

James Cook: The Endeavour (1768 - 1771) and Tupaia

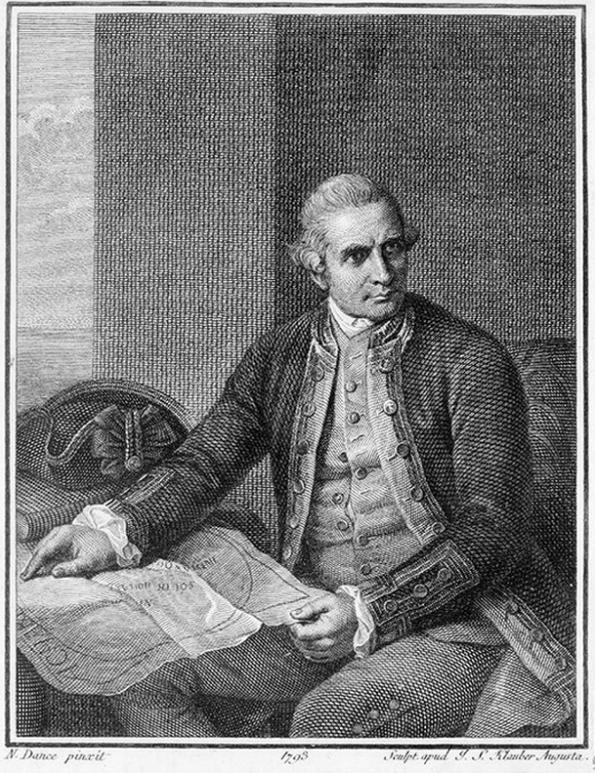
Planning follows Tim Taylor's model

Client: Museum of Aotearoa

Team: Model and installation experts

Commission: Create a model of Cook's first encounters with Maori at Turanganui-a-kiwa in 1769.

Task 1

<p>Resource 1 - image of Cook (pencil sketch)</p> <p>Dramatic convention: Strategy 2 Share a partial story selected / created in advance</p>	 <p><i>A. Dance pinxit 1795 sculpt. apud J. J. Auber Augustae.</i></p>
<p>Text / Script</p>	<p>This image was created more recently but depicts someone who lived a long time ago.</p>
<p>Task</p>	<ol style="list-style-type: none"> 1. What do you notice? Talk to the person next to you. 2. We're looking together. We're noticing together. You can't be wrong. 3. What do you notice about the darkness / light in this image?
<p>Notes</p> <p>Reflections</p>	<p>Focus children on observing details. No judgements; each contribution must have equal value.</p> <ul style="list-style-type: none"> → Tamariki noticed the "photograph" was grainy like it had been drawn rather than photographed. → Clothing was fancy - like dress ups → Frilly shirt sleeves and funny hair like a sausage wrapped around his head → Holding a paper - maybe a map but not sure → Lots of buttons on his jacket and pants → Sitting at a table with books on it → His eyes look serious as he stares over his shoulder

Task 2

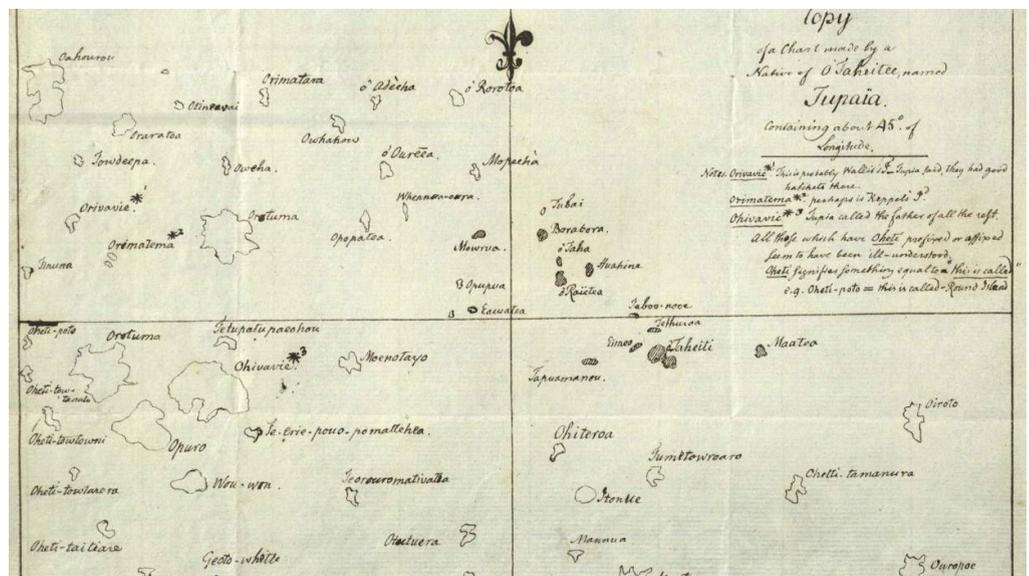
<p>Resource 2 Dramatic convention: Strategy 4 Interacting with a teacher representing a point of view (TIR)</p>	<p>TIR as James Cook</p>
<p>Text / Script</p>	<p>Narrators voice... → The man wiped his brow as he pondered his course. This was uncharted territory. He was going to need some help.</p> <p>Teacher explains... signal role → In a moment I will sit on this chair. When I do, I will be the man in the image. Does everyone agree? Let's watch and see what happens next.</p> <p>TIR moves with authority to the chair, sits down, shuffles some paper, looks carefully, strokes chin, ponders papers in front of him → Hmm, we'll have to create them as we go (shuffles paper), we'll definitely need skilled people → It won't be easy... we'll need to think carefully about the crew, rations, contact... → Hmm I hope the natives / savages if there are any, are friendly → No one's ever done this before... perhaps they'll be interested in the equipment?</p> <p>Teacher invites children to share their thinking about what they've seen from TIR. → What did you notice? Talk with the person beside you? → Let's share as a class. → Do you get the feeling that the man was really puzzling about something? Did you notice his language? Perhaps we need to take a closer look?</p>
<p>Task</p>	<p>Children to observe TIR, notice demeanour - what are they thinking about the situation that has just occurred? What of his language > can any inferences be made about power relationships / beliefs? What clues have we been given?</p>
<p>Notes</p> <p>Reflections</p>	<p>TIR - stick to script. No other details to be given away. Children encouraged to notice what they saw, heard. Draw attention to what wasn't said.</p> <p>Tamariki grappled with the words, wondered if the papers were important Crew - surmised it must have been a plane but then decided image was too old so maybe a ship or a boat Rations - made links to war and wondered if the trip would be long because rations were taken into battle or really long trips when you might not be able to buy more food easily. Some children wondered if the man was Captain Cook because of the</p>

buttons and funny hat, Ethan thought he might be the explorer Cook because he'd seen pictures and the words no one's done this before meant he could be going on an adventure. Lots of supposition about what kinds of skills might be needed and whether it was connected to the equipment mentioned Developing literacy skills to decipher what was meant with only limited information. Maia took exception to the term "natives / savages" > suggested people might be "less" or somehow not as good as the man talking.

Task 3

Resource 3: Tupaia's map

Dramatic convention:
Strategy 3
Interacting with an adult
representing a point of
view (AIR)



Text / Script

Facilitator voice: Much preparation occurred before the Captain and his crew finally set sail for unknown lands in the Southern Continent. On board they had many skilled people including astronomers, scientists and artists.

Narrator voice: After many days at sea, they came across a small island called Rā'iātea. When they went ashore, Cook and his crew met a man. His name was Tupaia. He was a priest, artist, musician warrior and navigator. He spoke many languages. The people of this island had already met pale faced voyagers like these, two years earlier. Cook and his crew spent several months on the island before they set sail for Aotearoa with Tupaia on board.

AIR - If my calculations are correct... hmmm yes I think we will end up finding land (looks up at the sky, out to sea, makes measurements, sketches on the map in front of him) Captain, we need to travel this way.

Task

Look carefully at the map. What do we notice? Who was the AIR? How do you know? (Visual literacy - inference / evaluation) Compare Tupaia's map to one from today. Link to article deciphering T's map.

Notes

<https://www.stuff.co.nz/national/101871481/legendary-map-of-pacific-by-james-cooks-tahitian-navigator-tupaia-finally-unlocked>

Reflections

Tamariki fascinated by Tupaia's map. Discussion and reflection about perspective. Questions about navigating using stars and landmarks >

	followed up with research on Chromebooks.
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Task 4

Resource 4 Dramatic convention: Strategy 4 Interacting with a teacher representing a point of view (TIR)	TIR as Tupaia
Text / Script	<p>Narrator voice: Nicholas Young spotted the East Coast of what would be known as the North Island just south of present day Gisborne. Captain Cook and the crew decided to go ashore without Tupaia. This would prove fatal.</p> <p>TIR: Tupaia paces up and down the ship's deck, upset look on his face. He stops and looks towards shore and shakes his head. I don't know what he's thinking, why would he leave me here? I could have helped. They'll be scared of them you know. It's not like they've ever seen the likes of these white skinned strangers before. Why didn't he take me? They might be whānau, my ancestors...and the muskets why take muskets? Tupaia drops to knees in prayer... after a moment he suddenly looks up with a shocked look on his face.</p> <p>Narrator voice: The shot of a musket shattered the serenity of the afternoon.</p>
Task	<p>Teacher steps out of role and invites children to share their thinking about what they've seen.</p> <ul style="list-style-type: none"> → What did you notice? Talk with the person beside you? → Share as a class → The narrator's words were interesting... did you notice what they were? Have we thought about the consequences of that? (re: musket) → It makes me think that perhaps we should talk with Tupaia and see if we can find out more? → If we were allowed to ask only 5 questions, what might we ask in order to find out the most information? <ul style="list-style-type: none"> ◆ Question Starters by Michael Bunting, Avenue First School, 2006 → Work together to ask questions and decide upon final 5. <p><u>Part 2</u></p> <ul style="list-style-type: none"> → Teacher asks children's questions of Tupaia - embodied by chair → Children given answers to read out in response to the questions <ul style="list-style-type: none"> ◆ Children all in role as Tupaia when answering questions ◆ Teacher guides session by asking first question for children to respond to.
Notes	Children worked in small groups to think about how to ask questions that give more than a yes / no answer.
Reflection	a) The children negotiated loudly. Many questions were asked and we looked at the question starters above after our first attempts got us only yes / no or very simple one or two word answers. E.g. Were you

	<p>scared when the musket fired? Did you get upset when you were left behind?</p> <p>Our final questions looked like this...</p> <ul style="list-style-type: none"> → You looked like you were praying when you were on your knees, can you tell us what you were praying for? → Why do you think the people are your ancestors? → How would you have helped the situation? → Why do you think Cook left you on board the Endeavour instead of taking you with him? → Now that a musket has been fired, what will you do next? <p>b) Research responses to the questions in groups. Designate a speaker who will embody Tupaia in Part 2</p> <p><u>Part 2</u></p> <p>This concept was tricky for the children. They understood that Tupaia was represented by the chair but some got confused when answering the questions. We muddled through and once they realised that they were ALL being Tupaia, staying in their seat but answering for him, they were able to get into role. Will need to try this convention again in another situation for them to fully grasp the idea.</p>
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Task 5

<p>Resource 5 - story to be read aloud</p> <p>Text / script</p>	<p>Narrators voice: Cook was distraught. He was under strict orders to treat with humanity all the people he came across during his expedition. He wondered how this first encounter with the people of this new land had gone so terribly wrong? In the morning the crew of the Endeavour were woken by the sound of local men. The warriors stood on the banks of the river and broke into an earth shattering haka. They chanted in unison and glared at Cook and his crew. Cook's men lined up near the water's edge before coming to a halt and pointing their muskets across the river. Tupaia had seen enough. He climbed out of the boat and made his way to the front addressing the locals in Tahitian. Everyone was surprised that Tupaia could communicate with the tangata whenua. After much talking, one of the elders swam to a rock in the middle of the river. Cook waded into the river too and when he reached him they pressed noses together in a hongi, sharing the breath of life. The exchange appeared friendly, but Tupaia watched with trepidation. It became clear that the men were interested in the weapons that the British had. They tried to trade but Cook and his men weren't interested in swapping their muskets and swords. Te Rakau tried to take an Englishman called Green's sword. He was shot. More shots were fired and more Maaori were injured. Tupaia joined in but was saddened by the violence. Cook called out for his men to stop. Eventually the Maaori retreated and Cook claimed the land in the name of King George III.</p> <p>Ref: Used 'The Adventures of Tupaia' by Courtney Sina Meredith & Mat Tait to highlight / focus script for Narrators excerpt above.</p>
<p>Task</p>	<p>In groups create freeze frame / tableau of selected moments</p> <ul style="list-style-type: none"> → Cook's crew see the warriors break into an earth shattering haka. → Tupaia talks and understands the men

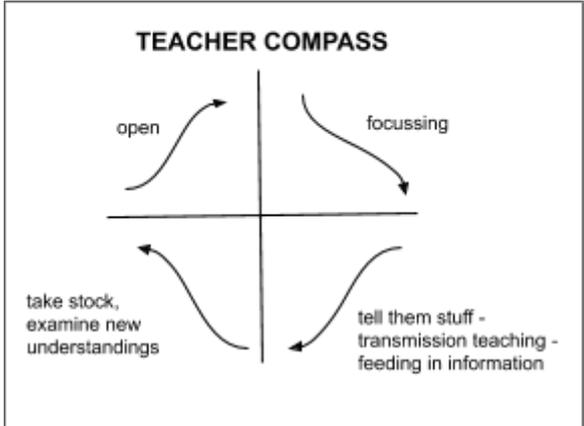
<p>Dramatic convention: Strategy 7 Interacting with children representing one or more points of view</p>	<p>→ Cook and the elder pressing noses on the rock → Te Rakau in the moment before he takes Green's sword</p> <p>Spoken thought...</p> <p>5 levels of meaning</p> <ol style="list-style-type: none"> 1. Action - <i>Who are you and what are you doing?</i> 2. Motivation - <i>Why are you responding that way?</i> 3. Investment - <i>Why is it important that you do this?</i> 4. Models - <i>Who taught you this way of acting / being?</i> 5. Values - <i>So what should life be for one such as you?</i>
<p>Notes</p>	<p>Frame distance is important - protect the children into the experience by distancing them from the violence of the scene and focusing on selected moments.</p>
<p>Reflection</p>	<p>This activity was incredible. In freeze frame the children were able to clearly identify the misunderstanding between the British and the Maaori and what this must have looked like to both sides. The idea of Cook being distraught was a topic of much conversation. Several of the boys broke into an impromptu haka of 'Kamate kamate' to demonstrate what it must have looked like to the British. Their empathy is slowly being challenged and where once they were upset with Cook based on the perceptions of others they could now see what it might have looked like from the perspective of both parties and are beginning to make their own judgements.</p>

Task 6

<p>Resource 6 - picture of Tupaia</p>	
<p>Text / script</p>	<p>Facilitator voice: After much bloodshed and injury at Turanganui-a-kiwa, Cook and his crew continued on their journey around Aotearoa. They stopped in many places. This image was created in Uawa (Tolaga Bay).</p>
<p>Task Dramatic convention: Strategy 2</p>	<ol style="list-style-type: none"> 1. What do you notice? Talk to the person next to you. 2. We're looking together. We're noticing together. You can't be wrong. 3. What do you notice about the body language of the people?

Share a partial story selected or created in advance	
Notes	Focus children on observing details. No judgements; each contribution must have equal value.
Reflection	This task encouraged the children to notice the shift in dynamics between the Maaori and British, which was in contrast to the previous freeze frame / narrators text.

Task 7

<p>Resource</p> <p>Dramatic convention: Strategy 1 Share a complete story</p>	<p>Tupaia - Master Navigator School Journal L3 August 2019</p>  <p>Tell them stuff - transmission</p>
Task	<p><u>First reading</u> - read the story without sharing the pictures.</p> <ul style="list-style-type: none"> → Discuss what we've heard, talk about any wonderings, new learning? <p><u>Group reading</u> - read together out loud / to each other</p> <ul style="list-style-type: none"> → talk with friends about our understandings, read with a critical eye, does this story match information we've discovered in Critical Histories resource? Online? → Support ELL learners and low readers > mixed ability group → Make notes (pictures / words) based on new / confirmed learning → Share back as a class our findings
Notes	Draw children's attention to the maps and pictures in the text. Encourage cross referencing with map of world > where are we (NZ) located in reference to Ra'iatea. Look at scale - think about Cook's journey make reference to voyaging waka vs Endeavour.
Reflection	This reading task was incredible and lasted several days > the children were engrossed in the text and the dramatic inquiry that had gone before enabled them to feel a sense of connection to the story even though it was the first time they were reading it. This text surfaced many questions that prompted further investigation and lead the children to try and locate themselves within the story i.e. in relation to other characters and the land > comparing the landscape now with the landscape then. The children actively read the journal several times, each time learning new information and noticing details missed in earlier readings.

Task 8

Resource	Phone call from Museum of Aotearoa director
<p>Dramatic convention: Strategy 6 Creating an image or other resource with the children</p>	<p>Imagined phone - Fingers to ear, children hear partial conversation (1 side) Kia ora, Ko Ani taku ingoa. You've reached Tauranga Workshops, how may I help you today? Āe, we build and restore historical models. We specialise in Aotearoa's history but we've completed work for museums all over the Southern hemisphere. You may have seen our model and exhibition of Tane Tinirau discovering Ruakuri Cave at Waitomo or our reconstruction of the Gold mining exhibit in Waihi? Ahhh.. Museum of Aotearoa - first encounters between Captain Cook, Tupaia and the Maaori at Turanganui-a-kiwa. Āe, I'm sure we can be of assistance. Please email me the specifications and your required delivery date and we'll get that sorted for you. Yes our team are very professional and precise - everything will be in proportion, and detailed. Āe kia pai to ra, ka kite.</p>
Task	<p>Construct a model of the first encounters between Cook, Tupaia and Maaori → Negotiate the size of the model in relation to the land, Endeavour, people, whare, trees etc.</p>
Notes	<p>Divide children into interest groups - investigate / research details, make notes to share back before embarking on the building of the model.</p>
Reflection	<p>The children are obsessed! Each group is focused on their task and conversation is flowing between home and school. Maia took a day off school to spend it with her koro, who took her into the bush by their marae to show her what trees / foliage the roof of a whare would have been constructed of. She learned about her ancestors, created a slideshow and shared her understanding and learning with the class. The children making people and the clothing for both Maaori and Cook and his crew are totally absorbed in looking up styles of clothing, investigating the fibres that korowai are constructed of and ensuring the details are accurate. Those investigating the kai that may have been traded are working with a learning assistant to discover how kumara would have been grown, when it was planted and how it was stored. The group focused on reconstructing the Endeavour is finding the challenge has put them squarely at the bottom of the learning pit but they aren't giving up. Measuring the length of the Endeavour and scaling it down to be in proportion to the land mass has been a journey. They're now on their way with packets of ice block sticks and a hot glue gun - this will be a real team effort. The group creating the land mass have been comparing maps of Aotearoa present day with old maps and Cook's journal. They have constructed the base out of polystyrene and newspaper and covered it with material to form the landmass and the ocean. Much trial and error has taken place to create the trees and foliage. Each group is focused on the details of their job and the conversation has</p>

	centred around authenticity and proportion. Their korero reflects their understanding of the events that took place as well as their desire to complete their commission to a high standard.
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Wrapping up the drama	Facilitators voice: In the early hours of the morning, the team from Taurira Workshops, looked on as the exhibition was officially opened. Karakia and waiata were performed and when the model was revealed the crowds of people inhaled a collective breath. The model was beautiful, the workmanship exquisite. The special information placards that read to the listener the history portrayed in the exhibit were a resounding success. The team looked on with pride at all they had accomplished and felt satisfied that their work here was done.
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Reflection on the learning	Student voice - feedback about working in DI I liked that we all worked together - Jonah Learning and using our creativity was the best part. I liked that we were doing art and using our imagination and solving problems, we each had our parts/job to do so that everyone was successful - Willow I liked that it wasn't just sitting and learning from a book, we were doing things like moving and making and it was important work and fun - Kate It was so hard because we had to work hard to figure things out, and when we find a solution it was such a relief - Ethan and Yousuf Reaching the end of our project and looking back on what we created together was cool - Leilani We never gave up - even when it was hard because you have a team it's easier to keep going - Blake It (DI) was sneaky, because while we were doing it we were learning new things that we didn't know we were learning - Nila Lione - The hardest part for me was learning about scale - making tiny fish for our model was hard. T - what did you learn about the fish? Lione - What kinds of seafood the Maaori would have eaten and what they gave to Cook's men. We learned so much about James Cook and Tupaia without realising we learned it. We're actually quite smart! - Pehana More learning...
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First encounter was not friendly. If Cook had took Tupaia there might not be fighting and killing - *Lione*

There was a misunderstanding between Maori and Pakeha - *Davin*

Captain Cook and his crew were the first Pakeha to find Aotearoa and go on the land - *Son*

Tupaia - spoke lots of languages like me - *Yousuf*

He (Tupaia) helped the British to understand the Maaori because his language was like theirs, not the same but close - *Cleo*

He was a master navigator - *Jonah*

He was a man of mana who helped people - *Beia*

Tupaia was always respectful and that helped him make friends and talk to people - *Blake*

Tupaia drew people and land and animals and he was friends with Joseph Banks who did that too - *Beia*





