

Super Sites for Education - Cook Landing Site National Reserve & Cook's Cove Walkway

Resource Kit for Teachers

Author: Elizabeth Pishief, Department of Conservation, Gisborne



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1. Introduction

1.1 USING THIS RESOURCE

This Teacher Resource Kit is designed to give you a hand to plan exciting and educational conservation learning experiences outside the classroom. It focuses on a selection of parks and reserves administered by the Department of Conservation (DOC) in your region.

There are seven accessible sites within East Coast Hawke's Bay that are ideal for learning about marine reserves, mainland islands, forests, endangered species and historic reserves. By visiting these sites students can consolidate work already done and gain additional first-hand experiences and information to complete their studies.

1.2 CROSS-CURRICULAR OR SPECIALISED?

In planning your programme we suggest using the *Guidelines for Environmental Education in New Zealand Schools*. The guidelines provide advice on environmental topics and how to plan these into curriculum studies and programmes with a bicultural focus.

Sites can be used to meet goals from specific curriculum areas, or different curriculum areas simultaneously. This is an approach that mirrors the interconnectedness of the environment.

1.3 ACTIVITIES

Activities in these kits can be adapted to the age/level of your students, allowing you to choose the achievement objectives at the appropriate level. Activities are designed to support the key dimensions of environmental education - **in**, **about** and **for** the environment.

The activities offer students the opportunity of working across a range of related subject areas - in much the same way as the project teams work together to manage a mainland island or marine reserve, for the benefit of all. Teachers are encouraged to undertake further extension activities such as:

- Use of media such as the internet, books, videos, maps and tapes.
- Taking part in a Ministry of Education LEOTC (Learning Experiences Outside the Classroom) programme.
- Visits to zoos, aquaria, botanic gardens, museums, marine education centres and other facilities offering environmental education programmes and resources.
- Guided trips and recreational activities led by accredited outdoor education providers.

1.3.1 Pre and post visit activities

To get the best value from a field trip teachers should plan good lead-in and follow-up activities. If students have some formative ideas about what they might find, they will observe in a more focused way and therefore develop their concepts more fully. The suggested activities given below are designed to encompass learning **'about'** and **'for'** the environment. You will find specific site-based activities for Cook Landing Site National Historic Reserve and Cook's Cove Walkway (learning **'in'** the environment) from page 16 onwards.

1.3.1.1 Pre-Visit Activities

- Brainstorm the ideas that students already have about Cook Landing Site National Historic Reserve and Cook's Cove for example, what is a historic reserve? Why is history important? What is a National Historic Reserve? What would you expect to find at a historic reserve? What is cultural heritage? Visit UNESCO's World Heritage website: www.unesco.org/whc/ Can you think of any historic places you have visited? (**about**)
- Design and carry out an opinion poll. What different attitudes do people have about historic sites and their protection? Is there a range of views? What are the implications of your findings? (**for**)
- Have a class debate on why the Cook Landing Site should be protected and saved. Explore concepts such as attitudes and values. (**for**)
- Examine the meanings of the words 'heritage', 'culture', 'traditional', 'landscape', 'significant', 'values', 'identity'. Think about what might be found at Cook Landing Site National Historic Reserve and Cook's Cove Walkway and where they fit into the above categories. (**about**)
- Consider the impact of reclamation and industrial development. What has been the effect on the historic values? (**about and for**)
- Consider the impact of subdivision and development pressure. Why is their management necessary? Design a campaign to raise awareness about subdivision and development and their impact on historic and archaeological values. (**for**)
- Find out what the students know about DOC. Why does DOC exist? Is there a DOC office in your area? What sort of things does a DOC ranger do? Check out the DOC website, www.doc.govt.nz (**about & for**)
- Look at what your class can do to help historic places - while visiting Cook Landing Site National Historic Reserve and Cook's Cove Walkway and back at school. Why is this important? How can your school's local community get involved in protecting historic areas? (**for**)
- Find out about the Historic Places Trust. What is their role in preserving New Zealand's historic heritage? Check out their website www.historic.org.nz
- Explore New Zealand's responsibilities under global conventions such as UNESCO's World Heritage Convention and ICOMOS. Use the website to find out about the New Zealand Charter for the Conservation of Places of Cultural Heritage Value. DOC's management of historic places in its care is guided by this Charter. Why is this Charter necessary? How do the goals and actions in the Charter relate to Cook Landing Site National Historic Reserve and Cook's Cove Walkway? (**about & for**)

- Find out about the Royal Society in England. Why was it established? There is also a Royal Society in New Zealand. When and why was it started? Search the web to discover more about the Royal Society and what it does in New Zealand. **(about & for)**
- Find out who the local hapu are for Cook Landing Site and for Cook's Cove Walkway. Where are their marae? Who are the kaumatua? What stories can they tell you about Cook Landing Site National Historic Reserve, Cook's Cove Walkway? How are their stories about Cook's arrival in the area different from pakeha accounts. Why are these places important to tangata whenua? What other events do these sites commemorate? Design ways of distributing information, such as interpretation panels, brochures, web pages and radio interviews. What will your message be? Why? **(for)**
- Visiting outdoor areas usually requires special gear and there are safety issues to take into account. Have students list the clothing and other gear they think they will need on the trip and create new designs. **(about)**
- Design an outdoor safety code. Appoint class members to help apply it on the day. Why is this important? **(about)**

1.3.1.2 Post-Visit Activities

- Make a display along a wall of your classroom with teams working on the arrival of the Horouta and Te Ikaroa-a Rauru waka (canoes) and the arrival of Cook. Add information and pictures about canoes, sailing ships, gardening, hunting, fishing, exploring, food eaten by Maori, by the European sailors, **(about)**. Why is it important to protect and save these places? What can you do to protect an historic place? **(for)**
- Discuss what was life like for Maori at the time Cook arrived? What was life like in Britain in the 18th century? What was the New Zealand environment like when Cook arrived? **(about)**
- Choose a picture of an archaeological site, e.g. a pa, and identify its special features - terraces, pits, ditches, banks. Add labels for these (features) and say what each indicates. Why were pa fortified? Examine the position of the site - where is it in the landscape? Is it the only site or is it part of a complex settlement? Why are many of our archaeological sites vulnerable to development pressures? What can we do to help protect them? **(about & for)**
- Make a poster for Cook Landing Site National Historic Reserve or Cook's Cove Walkway. Describe the importance of the site and why people should visit it. **(for)**
- Find out about the different methods of navigation - by Maori, by Cook? Check books in the library. **(about)**

Get your school involved:

- Adopt a local reserve.
- Join a community historic group.
- Visit the museum.
- Go on a heritage trail.
- Raise funds for a threatened place or for the museum.
- Get involved with the Kiwi Conservation Corps (Forest & Bird) or the Historic Places Trust.

For more information on how your school can get involved in conservation contact your local DOC office.



Captain James Cook (Photo reproduced with kind permission of Gisborne Museum)

2. Organisation and Facilities

2.1 ORGANISATION OF OUTDOOR SAFETY

When planning a visit to Cook Landing Site National Historic Reserve and for Cook's Cove Walkway, follow school policy to make sure the correct procedures are being followed. For example you will need to do a risk analysis and management plan for your visit.

Points to Remember:

- ‘ Be sure to brief students on outdoor safety before the visit, and remind them again, on arrival, to take care. Students are to stay together at all times and under no circumstances are they to wander off by themselves.
- ‘ Have parents/helpers well briefed on their responsibilities - the main one is to know exactly where their charges are at all times.
- ‘ The study sites are along, or close to main tracks and the possibility of getting lost is minimal.

For further in-depth information on outdoor safety refer to:

- *Education Outside the Classroom Guidelines for Good Practice.* Ministry of Education, 1995.
- *Managing Risks in Outdoor Activities.* Mountain Safety Manual 27, 1993.
- *Outdoor Safety Management Systems.* EONZ, 1998.
- *Outdoor Pursuits Guidelines for Educators.* Hillary Commission, 1996.
- *Water Safety Across the Curriculum.* Water Safety New Zealand, 2000.

These publications are available in school or from your local EONZ branch.

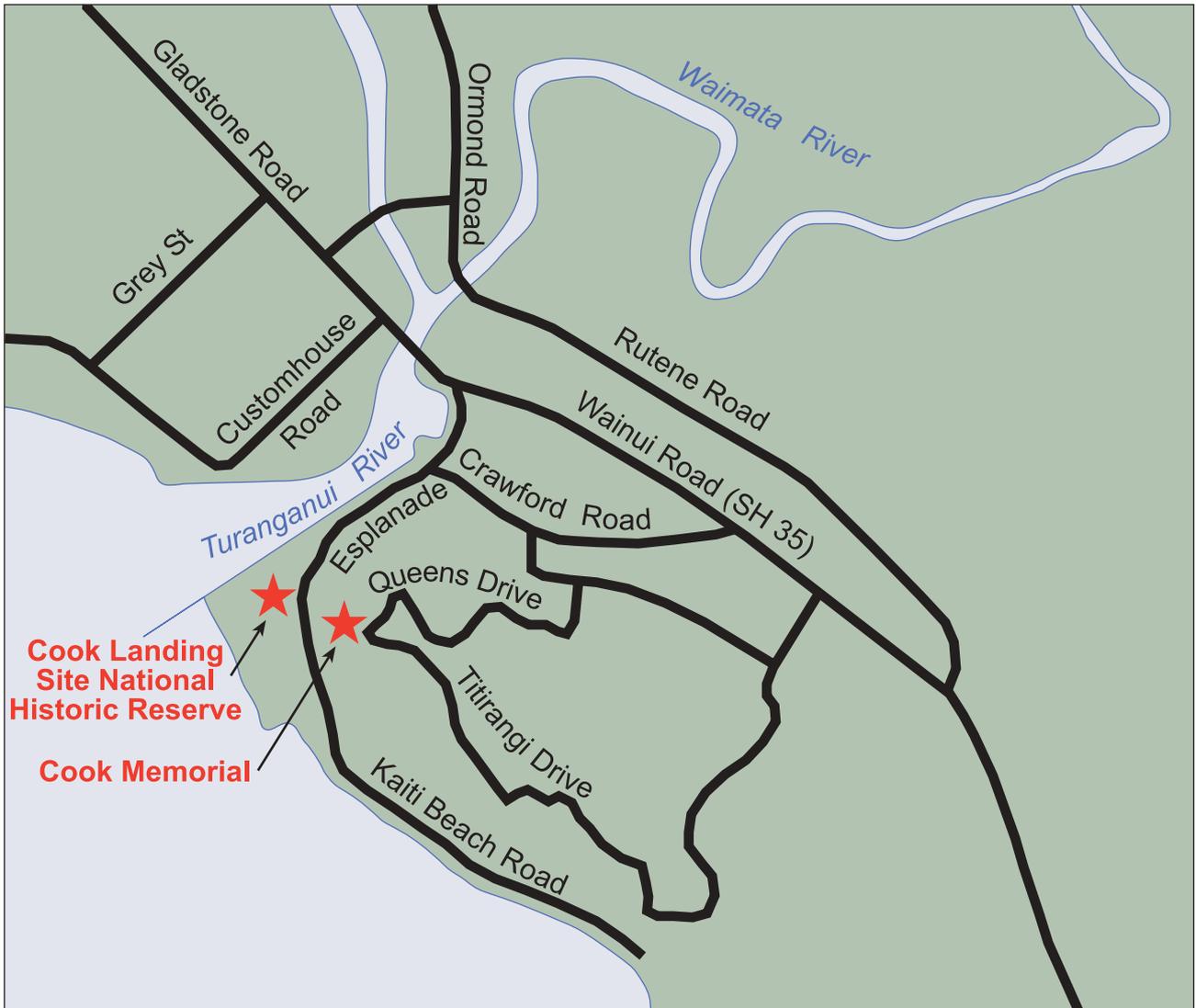
2.2 FACILITIES AT COOK LANDING SITE NATIONAL HISTORIC RESERVE AND COOK'S COVE WALKWAY

These two sites together make an excellent day trip, although if time is limited a visit to Cook Landing Site National Historic Reserve will enable many of the ideas, themes and activities in this kit to be explored.

2.2.1 Cook Landing Site National Historic Reserve

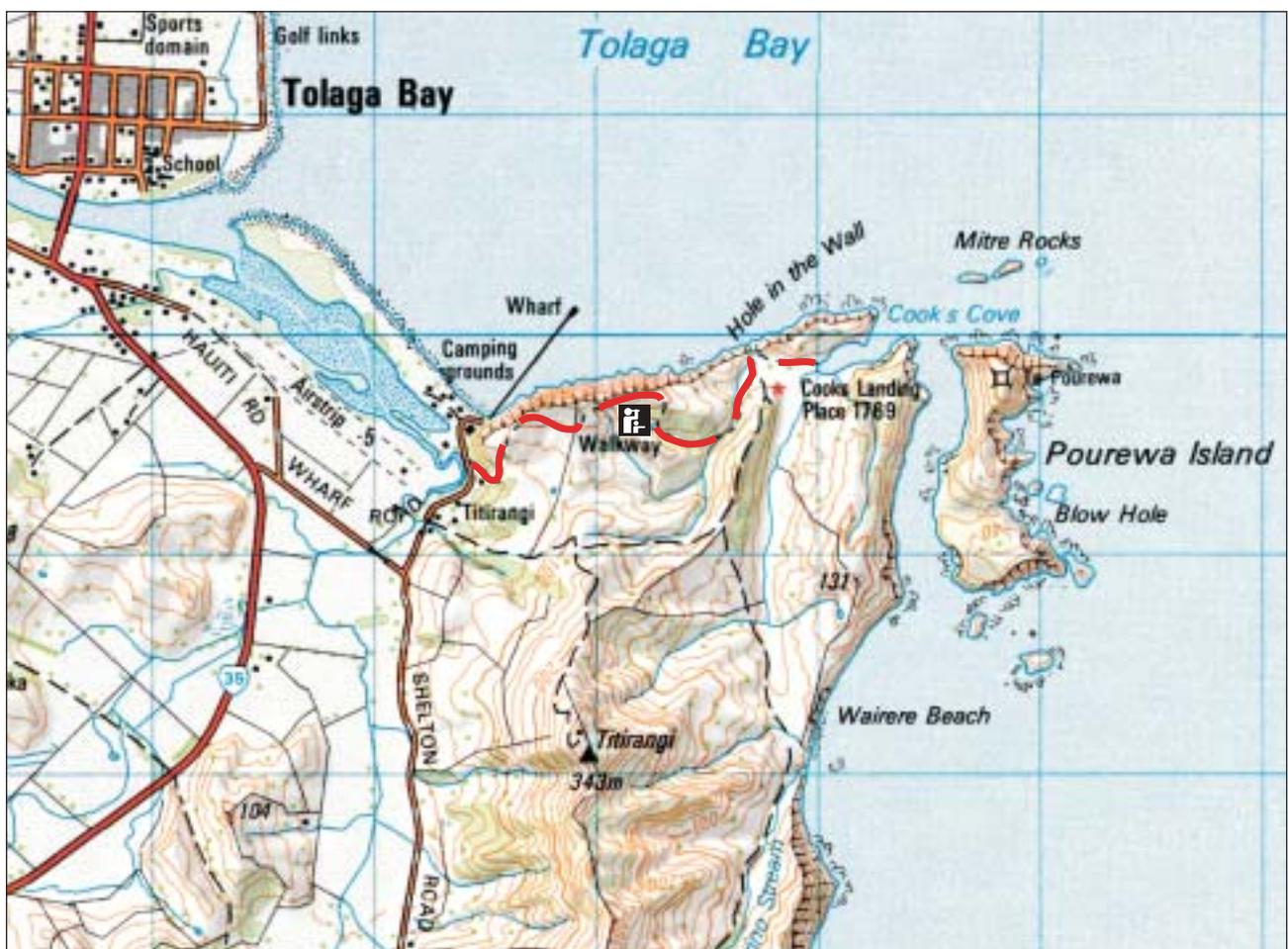
- Cook Landing Site National Historic Reserve is situated on the north side of the mouth of the Turanganui River, beside the Gisborne wharves.

- A visit to look at the memorial, the Banks garden and the “Cone of Vision” will take up to an hour.
- The Department of Conservation in Gisborne, can be contacted on phone: (06) 867 8531 or Fax: (06) 867 8015.
- Further information can be sourced from the Gisborne Museum and Arts Centre, Kelvin Park Gisborne.



2.2.2 Cook's Cove Walkway

- Cook's Cove walkway is situated at the southern end of Tolaga Bay, 52 km north of Gisborne on SH35. Take the Wharf Road turnoff from the highway, 2km south of Tolaga Bay township.
- There is a toilet at Cook's Cove and there are toilets near the wharf at Tolaga Bay.
- There is a small carpark adjacent to the walkway entrance. You can also use the larger beach carpark which is beside the motor camp 200 metres beyond the walkway entrance.
- There is no drinkable water on the walk so you will need to take your own.
- The walkway involves a 5.8km return trip, taking about 2½ hours to complete. It is suitable for all levels of fitness, although there is some hill climbing required.
- Wear good, comfortable walking shoes.
- A pre-trip visit to the site by the trip leader is recommended to enable the best organisation for the class/es on the day.



3. Cook Landing Site National Reserve and Cook's Cove Walkway

3.1 HISTORY OF COOK LANDING SITE NATIONAL HISTORIC RESERVE

This site was the landing place of the *Horouta* and *Te Ikaroa-a-Rauru* waka which brought Maori to the district several centuries before Cook's arrival. When he arrived the area was occupied by four main iwi (tribes): Rongowhakaata, Ngai Tahu (Ngai Tamanuhiri) Te Aitanga-a-Mahaki and Te Aitanga-a-Hauiti. These people lived in a bay which was sheltered by hills covered in thick forest. There were three rivers running through the central plains which were covered in scrub, ferns and grasses and where food crops, including kumara, taro, gourds and probably yams, were grown. Gardens were also cleared on the frost-free hillsides near the river and fernroot diggings were scattered around the bay. Large fortified pa were built in strategic places – on river bends and prominent hills. The bay was famous for its crayfish and shellfish and many species of fish, including sharks, kahawai, kingfish, snapper and flounder were caught off the coast.

Captain James Cook, in the *Endeavour*, had departed from Plymouth, England, on 26 August 1768 en route for Tahiti to observe the transit of Venus. In mid-July the *Endeavour* sailed towards New Zealand arriving at the place now known as Cook Landing Site National Historic Reserve on 8 October 1769. This was the first European landfall in New Zealand. This event, which is commemorated by the Cook Monument at Kaiti beach, Gisborne, was of incredible significance to the Maori people. For suddenly, in one afternoon, they found themselves face to face with the European world and their history changed irreversibly.

In 1902 a committee was formed in Gisborne with the intention to erect a memorial on the site. Money was raised nationwide with every school child contributing one penny. The granite monument was built at a cost of £1, 066 and was formally unveiled on Monday 8 October 1906 amidst street parades, speeches and a Maori haka party. The unveiling was carried out by Sir James Carroll in front of a crowd of 5,000.

In 1964 in response to the 1950s reclamations and industrial development which threatened the integrity of the site and the view across to Young Nick's Head, the Gisborne committee of the Historic Places Trust had the reserve surrounding the monument declared an historic reserve.

In 1976 the need for a legal "Cone of Vision" was recognised in the District Plan.

In 1990 the reserve was designated a National Historic Reserve and placed under the guardianship of the Department of Conservation.

The Banks Garden

The reserve has been landscaped and a draft conservation plan prepared. The landscaping includes a garden of native plants (Banks Garden) that was designed to commemorate the first botanical studies carried out by Joseph Banks. Joseph Banks

was a wealthy young landowner and botanist who had joined Cook's expedition with Dr Solander, a Swedish naturalist, and a retinue of assistants to represent the Royal Society's general scientific interest in the voyage.

3.2 HISTORY OF COOK'S COVE WALKWAY

This walkway is named after Captain James Cook, who visited the area in 1769 during his circumnavigation of New Zealand in the *Endeavour*.

When Cook arrived at Tolaga Bay it was inhabited by Maori who had been there for centuries. The main iwi (tribe) living at the bay and using Cook's Cove for fishing and seafood gathering was Te Aitanga-a-Hauiti. They lived on the rich coastal land of Tolaga Bay and the alluvial flats of the Uawa and Mangaheia Rivers where they had large gardens. There were pa on prominent points and ridges along the coast and inland.

Cook and his crew, which included seamen, officers and gentlemen scientists, made a number of observations about Tolaga Bay which provide an interesting picture of the life of the Maori at the time. Settlement extended far inland where there were fortified villages, eel weirs, cultivations, stands of karaka trees and bush where kiekie, berries and birds were taken. Along the coastline there were a number of well-known crayfishing places and fishing spots. The resources in the bay were rich and provided a strong economic base for the many sub-groupings of Te Aitanga-a-Hauiti. Both Banks and Parkinson commented on the amount of carving in the bay. When they visited Te Pourewa island they saw a large (68½ ft), finely carved canoe and the unfinished framework of a 30 ft long house decorated with carvings obviously taken from a previous building. The bay seemed very peaceful at this time and the only likely pa described was in ruins, but the local people were very adept at war dances and talked of eating enemies killed in war which indicate that war was no very distant memory.

The *Endeavour's* visit was remembered by local people in a number of local accounts. Tupaea the Tahitian high priest was a great favourite with the people and was remembered long after the visit. Children were named after him, the cave where he slept was called Tupaea's cave and the well that Cook's men dug around the spring at Cook's Cove was called Te Wai Keri a Tepaea - the well dug by Tupaea.

Another landmark at Cook's Cove which is closely associated with Cook's visit was the arched rock known as Te-Kotere-o-te-Whenua, described by Banks as "the most magnificent surprise I have ever met with."

The Establishment of the Walkway

Use of this walkway has been made possible through the generous permission of the landowners, Hauiti Incorporated. Please respect the property and do not disturb or approach farm animals. The walkway is closed for the lambing season each year from 1st August until the start of Labour Weekend.

The walkway may not be used to gain fishing access to Pourewa Island or to fishing grounds.

Stay on the track at all times. The coastal bluffs are very steep and should be kept away from for safety reasons.

3.3 ACTIVITIES AT COOK LANDING SITE NATIONAL HISTORIC RESERVE AND COOK'S COVE

- Education
- Recreation
- Historic preservation

3.4 CONSERVATION AND CURRENT ISSUES

New Zealand, like every other country, has its own unique historic and cultural heritage. Historic places teach us about the culture and the lifestyle of people who lived here before us and they link us with those people and the land. By preserving and interpreting these places we maintain an important link between the past and the present which helps contribute to a sense of community identity and wellbeing.

The Department of Conservation manages 125 of New Zealand's 213 historic reserves. It also manages 140 historic places that have been registered by the Historic Places Trust. Other sites are managed by the New Zealand Historic Places Trust, Iwi and Local authorities or are in private hands.

The Minister for Culture and Heritage has the principal responsibilities for historic policy and legislation through the Ministry of Culture and Heritage.

3.5 THREATS

Threats to the historic places:

- Historic places are being destroyed at an alarming rate through the pressures of development as well as natural processes.
- Historic sites cannot be renewed.
- Unlike threats to our natural heritage this tide of destruction cannot be turned but can only be stopped or slowed.
- This makes it especially important that we manage the threats to their survival.

3.6 MANAGEMENT

A draft conservation plan has been prepared for Cook Landing Site National Historic Reserve. This guides the management of the site according to ICOMOS standards of best practice.

The Department of Conservation is a corporate member of ICOMOS which exists to encourage best practice in the protection and management of historic heritage.

The management objectives of the reserve are:

- To manage historic places in its care by the guidelines in the ICOMOS New Zealand Charter for the Conservation of Places of Cultural Heritage Value.

- To encourage and facilitate recreational use and appreciation of the historic and natural resources of the area.

3.7 ENVIRONMENTAL CARE CODE



Protect plants and animals

Remove rubbish

Bury toilet waste

Keep streams and lakes clean

Take care with fire

Camp carefully

Keep to the track

Consider others

Respect our cultural heritage

Enjoy your visit

*Toitu te whenua
(Leave the land
undisturbed)*

Protect plants and animals

Remove rubbish

Bury toilet waste

Keep streams and lakes clean

Take care with fires

Camp carefully

Keep to the track

Consider others

Enjoy your visit.

Toitu te whenua (Leave the land undisturbed.)



SafetyWatch
0800 999 005
Report any safety hazards

4. Background Information for Teachers

4.1 NEW ZEALAND HISTORIC PLACES TRUST

The New Zealand Historic Places Trust Pouhere Taonga is the leading agency for the protection of sites and buildings in New Zealand that are of historic and cultural significance to its people.

4.2 THE ROYAL SOCIETY

The Royal Society was established, by charter, in 1662 with the purpose of increasing practical knowledge on the basis of meticulous observation and experimental testing. It concerned itself with improvements in mining and agriculture, discoveries in navigation and manufacturing and the communication of findings from voyages around the world. Its journal *Philosophical Transactions* became the focus for the circulation of scientific ideas internationally. Many of the great thinkers of the 17th and 18th centuries were members. It was the main contributor to the enthusiasm for knowledge and material improvement that so characterised this period of English history.

4.3 CAPTAIN JAMES COOK

James Cook made three epic voyages into the Pacific Ocean during the mid 18th century. He was born in Yorkshire on 27 October 1728 and in 1746 he moved to the port of Whitby where he was apprenticed to a shipowner in the North Sea coal trade. By 1755 he was offered the command of a collier, but instead volunteered into the navy as an able seaman. Within two years he had risen to the position of master and in 1757 he was sent in the *Pembroke* to support the war effort against the French in North America. He spent the next ten years there during which he developed the surveying and navigational skills which served him so well in the Pacific. In 1763 he was appointed to the special position of surveyor of Newfoundland and the quality of this work was remarkable for its precision, comprehensiveness and consistency. However before he completed this task he was appointed to command the expedition to the South Pacific, requested by the Royal Society, to observe the passage of the planet Venus across the sun. The second objective of this voyage was to search for the great southern continent supposed to lie below Lat. 40° S.

During this first voyage Cook spent six months circumnavigating New Zealand surveying the coast and making a magnificent chart of New Zealand. He then continued on to the eastern coast of Australia which he charted before returning to England in July 1771. But he had not discovered the great southern continent so the government decided on another expedition to resolve the matter. Banks refused to accompany this expedition so the German scientist Johann Reinhold Forster and his young son Georg were appointed instead. Forster was the most professional and

systematic of the natural historians appointed to Cook's ships. He was an accurate and systematic collector, particularly of zoological specimens and his lengthy journal formed the basis for his important *Observations made during a voyage round the world* (1778).

Cook drafted the blueprint for this expedition in which Queen Charlotte Sound was to be the operational base for three sweeps low into the Antarctic Ocean. The Antarctic expeditions in the summer of 1773-4 took the Resolution to Lat. 71° 10' S, where on 30 January 1774 further progress was halted by pack ice. Nobody sailed further south than this until James Weddell fifty years later. These voyages dispelled the myth of the great southern continent. During the following winter Cook carried out a remarkable survey of the Pacific Ocean including Easter Island, the Marquesas, Tahiti, Niue, Tonga, the New Hebrides, New Caledonia and Norfolk Island. This expedition filled in many of the vacant spaces in maps of the Pacific.

Cook's third expedition was in pursuit of another myth - a north-west passage linking Europe and the East. He visited Queen Charlotte Sound in February 1777 then headed north to Tahiti and Hawaii before surveying the northern Pacific coasts of America and Siberia. He was killed in an avoidable incident with the Hawaiian people at Kealakekua Bay on 14 February 1779.

4.4 VISITING THE SITES

Cook Landing Site National Historic Reserve

The visit to this site may be made independently of the visit to Cook's Cove Walkway and may be integrated with a museum visit, or, it can be part of the visit to the Walkway.

Cook's Cove Walkway

The track starts by crossing a small open paddock. It then climbs through light bush and across open farmland before keeping to a farm track situated just below the cliff tops. After walking for about 20 minutes you will come to a look out point (120m above sea level). This spot gives you your first view of Cook's Cove itself. It is a sheltered inlet with the weather-beaten Mitre Rocks standing to the left of the entrance and Pourewa Island on the right.

The track winds down through the regenerating bush to the Cove. After about 200m you will pass by a small pond and then out onto the coastal flats of the cove. Here you can explore the "Hole in the Wall" (Te Kotere-o-te-Whenua) and inspect the New Zealand Historic Places Trust memorial which was erected in 1966 to commemorate Cook's visit. This is a good place for a picnic lunch.

5. Statements about Curriculum Links and the Kits

Because this kit is site-based and most kit users will visit the site, the main curriculum objectives will be based around an **environmental theme**.

The strongest links will probably be with the **science, social studies and health and physical education** documents, although aspects of the **technology** and the **art** curriculums are important in getting the best value from a visit.

Of course the **English** document is always the basis of any study as the other documents continually feed in material that develops students' learning in oral, written and visual language. Similarly, good opportunities exist at all sites to explore many ideas in all of the mathematics strands.

The best summary of links for the seven curriculum areas can be found in: **Ministry of Education, 1999. *Guidelines for Environmental Education in New Zealand Schools*. Ministry of Education, Wellington, New Zealand.**

5.1 SOCIAL STUDIES

Social Studies Education aims to enable students to participate in a changing society as informed, confident and responsible students.

Cooks Landing Site and Cook's Cove Walkway visits and projects offer opportunities for students, at appropriate levels, to develop concepts in each of the five strands. Examples for each of the five strands are listed below:

5.1.1 Social Organisation

- how people organise themselves to visit the reserve and walkway
- what type of groups of people they are
- how groups organise themselves to respond to historic reserve management issues

5.1.2 Culture and Heritage:

- aspects of Maori tradition associated with the reserve and walkway
- the use of the reserve and walkway by family, tramping, community and educational groups
- the historic reserve as a significant landmark and coastal landmark for people of the East Coast.

5.1.3 Place and Environment

- why the historic reserve and the walkway is a significant environment for people
- how peoples' activities influence the historic reserve and walkway environment

- how and why peoples' perceptions of the historic reserve are reinforced or changed by information or experience
- how and why people seek to resolve differences over how places and environments should be used
- how people express a sense of belonging to the historic reserve
- the importance of the place and environment for recreation.

5.1.4 Time, Continuity and Change

- how past management decisions changed the nature of the historic reserve
- how beliefs and ideas in society change and how this has impact on the reserve
- how the process of change over time is used as a tool for reserve management
- how Maori use of the reserve and walkway area has changed over the centuries.

5.1.5 Resources and Economic Activities

- how Maori used the area as a resource in the past
- the European use of the reserve in the past.

5.2 SCIENCE

Learning in science is fundamental to understanding the world in which we live and work. It helps people clarify ideas, to ask questions, to test explanations through measurement and observation and to use their findings to establish the worth of an idea. (*Science in the New Zealand Curriculum*, p. 7.)

Of the four contextual strands: the living world, the physical world, the material world and planet earth and beyond, Cook Landing Site National Historic Reserve and Cook's Cove Walkway studies will particularly enhance development of knowledge, understanding, skills and attitudes in the **material world** and **planet earth** strands.

5.2.1 Material world

Development of concepts in all of the four achievement aims (*Science Curriculum*, p. 52) could be attained during a Cook Historic sites project with the first three aims culminating in an enhanced understanding of the all important Aim Four. This can be achieved through appropriate activities at any level from one to eight.

5.2.2 Planet Earth

Achievements in Aims One and Two (*Science Curriculum*, p. 106) lead to achievement of Aim Four: investigate how people's decisions and activities change the physical environment and develop a responsibility for the guardianship of the planet and its resources. Any achievement in this aim through studies at Cook Landing Site National Historic Reserve and Cook's Cove Walkway is probably the most important of the entire New Zealand Curriculum Framework.

Research **Historic Heritage** to develop children's understanding of why New Zealand's cultural and historic heritage are unique.

Interpretation of the extensive views of the surrounding landscape, however elementary, from the vantage points can help to cement important '**our land, our place, our guardianship**' values and attitudes in students of all ages.

Investigations of the aims and objectives of the management plans for Cook Landing Site National Historic Reserve will give important insights into the historic heritage guardianship role given to the Department of Conservation by government policy.

5.3 TECHNOLOGY

Learning in technology implies becoming confident in using a variety of means to address needs and opportunities and solve practical problems within society. Technology education explores choice and the factors which influence choice, including culture and society, costs and benefits, aesthetics and fitness for purpose. It seeks to empower students to make informed choices in the use of technology and in their response to technological change. (*Technology in the New Zealand Curriculum*, p. 8.).

A wide range of opportunities exist through a visit to Cook Sites within the context of three strands:

1. Technological Knowledge and Understanding.
2. Technological Capability.
3. Technology and Society.

Examples would include the technologies involved in:

- The development of facilities for visitors such as:
 - signage
- Aspects of the school trip to Cook Cove Walkway such as choices of:
 - clothing,
 - food,
 - drink,
 - personal accessories,
 - protection - hat, sunblock.
- Design a monument
- Learn to weave a mat or kete using flax
- Construct a two-piece fish hook.

5.4 HEALTH AND PHYSICAL EDUCATION

Cook Site visits and projects offer opportunities for students, at appropriate levels, to develop concepts in each of the four strands. For example:

5.4.1 Personal Health and Physical Development

- Identify and use safe practices and risk management in the walkway environment.
- Share ideas and beliefs about how the use of the reserve and walkway environment enhances a person's health.

5.4.2 Movement Concepts and Motor Skills

- All achievement objectives in this strand could be met through the development of concepts relating to safe and efficient tramping skills in a group situation.

5.4.3 Relationships with other People

- Development of skills relating to planning safe and enjoyable experiences at Cook Landing Site National Historic Reserve and Cook's Cove Walkway with class or family groups.
- Develop skills in relating to other group members while at Cook Landing Site National Historic Reserve and Cook's Cove Walkway – to maximise enjoyment and positive learning experience outcomes.

5.4.4 Healthy Communities and Environments

- Share ideas to identify factors that relate to reserve use and community mental and physical health.

6. Suggested Activities for Teachers

6.1 DEBATING

During discussions about the place that the Department of Conservation has in preserving our natural and historic heritage students will realise that people hold different opinions on that role.

Encourage them to talk to their families, parents, friends etc. to find out what they consider should be done.

Use the media - for example TV, the newspaper (the free local edition, or the Education page in newspapers) magazines (if your school subscribes).

Use Web pages for information or write to organisations that are involved in historic issues, such as the Historic Places Trust.

Find out about Resource Consents.

Find out about Historic Places Trust legislation.

These findings can then be used to form debates on issues such as :

- Should more Historic Reserves be created?
- How should people be controlled?
- Should people pay to use the reserve?
- Who should make decisions about management of the reserve?
- If oil or minerals were found in at Cook's Cove Walkway or at Cook Landing Site National Historic Reserve - should it be extracted or mined?

Role playing could cover the same issues

6.2 SURVEYS

The issues raised in the debating topics could be used to develop surveys to find out other peoples' views.

Surveys could be developed using criteria such as:

- Age,
- Gender,
- Culture.

Collate information as graphs, percentages, etc.

Results could be presented :

- in the school newspaper,
- at assembly,

- on the local newspaper, or
- shared with other schools.

6.3 MUSIC

This worksheet is designed to give you ideas you can develop with students of any age group. The suggestions may be developed individually or could become a major, integrated unit of work, linking many curriculum areas.

The sea and beach provides a wonderful symphony of sound. This could be taken back to the classroom, either by using a tape recorder, and /or having sound as one of the objectives students focus on during the visit. For example:

- Identify and note down the different sounds heard (in what form students record this is to be discussed before the visit.)
- Record these sounds.
- Take a tape recorder and record as many different sounds as possible.
- Elect groups to study specific areas, e.g.
 - Natural – air, water, land.
 - ‘Man-made’ – air, water, land.

Back at school

- Discuss the different sounds heard and recorded.
- Record as many sounds as possible in written form to produce a score of music.
- Using voices and music produce a piece of music that represents the “Voices of Cook's Cove” and one that represents “Cook Landing Site National Historic Reserve”.

6.4 PLAYS

Historic sites provide wonderful opportunities for children to reconstruct historic events and develop their imaginations. Imagine the first encounters between Maori and Pakeha. How would the people have felt and reacted to the different cultures.

Back at school

- Collate this information into a play for presentation e.g. at school assembly.
- Portray the characters using costumes, masks etc.

6.5 ART

To develop an understanding of Cook's Cove and Cook Landing Site National Historic Reserve, students’ attention needs to be directed towards the colour, texture and form of the environment.

- Feeling the different textures and recording (using crayon and newspaper)
- Observe the colours - above, around and below - a camera will help record.
- Look at the form of plants, water and the landscape.

Back at school

- Develop the above points individually using a variety of media and discuss the need to look and record them individually.
- When developing form use pencil/charcoal sketching as a starting point.
- Combine the three elements of colour, form and texture to produce a picture. This can be developed with multi-media and as a group activity.

6.6 EARTH SCIENCE

In conjunction with visits to Cook's Cove and Cook Landing Site National Historic Reserve the children will be able to discover the natural processes and forces involved in forming the landscape. A variety of projects can be developed depending on the site visited, but much can be done pre and post-visit.

- Discuss and record the processes involved in forming the East Coast landscape.
- Estimate the geological age of the East Coast.
- Predict the forces that are at work forming the coastline.
- Refer to the topographical maps Y17 and Y18. Find Cook's Cove, Pourewa Island, the Mitre Rocks, the "Hole in the Wall", Tolaga Bay, Cook Landing Site National Historic Reserve and some of the other places Cook stopped at e.g. Anauru Bay. Identify cliffs, gorges and fault lines in the area. In what direction is the land uplifting and sloping?

6.7 FIELD TRIP

6.7.1 Cook Landing Site National Historic Reserve

- The landing site has changed a great deal since 1769. The old shore line is marked only by a noticeable dip in the ground in front of the obelisk.
- There was a channel between the river and the nearby reef that had been used by Maori for centuries for canoe access to the river. It is believed this is where Cook landed his smaller boats. This cannot be seen because it is buried under tons of reclamation.
- A photograph of the Cook Landing Site Monument which was taken at the beginning of the 20th century shows both the channel and the original shoreline.
- The Banks Garden contains plants that were collected by Banks on this first visit to New Zealand.
- Identify some of the plants and draw one of the plants from Banks Garden.

6.7.2 Cook's Cove Walkway

- Examine the view from the lookout. Interpretation of the extensive views of the surrounding landscape, however elementary, from the vantage points can help to cement important **'our land, our place, our guardianship'** values and attitudes in students of all ages.
- Look at the formation of the land. Develop ideas about how the "Hole in the Wall," Mitre Rocks and Pourewa Island were formed. How old is this land?
- How has the environment changed since Cook was here? What do you think the vegetation was like?
- Can you find evidence of early Maori habitation? Why is this important? Why must we take care of it?
- What does the Historic Places Trust memorial say? Why do you think the Trust puts up memorials?
- Many of the old Maori names are no longer used. Find a historic map and locate some of the places on the map.

Remember that time spent on preparation at school will ensure better results in the field.



Cook Landing Site c1920 (Photo reproduced with kind permission of Gisborne Museum)

7. Other References and Resources

7.1 CHECKLIST

- Field recording sheet
- Clip board
- Pencil
- Binoculars (optional)

7.2 REFERENCES

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8. Super Sites for Education Resource Kit Evaluation Form

This “Super Sites” education resource is designed to help you plan exciting learning experiences using parks and reserves administered by DOC in your area. Is it useful? How can we improve it? Please let us know!

How did you find out about this Super Sites resource? Comment:										
Was there enough information for you to get an overall understanding of the site? If NO, what else would you like included?										YES/NO
What was the level of the class that used the resources? (Circle the answer)										
Year	1	2	3	4	5	6	7	8	9	10
Did the resources help you to meet your curriculum objectives? If NO, how could we improve them?										YES/NO
Were the activities enjoyable?										YES/NO
Did they meet the learning needs and interests of your students?										YES/NO
Do you have any suggestions for improving them?										
Were the suggested activities manageable at this site?										YES/NO
Were there any safety concerns arising from these activities, or the site? Comment:										YES/NO

Has using this resource helped raise your awareness of an environmental issue in your region? If so, what?									
Is your class or group taking on an environmental project as a result of the visit?	YES/NO								
Comment:									
Are you aware of any change in your students' attitudes or behaviour towards the environment/environmental issues since using this resource?									
Comment:									
Was this your first visit with a class to a Department of Conservation Super Site?	YES/NO								
Are you planning any more visits to this or other conservation sites this year?	YES/NO								
Comment:									
How would you like future Super Sites resources and programmes to be developed? (Circle the answer):									
New themes	Web access	More sites	Other						
Comments:									
On a scale of 1-10, how would you rate this resource? (1 = excellent, 10 = poor)									
1	2	3	4	5	6	7	8	9	10
Would you use a 'Super Sites' education resource again?				YES/NO					
Have you any other comments about how we could improve this resource?									

Please post the completed form to: Community Relations Officer (Education), Department of Conservation, PO Box 668, GISBORNE.

Thank you!