

# HISTORY OF AOTEAROA FISHING INDUSTRY

## OVERVIEW

Key periods in the history of Aotearoa's fishing industry: include Māori traditional methods & tikanga; Early European settlers, refrigeration and early commercial fishing methods; The inshore boom, influx of foreign fishers, New Zealand's EEZ and the Marine Reserve Act; The Quota Management System, total allowable catch and Treaty settlements.

Activities in this subtopic investigate how attitudes to fish stocks have changed over time and some of the key moments in our fishing history.

See also slide set [History of Aotearoa Fishing Industry](#).

## FOCUS QUESTIONS

- *What are some key moments in the history of fishing in Aotearoa?*
- *What new words and concepts have we learnt?*

## LEARNING OBJECTIVES

- Describe key moments in the history of fishing and Māori fishing in Aotearoa New Zealand
- Use scientific and fishery management related vocabulary

## LOCATION

Indoors

## DURATION

50 mins +

## LEVEL

Level 3 - 5+

## CURRICULUM

Science, Social Science, Tikanga-ā-iwi, Geography, Pūtaiao, Hauora

**Key competencies:** Thinking; Managing Self; Relating to others

## NEXT STEPS

- Aotearoa: Business of fishing today
- Future opportunities and challenges
- Exploration, innovation and enterprise



## MATERIALS

- Slide set [History of Aotearoa Fishing Industry](#)
- This [Teacher Outline](#)
- Access to internet (for research)
- Something to write with

## PROCEDURE

1. DISCUSS whakataukī, proverbs and sayings about fishing [slide 9]
2. BRAINSTORM what you already know about the history of Aotearoa NZ fishing [slide 10]
3. INVESTIGATE how attitudes to fish stocks have changed over time & INVITE local Kaumātua or grandparents or fisher folk to talk about their experiences firsthand [slide 11]
4. EXPLORE key periods in the history of Aotearoa fishing [slide 12]
5. RESEARCH key periods in the history of Aotearoa fishing & CREATE a [digital timeline](#), [Powtoon](#), [Slowmation](#) or paper based timeline [slide 13]
  - a. Suggest collaborative work – one or two students research each time period and then work together for final production. Resources include
  - b. Te Ara: <https://teara.govt.nz/en/fishing-industry/print>
  - c. Treaty2U: <http://www.treaty2u.govt.nz/the-treaty-today/fisheries/index.htm>
  - d. Science hub: <https://www.sciencelearn.org.nz/resources/1865-fisheries-in-new-zealand-timeline>
  - e. NZ Geo: <https://www.nzgeo.com/stories/the-lost-art-of-fishing/>
6. In pairs use <http://www.treaty2u.govt.nz/the-treaty-today/fisheries/index.htm> to RESEARCH a key moment in the history of the Treaty and Māori fisheries. SHARE your example with the rest of the class as a story, mime or act it out.
7. WRITE a paragraph about each key period in the history of Aotearoa fishing. Include the following words somewhere in your writing! (not in any particular order)
  - a. Treaty settlement; Traditional Māori fishing; Quota Management System (QMS); tikanga; European settlers; foreign fishers



## KEY WORDS

Treaty settlements

## CURRICULUM LINKS

### **Nature of Science (Level 3-5, 6+)**

- Participating and contributing

### **Social Science (Level 3-5)**

- Understand how the ideas and actions of people in the past have had a significant impact on peoples lives (level 5)
- Understand how the Treaty of Waitangi is responded to differently by people in different times and place (Level 5)

### **Geography (Level 6, 7, 8)**

- Geographic research
- Contemporary New Zealand geographic issue
- Geographic topic at a global scale
- Application of geographic concepts

### **Pūtaiao**

- Uses of Science: Learn about the people and the work they do to produce science knowledge. Apply knowledge of science to community decisions and actions, in order to think about iwi and wider issues impacting on the individual, society and the environment (Level 4+)

### **Tikanga ā iwi**

- Explain how exploration presents opportunities and challenges for people, places, and environments
- Explain how and why people use resources differently, and the consequences of this.