involving atua or tell how atua are involved in this story to demonstrate understanding of mātauranga Māori.

Answer these questions about manaakitanga.

1. What are some mean or unkind things people were doing in the story?
2. What are some kind things that people do for each other in the story?

PROGRESSIONS YEARS 4–6

Sequence the following internal wars, with dates from earliest to latest: First Taranaki War, musket wars, Wairau incident, War in Tauranga, Waikato War, Northern War.

Articles – [New Zealand's Internal Wars](#)

Find examples in the book where Gavin Bishop appears to be travelling in time from the most recent event to the most distant event in the same illustration. How does this mātauranga Māori viewpoint help us better understand the past? Look at pages 15–16, 19–20 and 31–32.

Retell the story of Trader Jack Bull from three perspectives. Either write three 4–6 sentence speech bubbles or three paragraphs. You may add an introduction and a conclusion.

1. The priest
2. The wahine Māori ‘maiden all forlorn’
3. ‘The man all tattered and torn’

PROGRESSIONS YEARS 7–8

The portrait on the right hand side is based on a portrait of the Prussian mercenary soldier Gustavus Von Tempsky.

Book – [Von Tempsky and the Forest Rangers](#)

Research these questions.

1. Who were the Forest Rangers?
2. What were *kūpapa*?
3. What ethnicity has Gavin Bishop drawn the soldier as?
4. Find three causes of the New Zealand Wars.
Article – [What caused the New Zealand Wars?](#)
5. What happened at Rangiaowhia?
Video – [Battle of Rangiaowhia](#)
6. Why was Von Tempsky Street’s name changed in Kirikiriroa/Hamilton?
Article/video – [Street name in Hamilton changed from Von Tempsky to Putikiti](#)
7. Is it ethical to change street names? Was the way streets were first given names ethical? For what reasons should street names be changed? Should fictional Jackstown be given a new name? Give reasons for or against.

PROGRESSIONS YEARS 9–10

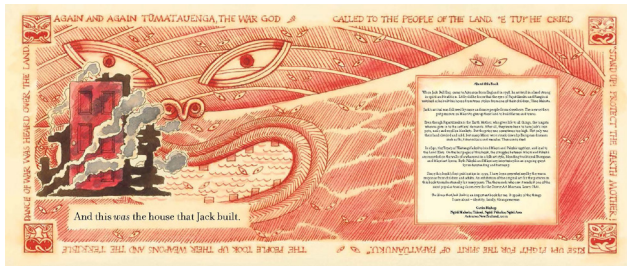
Plan an essay about changes in Aotearoa New Zealand in 19th century. Write two to three bullet points for each question and then discuss how this would form an essay as a class.

1. How did relationships between Māori and Pākehā change from 1798 to 1900?
2. What were the good and bad aspects of colonisation and settlement?
3. What impact did economic activity have on the environment?
4. Did power continue to remain in a few hands?
5. When did Māori, working-class Pākehā men, and women get the vote?
Article – [Voting rights](#)

Retell the story of Trader Jack Bull from three perspectives. Either write three 4–6 sentence speech bubbles or three paragraphs. You may add an introduction and a conclusion.

1. The priest
2. The wahine Māori 'maiden all forlorn'
3. 'The man all tattered and torn'

Class debates Have teams of three either affirming or negating the following moot: All of today's problems in Aotearoa New Zealand can be traced to colonisation in the 19th century.



Pages 35–36: Consequences

U Understand | Big ideas

PROGRESSIONS YEARS 1–10

Māori suffered enormously in the 19th century. They lost land, including millions of acres through raupatu (confiscations) during the New Zealand Land Wars; tens of thousands of deaths from European diseases, such as influenza; and intertribal warfare fuelled by Pākehā weapons in the 1830s. Some Pākehā politicians and observers proclaimed that Māori were a dying race. The Māori population reached the lowest point of 42,000 in 1896, yet recovered to 45,000 by 1901.

Read and discuss the words around the border.

Discuss why Ranginui is angry. Consider that Rangiriri was a pā site defended by tangata whenua in the Waikato War (1863–64). Appropriately, Rangiriri means angry skies.

Answer these questions.

1. Why did Tūmatauenga call tangata whenua together?
2. Who did he want to protect?
3. How is Papatūānuku related to Tūmatauenga?
4. Name three to five wars New Zealanders have fought in overseas.
5. What is commemorated on ANZAC Day, 25 April, each year?

Gavin Bishop says in his note that *The House that Jack Built* is an important book for him because it speaks to identity, family and tūrangawaewae. Ko wai tātou? Who are we?


Draw a two-page spread or write a short story to show Aotearoa New Zealand in 2040 using *The House that Jack Built* as inspiration. This is the 200th birthday of Aotearoa New Zealand. We became a nation in 1840 when Te Tiriti o Waitangi/The Treaty of Waitangi was signed, and Lieutenant Governor Hobson announced, 'He iwi kotahi tātou' 'We are one people.' Think about the colour of the sky, the role of atua, and some historic characters who helped make the nation.

Me tiro whakamuri, kia anga whakamua.

To shape Aotearoa New Zealand's future, start with our past.



Pages 37–38: Tukutuku

 Understand | Big ideas

PROGRESSIONS YEARS 1–10

The House that Jack Built finishes with the panels in a wharenui. This is a place where tangata whenua and tangata Tiriti can find reconciliation.

Research these questions.

1. What do the symbols on the Kingitanga flag mean?
2. Find out about the [poutama tukutuku](#) weaving pattern.
3. Why did Grey authorise the Pākehā invasion of the Waikato (1863–64)?
Video – [New Zealand Wars](#)
4. In what ways was Tūmataunga responsible for warfare?
5. Why did te tangata whenua take up arms?
6. How does the [Waitangi Tribunal](#) recognise the grievances of iwi from loss of land and the New Zealand Land Wars?

Retell a legend about poutama and atua.

Article – [Knowledge Baskets Legend](#)

Research reconciliation maraes. O-Tāwhao Marae, Te Awamutu College, pictured opposite, is a good example of a reconciliation marae. Students from around the motu stay here overnight and learn about the New Zealand Land Wars and the reconciliation process.

People represented in this marae include Rewi Maniapoto, leader of last stand at Orakau; John Gorst, magistrate and journalist; Bishop Selwyn; General Duncan Cameron, leader of the British invasion forces in Waikato and Tauranga campaigns.

These images of O-Tāwhao Marae, Te Awamutu College, are reproduced with permission from Te Awamutu College.



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© Defyd Williams Momentum Learning (2022-); Ohu Matua, Ministry of Education reference group on the new Histories of Aotearoa New Zealand (2019-2022). Editor/Manager of The Press Newspapers in Education department (1986-1999). History teacher: Fiordland (1974-1976); United Kingdom (1976-77) Christchurch (1978-1985); Waikato (2005-2019).