



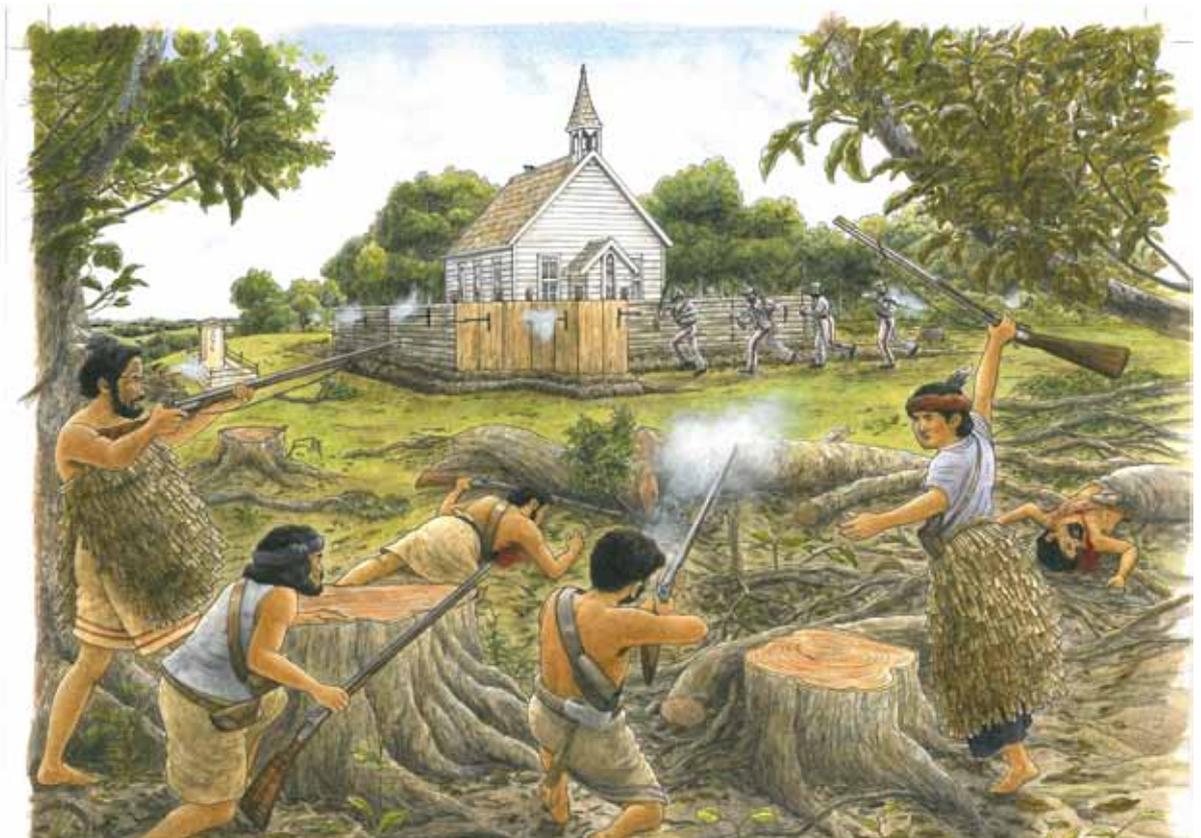
# Gunfire Stockade

## Scenario

"Those who cannot remember the past are condemned to repeat it."

George Santayana, *The Life of Reason*, Volume 1, 1905

On the morning of the 14 September 1863 gunfire was heard near the settlement of Pukekohe. Around a small church a group of settlers stood behind a stockade as a Ngati Maniapoto war party attacked. The small church still stands on the hillside with bullet holes in its walls. What happened there over a hundred years ago when guns were fired in anger across these now quiet green fields? Make a well founded judgement, what should be said about this event in our history?



# PROBLEM-BASED LEARNING UNIT PLAN - SOCIAL STUDIES



**Title: Gunfire Stockade**

**Term: 2**

**Weeks: 6**

**Achievement Objective Focus** – Understand how people remember and record the past differently.

**Thinking Skills Focus** - Forming a well founded judgement.

## Scenario

On the morning of the 14 September 1863 gunfire was heard near the settlement of Pukekohe. Around a small church a group of settlers stood behind a stockade as a Ngati Maniapoto war party attacked. The small church still stands on the hillside with bullet holes in its walls. What happened there over a hundred years ago when guns were fired in anger across these now quiet green fields? Make a well founded judgement, what should be said about this event in our history?

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes
<p><b>1 Authenticating the Learning</b> Introduce the scenario and its problem-making links to the focus achievement objective &amp; key concepts.</p> <p><b>Awakening Prior Knowledge</b> What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming      <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p><b>Strengthening Prior Knowledge</b></p> <p><input checked="" type="checkbox"/> Front Loading Activities - DVD New Zealand Wars Episode 3. Worth showing at the beginning and then again at the end of the Quest.</p>	<ul style="list-style-type: none"> <li>• Explain the scenario.</li> <li>• Explain why it is important to solve the problem.</li> <li>• Relate their present understanding of the scenario and its problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a data projector.</li> <li>• Book a computer pod.</li> <li>• Locate a copy of, 'Again the Bugles Blow' by Ron Bacon.</li> <li>• Familiarise self with graphic organiser and resources on the CD.</li> <li>• View DVD New Zealand Wars Episode 3.</li> </ul>
<p><b>2 Constructing Relevant Questions</b> Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> <li>• List the key questions they need to answer.</li> <li>• Co-construct the steps in forming a well-founded judgement.</li> </ul>	
<p><b>3 Planning the Research</b> Developing a plan of action.</p>	<ul style="list-style-type: none"> <li>• Explain the plan of action.</li> </ul>	
<p><b>4 Discovering Relevant Information</b> Locating and selecting.</p> <p><input type="checkbox"/> teleconference      <input type="checkbox"/> fax exchange <input type="checkbox"/> e-mail exchange      <input checked="" type="checkbox"/> bookmarked www sites <input type="checkbox"/> intranet site      <input checked="" type="checkbox"/> school library books <input checked="" type="checkbox"/> National Library books      <input type="checkbox"/> magazines <input checked="" type="checkbox"/> DVDs, videos      <input checked="" type="checkbox"/> Internet search <input type="checkbox"/> articles, magazines      <input type="checkbox"/> school journals <input type="checkbox"/> visitor      <input checked="" type="checkbox"/> EOTC experience <input type="checkbox"/> pictures, posters      <input type="checkbox"/> interviews, surveys <input type="checkbox"/> found objects      <input type="checkbox"/> software, CD ROMs <input checked="" type="checkbox"/> thinking tools      <input type="checkbox"/> demonstration <input checked="" type="checkbox"/> Quest CD      <input checked="" type="checkbox"/> learning conversations</p> <p><input checked="" type="checkbox"/> Teacher directed activities. Discuss and model use of graphic organiser.</p>	<ul style="list-style-type: none"> <li>• Describe what happened at Pukekohe East Church Stockade.</li> <li>• Describe the view of as many of these groups as possible:  Kingite or Kingitanga Maori Queenite or Kupapa Maori Members of the War Party, Ngati Maniapoto, Ngati-Pou Pukekohe Settlers New Zealand (settler) Government Wealthy Auckland Settlers General Duncan Cameron Governor George Grey British (Imperial) Government</li> </ul>	<p><b>Assessment Task/s</b></p> <ul style="list-style-type: none"> <li>• Assess quality of the research, the thinking skill and the new insights and understandings using the rubric in the Teacher's Guide.</li> </ul>
<p><b>5 Constructing the Knowledge</b> Forming and applying.</p> <p><input type="checkbox"/> Teacher directed activities.</p>	<ul style="list-style-type: none"> <li>• Decide on what we should remember. Justify (using evidence) why these were chosen over all other information..</li> </ul>	
<p><b>6 New Insights and Understandings</b> Presenting and evaluating.</p>	<ul style="list-style-type: none"> <li>• Present the solution to scenario.</li> <li>• Explain how their solution supports their new insights, understandings and how it relates to the scenario.</li> </ul>	

Unit Evaluation Implications for next unit

## Introduction

'Gunfire Stockade,' asks our students to investigate the view points of the different groups (both Maori and Pakeha groups) involved during the attacks at Titi Hill, Mauku (near St Brides Church), Pukekohe East Church Stockade and Burt's Farm in 1863. We want them to understand how people remember and record the past differently. What did each group feel? What brought them to this conflict? In deciding what should be on an information board outside the churches how can we fairly represent each groups views?

### **1 Authenticating the Learning**

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill. Talk together about what they already know about the New Zealand Wars.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

View introductory DVD, 'NZ Wars Episode 3'

### **2 Constructing Relevant Questions**

As you discuss the Quest begin the question formation and planning of the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation:

What happened at the attack?

Who was involved?

How did each side feel about the situation they found themselves in?

How do you make a well founded judgement

Introduce skilfully forming a well-founded judgement.

Construct with your class the Thinking Map for forming a well-founded judgement.

### **3 Planning the Research**

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the reflection task sheet.

### **4 Discovering Relevant Information**

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser.

Use the Quest's resource folder to locate information on the battle as well as other books videos etc you may have sourced.

### **5 Constructing Knowledge**

Have your students reflect on the Thinking Map and their notes including their graphic organisers.

### **6 New Insights and Understandings**

Have your students write up their new insights and understandings.

## ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8 CONTINUITY AND CHANGE – GUNFIRE STOCKADE



**Key Achievement Objective:** Understand how people remember and record the past differently.

**The scenario is:** On the morning of the 14 September 1863 gunfire was heard near the settlement of Pukekohe. Around a small church a group of settlers stood behind a stockade as a Ngati Maniapoto war party attacked. The small church still stands on the hillside with bullet holes in its walls. What happened there over a hundred years ago when guns were fired in anger across these now quiet green fields? Make a well founded judgement, what should be remembered about this event in our history?

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	You explained the point of view of only one group involved.	You explained the points of view of 2 groups involved.	You explained the points of view of 3 or more of the groups involved.	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	You only explained what kind of thinking you did but not how you did it.  You wrote about your new information but did not explain how this Quest extended your thinking around people remembering the past differently.	You explained what kind of thinking you did and how you did it.  You explained how this Quest extended your thinking, how your thinking went in new directions around how people remember the past differently.	You extended this by saying why this way of thinking helped you, including how you would do it next time.  You also explained how this quest challenged your thinking, the questions you still have about how people remember the past differently.	
Student Evaluation				
Teacher Evaluation				

### TEACHER FEEDBACK - MEDALS AND MISSIONS

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## Additional Scaffolding Suggestions

- Use a data projector to introduce the virtual world of the 'Gunfire Stockade.'
- Many students will have little knowledge of the New Zealand Wars. They may refer to them as the Maori Wars, Land Wars or New Zealand Land Wars.
- Book a iPad pod as this Quest suits research in cooperative groups of two with access to their own iPad.
- The teaching team who trialled this Quest reported high student engagement with many finding web sites at home in the evening and sending them through to their teacher. Parents on the field trip showed great interest in the places visited as they had no idea such places existed so close to Auckland.

Events worth researching for homework are the battle at Titi Hill (near St Brides Church, Mauku) and the attack on Burt's Farm, Paerata. This will strengthen their knowledge and make the end of unit field trip more rewarding.

- We tried where possible to use primary source material as this often needs interpreting thereby encouraging higher order thinking. Reference books sometimes contradict each other. Be prepared to use the 'teachable moment' when students come across such contradictions.
- **Essential** - To help your students understanding the time and events read to your class 'Again the Bugles Blow' by Ron Bacon. Teachers copies and a class set are available from the library. This book is so good you would think it was especially written for this Quest and should not be missed.
- Do not allow any e-mail, fax, video conferencing or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.
- If using the New Zealand War web sites remember to check any FAQs before sending e-mails.
- **Essential** - The National Library has a web site, 'Paperspast' with excellent resources from the daily papers at the time of these battles. Your class should spend some time searching this resources at:

<http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=p&p=home&e=-----10--1----0-->

The main paper to read is what was then Auckland's leading newspaper the, 'Daily Southern Cross.' The Southern Cross began as a weekly paper in Auckland on 22 April 1843. In 1862 it became the first daily newspaper in Auckland, changing its name to the Daily Southern Cross. The Southern Cross was merged, in 1876, with the New Zealand Herald. Gustavus Von Tempsky wrote regularly for the Daily Southern Cross and was at the church at Mauku and through the Hunia ranges.

You should look for key words like, Drury, Pukekohe, Mauku, Bald Hills (near Titi Hill), Burt's farm around the 14 September 1863 for Pukekohe East Church and the 23rd October, 1863 for the Mauku Church.

Remember that these articles are primary source material and will need direct teacher guidance. Project the newspaper cuttings on to your data projector screen and

discuss the new words, archaic words and terminology. Examples worth discussing, 'committed great **depredations**,' 'when a **volley** was fired,' 'both parties were **astonished** at the meeting,' 'although somewhat **hastily collated** is **substantially correct**,' 'within a few **yards**.'

It is a great chance to enlarge your students vocabulary. Make up a vocabulary and spelling list that is added to throughout the Quest. The class vocabulary list needs to include gorilla warfare, battle hardened veterans, war party, untenable position, strategy, seminal time, noncombatants, stockade, Rewi Maniapoto, military academy, Tainui, Maori King, Tawhiao, Mangatawhiri Stream.

- The Internet has a lot on this Quest. Keywords for searching, Pukekohe East Church, St Brides Mauku, Titi Hill, Burt's Farm, Waikato War, New Zealand Wars, General Duncan Cameron, George Grey, Governor Grey, Rewi Maniapoto, Kingite, Queenite.
- The field trip to visit the sites is essential (see separate teachers guide). Just before the field trip book the theatre so your students can look at the area using google Earth then view our video, 'Helicopter flight to Pukekohe.' This is a good end of unit experience once they are knowledgeable about the places and events.
- Library Display - in our school's museum we have a collection of artefacts from the 19th century and the New Zealand Wars. A display linked to 'Gunfire Stockade,' has been prepared.
- The concluding performance is an information board (chart) suitable to be placed outside the church at Pukekohe East or an information pamphlet for someone visiting the area.
- DVDs available on our server:

'**The Last Stand**,' is an old black and white movie also known as 'Rewi's Last Stand.' Although old it is well worth viewing at the beginning of the Quest as it sets the scene for the times and covers the invasion of the Waikato. You should get great discussions going about not only the invasion of the Waikato but life in 19th Century New Zealand and movies before colour film was invented. Its a must see film.

'**Von Tempsky's Ghost**,' is a documentary of the life of Gustavus Von Tempsky. Well done it gives an insight into life in 19th Century Auckland. It covers the invasion of the Waikato and the fighting. The end section has good short reenactment clips. Worth looking at in say the second or third week of the inquiry. You will need to introduce Von Tempsky before showing the DVD. Von Tempsky started the Forest Rangers the forerunner of the SAS. He was a soldier and war correspondent for the Daily Southern Cross reporting on the incidents around Pukekohe. Many of the newspaper articles from this time were written by him. He also painted the attack on Burt's Farm.

'**The New Zealand Wars: The Invasion of the Waikato**,' is a documentary which gives a good overview of what was happening. It gives the bigger picture around the events at Pukekohe East, St Brides Mauku (Titi Hill) and Burt's Farm.' Show at the beginning of the Quest and again at the end.

'**The Lost Children**,' is a thirteen part television series. A group of children shipwrecked and caught up in armed conflict between Maori and European forces. Although set on the Taranaki coast it is set in 1867 close and gives a good idea of the historical time period - clothing, speech, weapons. Showing Parts 1, 2 and 3 should provide good talking points and strengthen our students understanding of this time period. Allow approx. 25 mins per episode.

## Forming a Well-Founded Judgement

**A.** Discuss with your class why forming a well-founded judgement is needed.

'Many people form hasty opinions without really thinking. This is dangerous, as faulty thinking shared with others can cause problems or stop people looking for a much better answer. The truth about something is not always obvious or easy to find.'

'To be a useful member of our society we need to make sure that when we give our opinion it is well thought out and based on reliable information, in other words its a well-founded judgement.'

**B.** Develop with your class the thinking steps for a well-founded judgement.

### Common Defaults in Forming a Well-Founded Judgement

1. We make hasty judgements.
2. We base it on a small amount of information.
3. Our thoughts are disorganised.
4. We overlook important considerations.

### Forming a Well-Founded Judgement

1. What is my present opinion?  
Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.
2. Where can I find the information I need?
3. Which is the best supported information?
4. What judgement is the best in light of the information available?

# Constructing Knowledge Forming a Well-Founded Judgement

How did ..... feel?

Actual Evidence

	→		
	→		
	→		
	→		
	→		
	→		

Which evidence  
will I use in my  
argument?

Empty box for selecting evidence for the argument.

Evidence Rating  
+ Best  
o Neutral  
- Poor  
? No evidence

## Integrating 'Forming a Well-Founded Judgement' into a Description

Use the template below to guide your students to deciding what to write in their description. Their description must make it clear to the reader what they are describing. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.

**Forming a Well-Founded Judgement**

1. What is my present opinion?
2. Suspend judgement.
- 
3. Where can I find the information I need?
4. Which is the best supported information?
5. What judgement is the best in light of the information available?

Before writing have you gone through the 'Forming a Well-Founded Judgement' steps?

### Title

- Give your description a title

### Introduction Paragraph

- Describe the context of the description. This is where you make a link to the scenario.
- Tell your reader why you are making this description.

### Body Paragraphs 1,2 and 3

- These paragraphs should say what you will include on the information board outside the church and why. You should use the ideas from the 'How did the Ngati Maniapoto feel?' and 'How did Governor George Grey feel?' and the 'Actual Evidence' you found. Make sure you explain why you think the evidence supports your position.

- Sentence starters could be  
'We should include...'  
'I believe this because...'

- Describe the evidence which backs up your choice.

### Conclusion

- Here you will write a brief summary of the event and the views of the different groups involved.
- Sentence starters could be  
'For these reasons I believe that...'

### Achieving Above Expectations

- \* To achieve an 'Above Expectations' you will be aiming to write 3 or more 'body' paragraphs.

Now add your New Insights and Understandings.

- Use the Ladder of Metacognition to comment on your ability to form a well founded judgement.
- What have you learnt about how people remember and record the past differently.

**Constructing Knowledge  
Forming a Well-Founded Judgement**

How did Ngati Maniapoto feel?	Actual Evidence	

Which evidence will I use in my argument?

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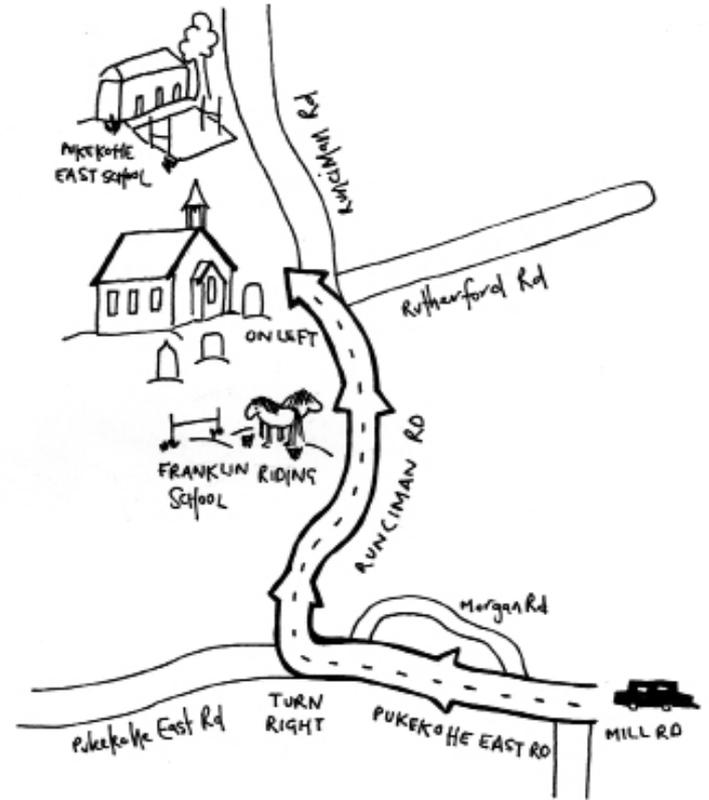
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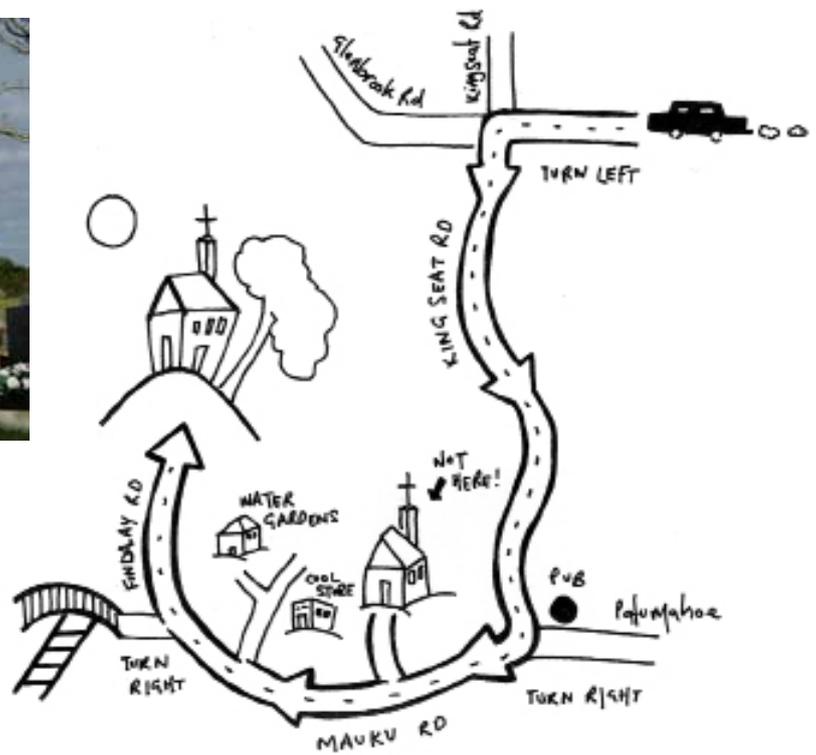
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Pukekohe East Church



Saint Brides Church, Mauku



## From Our School's Museum Collection



These coins were in use here in Auckland in 1863. New Zealand didn't get its own coins until February 1933.



Six Shot Pinfire Revolver. This revolver was probably made in France. This type of revolver was used during the New Zealand Wars and was also carried by gold prospectors and miners in early colonial times. Pinfire revolvers were used extensively by both sides during the American Civil War in the 1860's. The pinfire ammunition has not been manufactured for a century so the revolver can not be fired.



This relic sword is the same type used by the Maori Wars hero and Forest Ranger Major Gustavus Von Tempsky. His sword was taken from his body when he was killed. Various rumours exist as to what happened to the sword, including being buried under a door step at Parihaka. It was supposed to have been snapped in half. This type of sword was not standard issue to the colonial or British forces serving in NZ so it is unusual to find such a sword as a relic here. Is this Von Tempsky's sword? - no one will ever know. Certainly, as an object which surfaced in the mid North Island it is interesting and with a degree of intrigue.



10 lead bullets fired from a .577 calibre Enfield Percussion Musket all of which were recovered with a metal detector from the site of a New Zealand War period military training camp located at the "Tip" of Point Chevalier, Auckland. At this time the road to Point Chevalier, the Great North Road, was improved to help in the movement of soldiers to and from the army barracks situated there. The presence of large numbers of military personnel was a boom time for the Auckland economy until 1865. These bullets were made and fired while soldiers trained during the time of the New Zealand Wars. The lead retains the "patina" you would expect from a bullet fired over 140 years ago.



This button was lost by a British soldier in 1863. It came off his uniform and fell into the mud of a clearing in the bush near Pukekohe where it remained lost for 143 years. Over those 143 years the clearing in the bush became a field on a dairy farm. The button remained buried in the mud. A hundred years past and the farm became a housing development and the place where the soldier walked and lost his button became someones backyard. The owners of the house dug the button up when they are weeding their garden! The button is passed to us for display in our library.



'When we reached the front of the stockade we saw the muzzles of the guns with fixed bayonets pointing at us, we seized some of the guns by the end of the barrel and tried to pull them out through the loopholes, but the rifle-slits were not large enough to let the stocks come through.' Te Huia Raureti, of Ngati-Maniapoto