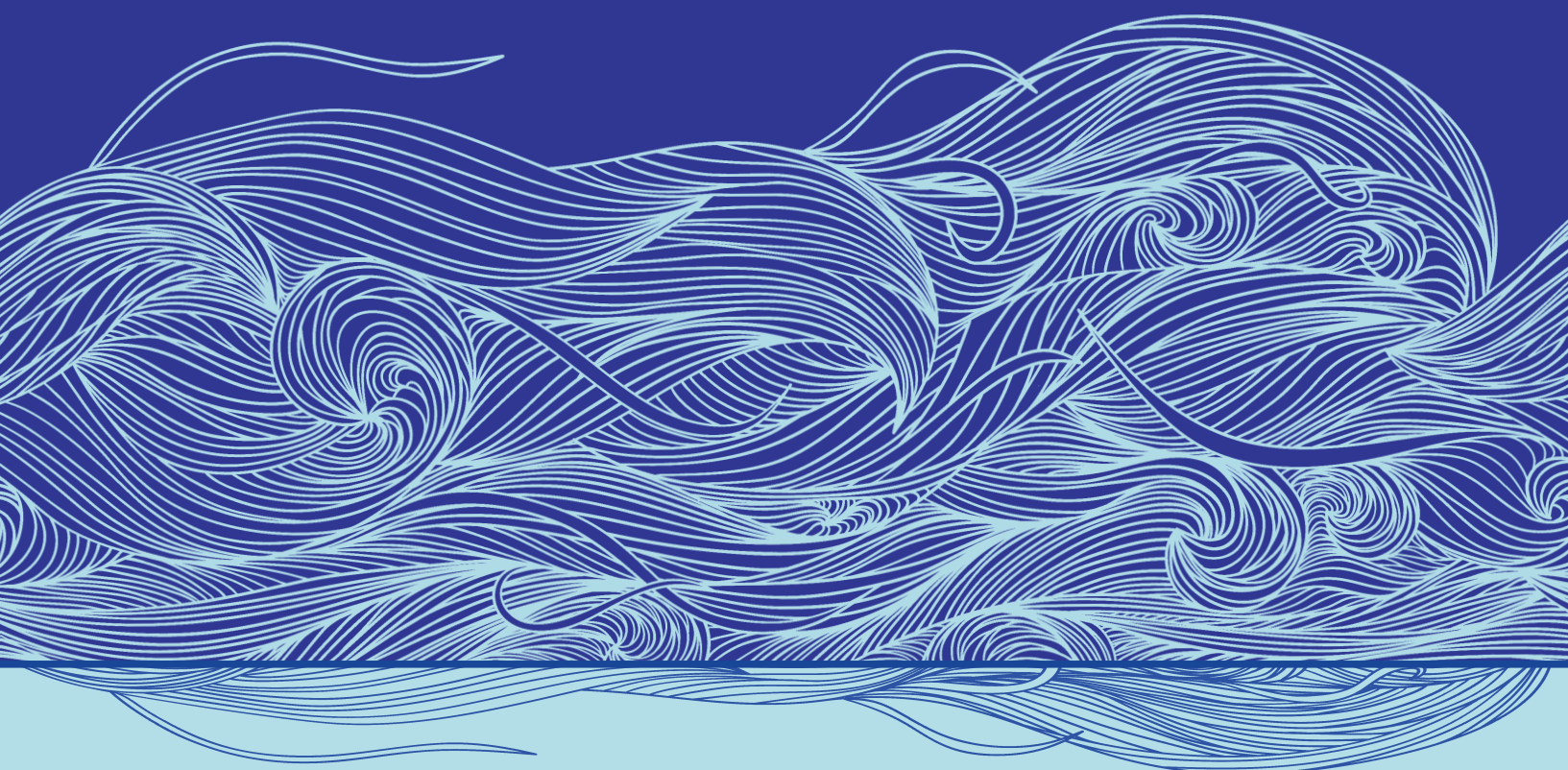




First collisions

kōrero card deck



How to use:

FOLD ME IN HALF!

1



fold

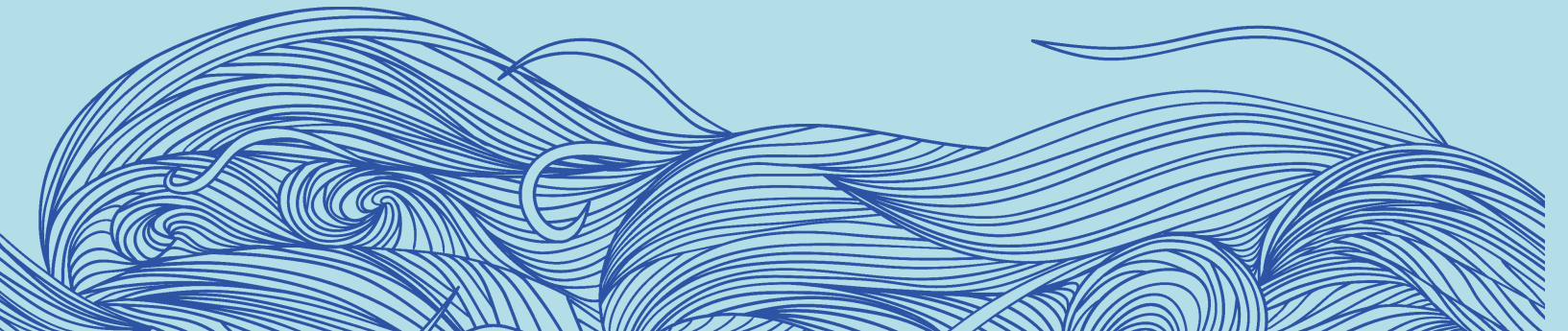
2



3



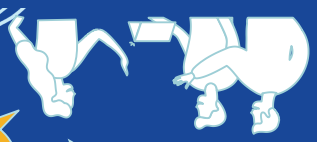
Place in centre
of table



Could the European desire for land and resources create a problem when they arrived unannounced on Pacific islands and Aotearoa?

Group Talk

Kōrero

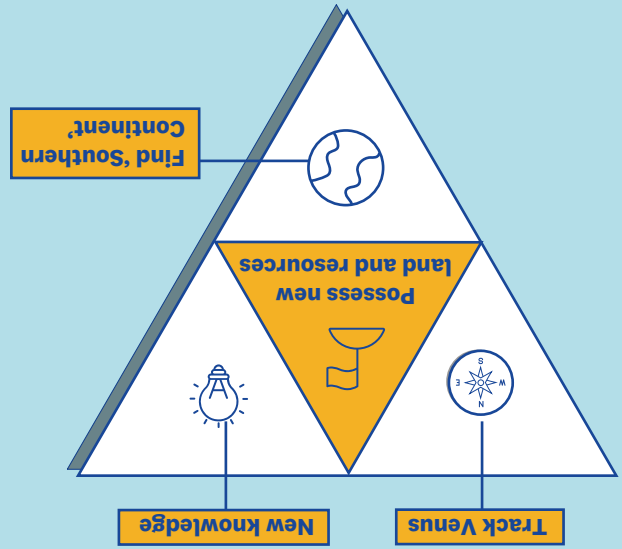


Cook set sail from England in 1769, with orders to go to Tahiti and observe the path that the planet Venus took across the sky using a telescope. Doing this would help make British maps more accurate. In Tahiti, Cook opened up a secret envelope and found another set of instructions – to try and discover the great 'Southern Continent'. At this time, many Europeans believed that there was a big piece of land which balanced out the continents in the Northern Hemisphere. They later realised that this was not true!

On board Cook's ship, the *Endeavour*, there were also naturalists and scientists. They wanted to learn more about the plants and animals found around the world. They also wanted to learn about the customs of the people living in these lands.

Different Perspectives

European voyaging



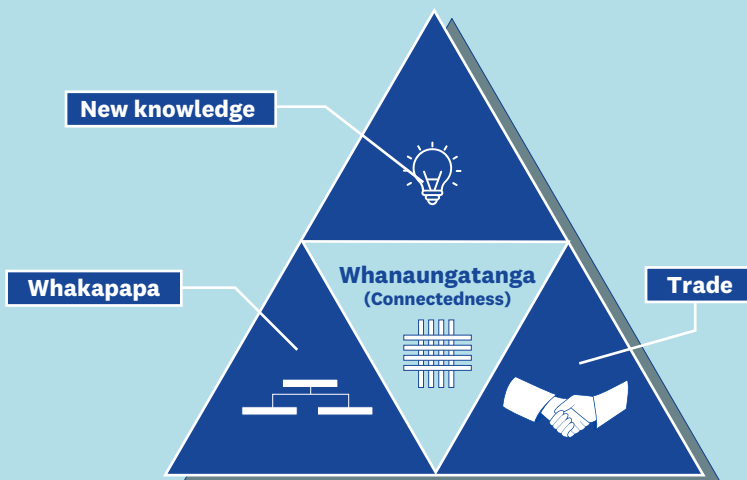
Why did they voyage?

EUROPE

1

PACIFIC

Why did they voyage?



Different Perspectives

Pacific voyaging

People had been sailing around the vast Pacific Ocean for centuries before Cook arrived there. Trade between islands was an important reason for these voyages.

Another likely reason was exploration. Voyagers learned about plants and animals found on other islands, as well as the customs and traditions of different people. This shared knowledge – for example, about new plants and how to use them as medicine – would have been valuable for all Pacific Islanders.

All of these reasons led to a greater sense of whanaungatanga – or connectedness – across the ocean.

These two diagrams show two world views with different reasons for traveling across the Pacific.

1

Kōrero

Group Talk



Compare the two diagrams on either side of this page. What are the similarities and differences? What about the centre triangles?



2

Mapping the Pacific

This is the first European-style map (drawn onto paper from a bird's-eye view) made by a Pacific person. Its artist, Tupaia, was one of only a few people in Tahiti who were taught the skills needed to navigate the vast Pacific Ocean.

Tupaia knew in his head where the islands were positioned, and he drew this map from memory. How amazing is that?!

Try this yourself!

Draw your house in the centre of a piece of paper. Now add things like shops, friends' houses and parks. Put them in their correct positions around your house.



Ra'iatea was regarded as the spiritual centre of the Pacific.

Kōrero

Group Talk

Find Otaheite (Tahiti).

Hint! It's at the centre of the Map. Why do you think this is?



Red = 1st voyage, (1768-71). Green = 2nd voyage, (1772-75). Blue = 3rd voyage, (1776-80).

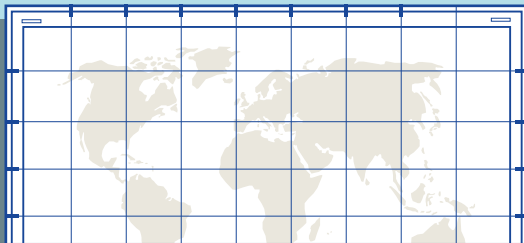


Mapping the Pacific

3

Mapping the Pacific

3



KÖRERO ACTIVITY

There actually is an ocean passage to the north of Alaska and Russia, but Cook's ship couldn't get through - why was that?

Do you think it might be easier to get through now - why?

This map shows the three voyages made by James Cook to the Pacific. The first voyage (in red) shows the different continents and countries the *Endeavour* sailed past. You can spot how it circled NZ so that Cook could map the country.

The second voyage (in green) shows their continued search for the large Southern Continent that many Europeans were certain had to exist. The third voyage (in blue) shows their failed search for a shipping route between the Northern Pacific and Northern Atlantic oceans.

Kōrero

Group Talk

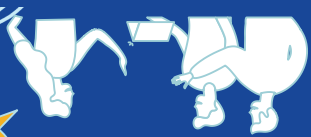
Find the Pacific and the Atlantic oceans.
How many continents and countries can you name?



Do some research into the other objects that helped with navigation onboard the Endeavour, and then look at how things are done now. Modern day sailing is very different!

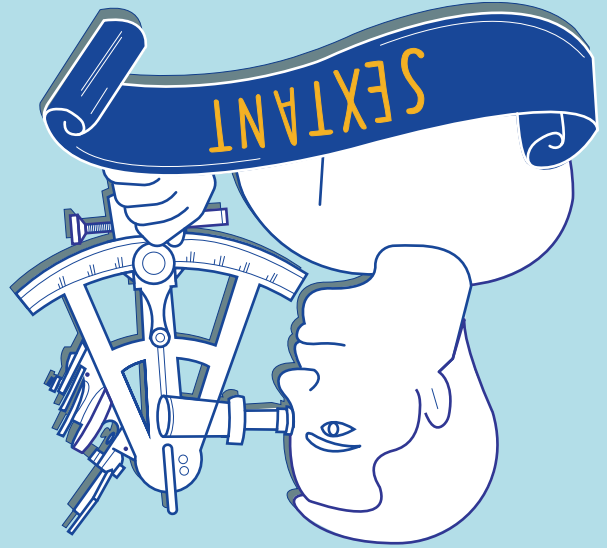
Group Talk

Kōrero



To know where you're sailing to, you need to know where you are. Finding your location can be tricky ... This man is looking through a sextant. A sextant helps you to find your position by measuring the angle between the horizon and something in the sky like the sun, the moon or a particular star. Navigators used this angle, together with the exact time of day, to work out their position. Then they could decide which way to go.

The Papa has a great example of a sextant in its collection. Watch here to find out more: <https://tepapa.nz/sextant> This links to a short video about a sextant.



European Navigation

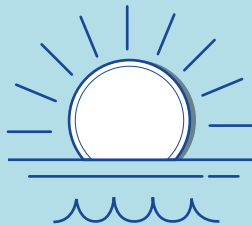
How do you know where you are when all you can see is sea?

4

4

Pacific Navigation

The Pacific is the largest and deepest ocean in the world. It covers one third of the surface of the earth!



Sun



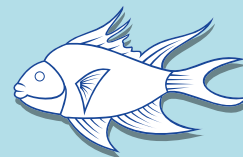
Clouds



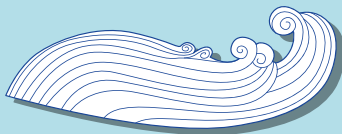
Stars



Birds



Fish



Waves & currents



Seaweed



Driftwood

Kōrero

Group talk



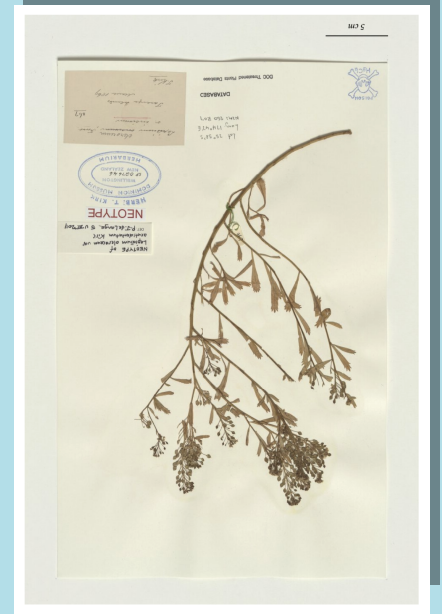
How many Pacific Islands can you name?
Talk about how you would use these things to guide you through the Pacific ...
Are there other things that could help guide you?

European ships would stop off in different places to get fresh water and food. Do you think this might cause problems for the people living in those lands?

Group Talk

Kōrero

Cook's scurvy grass, nau, 2013. Te Papa



We all know it's important to eat lots of fruit and vegetables. But what if you are stuck on a ship at sea for weeks and weeks? 250 years ago, it was common for sailors to die from scurvy – a horrible disease caused by a lack of vitamin C, which is lost when food is preserved for a long time. To solve this problem, Cook's *Endeavour* made lots of stops around the Pacific to collect fresh fruits and vegetables. Plants rich in vitamin C were also collected, like this one, called scurvy grass (or nau). Cook knew that foods like these were a protection against disease but he didn't know exactly why.

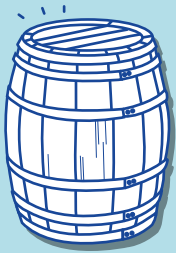
How can you keep healthy at sea for months at a time?

Surviving at sea

5

5

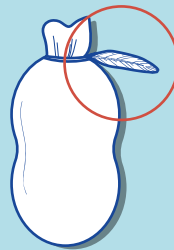
How would you survive at sea?



BARRELS

Pickled cabbage, which protected against scurvy, was stored in barrels like this one. Cook's sailors had to eat it or be punished with whipping.

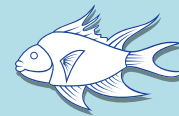
Other foods were stored this way too. Salt or alcohol made them last a long time.



PŌHĀ

A pōhā is a container made of bull kelp seaweed. You can make a hollow in the centre and store food inside. Pour in some fat and tie the top up tight, and your food will last for weeks!

You can store a bird in a pōhā, ready for eating later. If you place a feather from the bird on the top, you'll remember what food is inside!



Of course you can always catch fish when you're at sea too!



KŪMARA

Kūmara were a really important crop for Pacific peoples, including Māori. They were so valuable they had their own waka to sail on.

It was important that the kūmara remained safe so they could be planted when the waka arrived at a new island.

Kōrero

Group Talk

Imagine you are going on a long sea voyage. What are the most important foods to bring with you? Remember there is no refrigeration, so how will you store them?

In what ways were these two men similar to each other? Cook didn't seem to get on with Tupaia - can you think about why and what they might have disagreed about aboard ship?

Group Talk

Kōrero

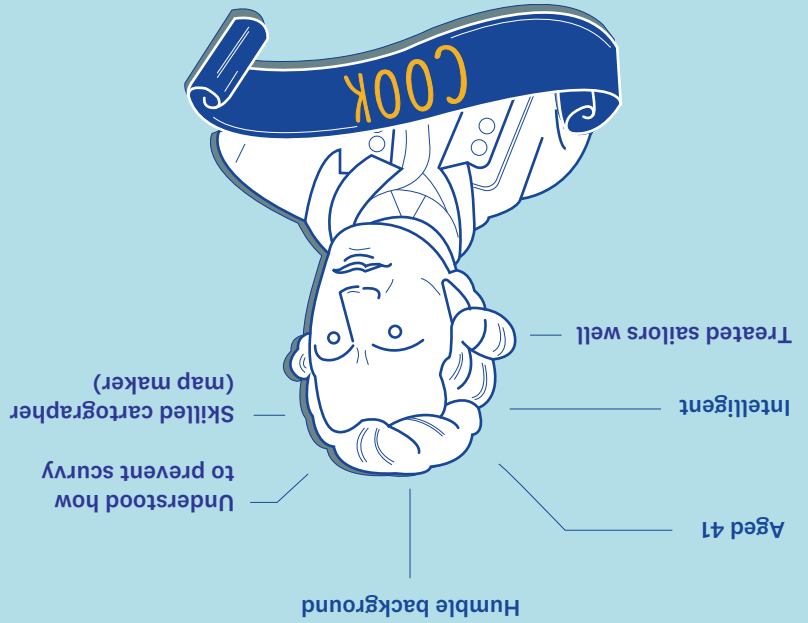


Cook's family wasn't rich - his father was a farm labourer from Scotland. They had no obvious connection to the ocean, but when Cook was a teenager he moved to Whitby, a town on the north east coast of England. There, Cook developed his passion for the sea. He joined the Royal Navy and became a skilled cartographer (map maker). Cook was intelligent, and he worked his way up the ranks until he was given command of the ship *HMS Endeavour*. By the standards of the day, Cook treated the men on board his ship well. He also knew that eating certain foods helped prevent the horrible disease called scurvy, so he made sure that the ship stopped often to pick up fresh fruit and plants.

James Cook

Introductions

9



Introductions

Tupaia

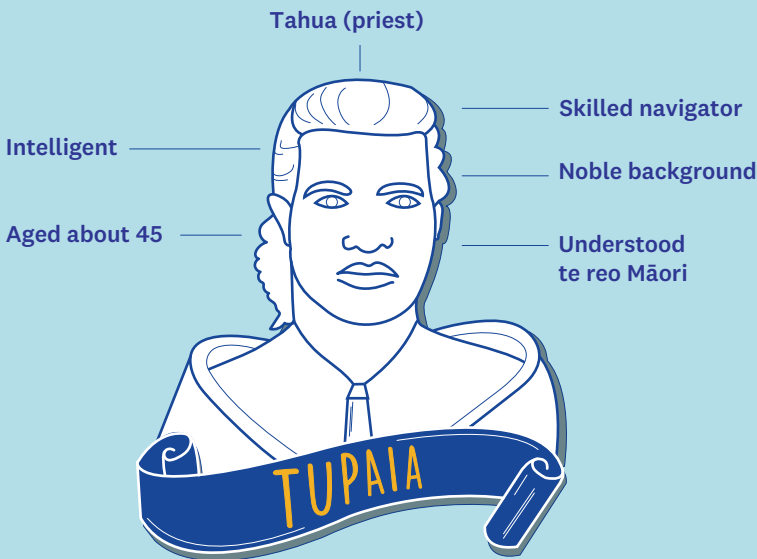
Tupaia was born into a noble family in Ra'iatea, an island close to Tahiti. When he was young he was trained to read the ocean and be a navigator. That meant he could journey to other Pacific islands. Highly intelligent, he was one of a special few chosen to be a Tahua (priest) at Taputapuatea, the biggest marae in Polynesia.

Cook didn't want Tupaia on his ship, but another man, Joseph Banks, insisted that he join the voyage. Banks was on board because he was interested in collecting new plants and also because he was very rich - his money helped pay for the voyage. Banks wrote that Tupaia would be an interesting curiosity to show to people back in England, and he arranged for him to sleep in his own cabin.

Tupaia's skills as a navigator turned out to be essential. He was able to guide the *Endeavour* to the southern Pacific and to Aotearoa. He was also able to communicate with Māori, which helped calm tensions wherever he went.

Joseph Banks thought that Tupaia would be a curiosity to show off when he got home. What does this tell you about how Europeans thought about the different peoples they met throughout the Pacific?

6



Kōrero

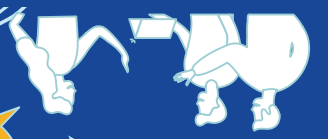
Group Talk



This is a sophisticated watercolour painting by Tupaea. He had not drawn in this way before. Tupaea has shown the two men as being of equal status. How has he done this?

Group Talk

Kōrero



Tupaea, A Maori man and Joseph Banks exchanging a crayfish for a piece of cloth, about 1769



We don't have a portrait of Tupaea, but this picture was painted by him. It shows a crayfish being exchanged for some tapa cloth. When Cook first arrived in Aotearoa, Māori were especially interested in tapa cloth. Tapa is made from mulberry tree bark, which isn't found in Aotearoa. Because of this, Māori had adapted and used other plants like harakeke (flax). They were overjoyed to see Tupaea, because he spoke a language similar to Māori and was also a connection to the spiritual homeland of Rātatea. In fact, Māori people often assumed that Tupaea, not Cook, commanded the *Endeavour*.

Representing Tupaea

7

7



Representing Cook

Here we see James Cook standing proudly as a Captain, having made three journeys to the Pacific. This was painted in 1780, a year after his death.

During his 1779 voyage, Cook tried to take the Hawaiian king, Kalani'ōpu'u, hostage on his ship - but the villagers stopped him, and during the fighting, Cook was killed. His body was treated with respect by the Hawaiians. He received the same treatment that would be given to a chief, and his bones were returned to the crew to be given a formal burial at sea.

John Webber, Portrait of Captain James Cook, 1780. Te Papa

Kōrero

Group Talk



Look at how Cook has been painted. How can you tell he was connected with sailing and the sea? How do you think the artist wants us to feel about Cook?

Collision

These images show what happened when Cook landed at Tūranganui-a-Kiwa (Gisborne). Discuss in groups what is taking place.



8

8

Tragic Arrival

Guns killed many people.

The *Endeavour's* first arrival in Aotearoa was at Tūranganui-a-Kiwa (Gisborne). The people living there were shocked to see these pakerewha (strangers) on a big sailing ship that looked nothing like a waka. They performed a haka which would have scared the sailors. The sailors reacted by opening fire and killing at least nine people. Māori had no way to defend themselves against bullets – guns were unknown, and they would not have understood how it was possible to kill people from a distance.

Tupaia was kept on board ship at first, but he helped to smooth the situation afterwards. Tahitian and te reo Māori are both Polynesian languages with many similar sounding kupu (words). That meant he could translate between the two sides.



Look local

Where did Cook land close to you?
Find out what happened in your local area.

Kōrero



KŌRERO ACTIVITY

Think and discuss how you would do things differently.

How could Tupaia have helped?

Think about the part that guns played.

the most disagreeable day
my life has yet seen,
black be the mark for it
and heaven send that
such may never return
to embitter reflection

6

9



KŌRERO ACTIVITY

Write Cook's words into modern English.

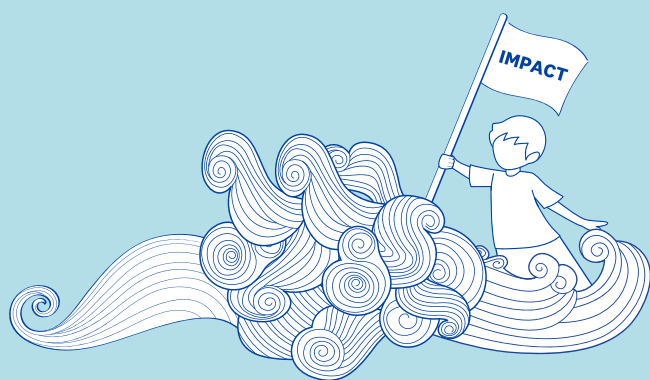
If someone placed a flag in the land that your school is on and claimed it for themselves, how would you feel? What would you say?

Impact

These are the words that Cook wrote in his journal after the tragic events that took place when he landed at Tūranganui-a-Kiwa. Read them aloud and discuss what they show about how Cook was feeling about what happened.

At the same time, Cook also sent someone to plant a British flag on the land.

Powerful European countries like Britain, Spain, France, Portugal, and The Netherlands did this to say to indigenous people they were taking ownership of (or stealing) their land.



Look local

What is the history of your local area?

Can you think about why Bay of Plenty was given this name? Find out the original Māori name for the Bay of Plenty.

Group Talk

Kōrero

Look here <http://www.kahurumanu.co.nz/atlas> to see how Ngāi Tahu have recovered the original Māori place names in their area.



Cook landed at many islands throughout the Pacific to collect fresh fruit, vegetables, and water. Sometimes he would trade for them – sometimes he would just take what he needed without paying. Some place names in NZ show this history. For example, Poverty Bay in Turanganui-a-Kiwa | Gisborne is named that way because Cook didn't get the food and water that he wanted there. It's still called Poverty Bay by some people – do you think that's a good name to use still?

Naming places

Names matter!

Are there any English place names in your area? Find the original Māori name and also what it means!

LOOK LOCAL



10

10

Thinking about Cook now

Lots of New Zealand artists are inspired by Cook and his legacy – here have been some examples from Te Papa:

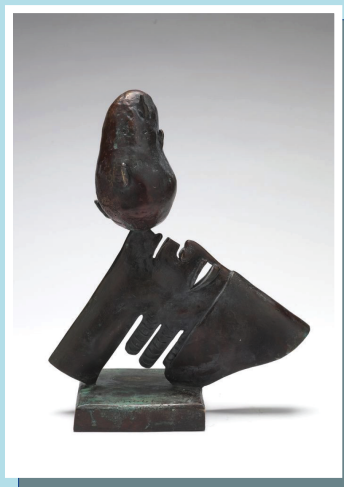
Compare them to this portrait. This is how Cook has been represented in the past. Why do you think this has changed over time? What do these modern artists think about Cook? How can you tell?



Nigel Brown, *Cook in Pacifica*, 1993. Te Papa



Marian Maguire, *Cook Landing*, from 'The odyssey of Captain Cook', 2003. Te Papa



Paul Dibble, *Captain Cook and the Potato*, 2003. Te Papa



John Webber, *Portrait of Captain James Cook*, about 1780. Te Papa



Representing Cook

This statue of Cook used to be on display in Tūranganui-a-Kiwa (Gisborne), overlooking the harbour where Cook first landed and where many people lost their lives. In recent years, people have been protesting and painting the statue, usually with red paint, over and over again.

After asking the local community, the council has moved the statue to the local museum in Tairāwhiti.



KŌRERO ACTIVITY

Why do you think people kept on painting this statue?

What do you think they were trying to say?

Discuss in your group the arguments for and against this behaviour.

Do you think it's in the right place now?



Look Local

Find a statue in your local area. Who is it? Do people notice it? Why was it put there?

First Collisions



Information for teachers

This resource is designed to place the arrival of Cook within a wider context of Pacific navigation as well as placing a larger focus on Tūpaia; without whose superior navigation skills, Cook would have struggled to arrive at the shores of Aotearoa at all.

The resource also looks critically at Cook's first landing on the East Coast, where the impact on Rongowhakaata iwi is felt to this day.

Finally, the arrival of Cook heralded the arrival of colonisation to these shores. This resource attempts to open up a conversation about this important and challenging history, hopefully leading to further conversation and debate within your class.

There are also suggestions to Look Local in order to uncover the stories in your area.

The accompanying pictures mostly showcase images and objects from Te Papa's collections. These images illustrate small, accessible pieces of information which, together with discussion questions, are designed to promote conversation among your students.

It is designed to work with a group of students reading the text together, looking at the images, and then discussing the question prompts. It will also work well with students in pairs, or prompt whole class conversation and debate.

You might decide to have different groups working on different themes and then rotating, possibly presenting their findings. Or, you might decide to have the whole class working on the same theme at the same time.

Each of these 'table talkers' is made of two separate but linked pieces of content. They are designed to be printed out, folded, and stood in the centre of a group of students.

Feel free to adapt this resource according to your topic and the needs of your class - and make sure that you print it out in colour!

Enjoy!

How to use this resource:

PRINT ME IN COLOUR!

1



FOLD ME IN HALF!

3



4



STAND ME UP!

5

