

THE RISING TIDE

STUDENT WORKBOOK

William F. Porter

Years 10-13

YOUR FIRST DECISION

It is 1300. Eighty people have landed on a remote beach in an unknown country. There is no help coming. You are responsible for what happens next.

Name: _____

Class: _____

Teacher: _____

Think • Decide • Calculate • Map • Debate • Write

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How to use this workbook

This workbook is designed to be used alongside The Rising Tide. Some activities work best before you read the relevant section of the novel, so do not race ahead unless your teacher asks you to.

THE RULE

There is rarely one correct answer. Your job is to make a decision, explain the reasoning behind it, and use evidence when the novel gives you evidence.

Four kinds of task

Symbol	Task	What you are doing
DECIDE	Decision point	Choose between realistic alternatives and justify the cost.
EVIDENCE	Text task	Use events, characters or details from the novel to support a claim.
NUMBERS	Data task	Calculate, compare or graph information.
CHECK	Historical thinking	Separate the fictional story from what would need outside historical evidence.

A note about the novel

The Rising Tide is alternative historical fiction. Its characters, iwi and events are imagined. The workbook asks you to examine the logic of the story, not to treat the story itself as historical evidence.

Investigation 1: You are in charge

SCENARIO

You are the chief of eighty survivors. You have landed on a remote beach. You do not know the land, the climate, the food supply or whether other people live nearby.

Rank your priorities from 1 (most urgent) to 10.

Priority	Rank	Why this rank?
Find fresh water		
Find food		
Build shelter		
Make fire		
Defend the settlement		
Explore		
Repair/secure the waka		
Care for injured people		
Establish leadership		
Look for other inhabitants		

Investigation 1 continued: Allocate the eighty

Every person can do only one main task at this moment. Allocate all 80. Your total must equal exactly 80.

Task	People	Why?
Water/reconnaissance		
Fishing/food gathering		
Shelter/firewood		
Care for injured/children		
Waka/equipment		
Defence/watch		
Tool-making/cooking		
Leadership/coordination		

TOTAL: _____ / 80

Which skill would be hardest to replace if the person possessing it died?

Which task received fewer people than you wanted? What is the opportunity cost?

Investigation 1 continued: The first week

Choose only THREE major projects for the first seven days.

PROJECT 1

What will be done?

Why before the other projects?

PROJECT 2

What will be done?

Why before the other projects?

PROJECT 3

What will be done?

Why before the other projects?

What important job will you deliberately postpone?

What risk does that create?

NEW INFORMATION

On the evening of Day 3, smoke is seen beyond the headland. Another community is nearby.

Circle your first response: APPROACH / HIDE / FORTIFY / OBSERVE / TRADE

Explain your choice.

After reading: Compare your plan

Now compare your opening decisions with Te Rangatira's priorities.

Issue	My plan	Te Rangatira / the iwi	What I would change now
Immediate survival			
Security			
Population			
Leadership			
Knowledge			
Relations with others			

What does Te Rangatira plan for that you did not?

What did you prioritise that he did not?

Whose plan would be more likely to survive the first month? Why?

Investigation 2: What makes a leader?

Rate Te Rangatira from 1 (weak) to 5 (strong) on each quality. Give one piece of evidence.

Leadership quality	1-5	Evidence
Long-term thinking		
Courage		
Persuasion		
Listening		
Risk judgement		
Fairness		
Ability to delegate		
Ability to change his mind		

Which quality matters most when the group has only eighty people?

Which quality becomes more important as the motu grows?

Investigation 2 continued: Leadership dilemmas

Dilemma A

A skilled navigator refuses an order that the chief believes is necessary. Is obedience more important than retaining the navigator's trust?

My decision and reasons:

Dilemma B

A new allied group wants the protection of the motu but does not want to surrender any independence. What should Te Rangatira offer?

My decision and reasons:

Dilemma C

The best future leader may not be the person with the strongest inherited claim. Which matters more: legitimacy or ability?

My decision and reasons:

Investigation 3: When does an iwi become a nation?

A larger population is not automatically a nation. Rank these ingredients from most to least important.

Ingredient	Rank	Reason
Shared leadership		
Shared defence		
Shared laws/rules		
Trade between communities		
Intermarriage/kinship		
Shared identity		
Common education		
Common enemies		
Transport links		
Shared economic interests		

At what point in the novel do you think the motu becomes more than a collection of cooperating iwi?

What evidence supports your choice?

Investigation 4: Trade, negotiate, retreat or fight?

For each situation, choose one response and explain.

Situation	TRADE / NEGOTIATE / RETREAT / FIGHT	Why?
A neighbouring group controls a resource you need but is not hostile.		
A rival group attacks one of your allies.		
A trading partner raises its price because it knows you urgently need iron.		
A larger power controls the harbour you need to use.		
A distant community has something valuable but you know almost nothing about them.		

When can military strength make trade safer?

When does military strength turn trade into coercion?

Investigation 5: Why is the same object worth different amounts?

Choose four resources or goods from the novel.

Good/resource	Where available?	Who wants it?	Why scarce/valuable?	Easy or hard to transport?

Which has the highest value compared with its weight?

Why does value-to-weight matter on an ocean-going waka?

ECONOMICS IDEA

A thing does not have one permanent value. Value changes with scarcity, usefulness, information, location, substitutes and the cost of moving it.

Investigation 5 continued: Comparative advantage

Community A has excellent stone resources and skilled carvers. Community B has access to valuable spices and produces them efficiently. Both communities need both kinds of goods.

Question	Your answer
What should Community A specialise in?	
What should Community B specialise in?	
What could they exchange?	
What does each side gain?	
What happens if the sea route becomes twice as dangerous?	

Explain comparative advantage in your own words.

What is the opportunity cost of sending 20 skilled adults on a six-month trading voyage?

Investigation 6: Population is power - or is it?

Choose six status blocks from different parts of the novel. Record the figures below.

Chapter/date	Iwi men	Iwi women	Iwi children	Motu total

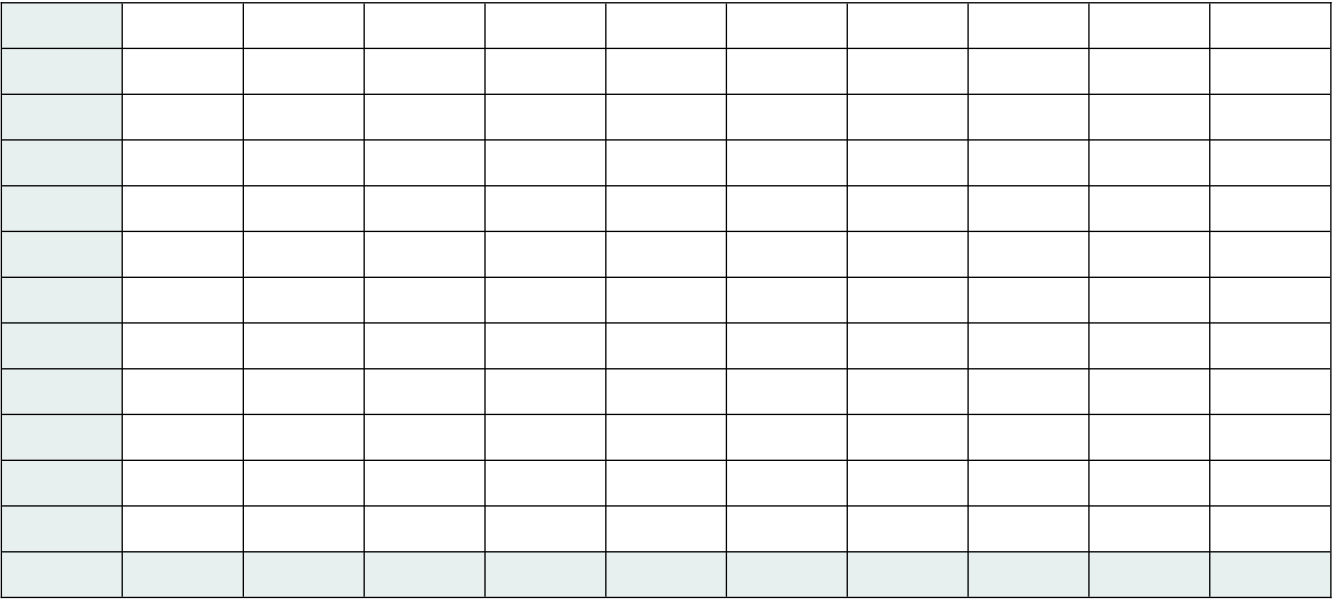
For two intervals, calculate:

Interval	Starting total	Ending total	Increase	% increase
1				
2				

What story events explain the largest change?

Investigation 6 continued: Graph the growth

Plot your six motu totals on the grid. Label the horizontal axis with chapter/date and the vertical axis with population.



What does your graph hide?

- Age structure?
- Who is actually available for work?
- Specialist skills?
- Food requirements?

Why can two communities with the same population have very different power?

Investigation 6 continued: The 500-person labour budget

Your motu has 500 people. Not all are working-age adults. Assume 300 are available for regular work. Allocate exactly 300.

Work	People	Why this many?
Food/fishing		
Construction		
Defence		
Voyaging/trade		
Craft specialists		
Teaching/recording		
Childcare/health/cooking		
Flexible/seasonal labour		

TOTAL: _____ / 300

SHOCK

A voyage now requires 40 of your most skilled adults for four months.

Where will the 40 come from?

What work will not be done while they are away?

Investigation 7: Technology is a chain

Choose one important technology or innovation in the novel.

My technology: _____

Stage	What is required?	What could go wrong?
1. Knowledge		
2. Materials		
3. Skilled labour		
4. Construction/production		
5. Testing		
6. Teaching others		
7. Wider consequences		

Is inventing something enough? Why or why not?

Investigation 8: Build the waka hourua?

DECISION

A large ocean-going waka could transform your future. But it will consume scarce timber, fibre, food and skilled labour for months.

Possible benefit	How important? 1-5	Possible cost	How serious? 1-5
Longer voyages		Builders unavailable elsewhere	
More cargo		Large material demand	
More passengers		Construction may fail	
Trade opportunities		Crew may be lost at sea	
Exploration		Food needed during construction	

DECISION: BUILD NOW / DELAY / DO NOT BUILD

Defend your decision.

Investigation 9: Plan a voyage

Your waka is ready. A distant island may offer valuable resources, but the route is uncertain.

Planning question	Your decision
How many crew?	
How many days of food?	
How much water?	
What trade goods?	
What repair materials?	
What navigational knowledge must be known?	
What is your turn-back rule?	
What must remain at home?	

What is the greatest risk you cannot control?

What is the greatest risk you can reduce by planning?

Decision Point: Storm

SITUATION

Your waka has been through a threatening storm. A steering paddle has failed, a spare has been fitted, and you still have provisions. Home lies behind you. Unknown land may lie ahead.

Choose: **TURN BACK** / **CONTINUE**

Factor	Supports turning back	Supports continuing
Vessel condition		
Food/water		
Weather		
Distance already travelled		
Value of the voyage		
Crew confidence		

Final decision and reasoning:

After reading the relevant section, did the crew make the same decision?

Investigation 10: First contact

RULE

Neither group shares a spoken language. You want water and food. They do not know whether you are traders, invaders or refugees.

Design your landing party.

Question	Your plan
How many people go ashore?	
Do they carry weapons?	
What gifts do they carry?	
Who speaks/gestures first?	
How close does the waka remain?	
What signal means “leave immediately”?	

How will you show that you do not claim their land?

What gesture might accidentally be misunderstood?

Investigation 10 continued: Communication without words

In groups, attempt a five-minute exchange without using a shared spoken language.

Our group’s secret objective: _____

Item we are willing to exchange: _____

What happened?	What we thought it meant	What it actually meant

Which signal carried the most information?

What did you infer incorrectly?

What changed after repeated interaction?

Investigation 11: The ocean is a road and a barrier

On a separate map supplied by your teacher, locate and label:

- Aotearoa
- Isle of Pines / Kunié, New Caledonia
- Queensland
- Spice Islands / Maluku
- Java

For each location, complete the route analysis.

Location	Why go there?	What is gained?	Main hazard	How does it connect onward?

Why is knowing where a place is not the same as having a reliable route to it?

Investigation 12: You arrive in Java

SITUATION

You have reached a huge commercial world with unfamiliar goods, technologies, rules and political dangers. You cannot learn or buy everything.

Rank what you would seek first.

Priority	Rank	Why?
Iron/metalworking knowledge		
Better tools		
Sails/textiles		
Weapons		
Writing/paper		
Shipbuilding knowledge		
Market information		
Language skills		
Political protection		
A permanent warehouse/base		

What should you NOT reveal to local traders?

What knowledge might be worth more than the goods you can carry home?

Decision Point: The harbour rules

OFFER

A powerful harbour will let you trade safely, but it requires a share of your cargo or value in return.

Do you accept? YES / NO

Reasons to pay	Reasons to refuse

How can a fee make the remaining cargo more valuable?

When does a harbour fee become exploitation rather than payment for a service?

Investigation 13: What is the most valuable cargo?

Rank these from most valuable to the future of the motu.

Cargo/asset	Rank	Why?
Gold/silver		
Iron tools		
Spices		
Silk/sails		
Weapons		
Paper/writing materials		
A skilled craftsman		
Knowledge of a trade route		
A political alliance		
A method that can be taught		

Which can be used once?

Which can reproduce value for generations?

Complete: “The most important thing the voyagers bring home is _____ because _____.”

Investigation 14: Could this really happen?

Choose ONE development from the novel and test it.

Development: _____

Question	Your notes
What historical starting point does the story rely on?	
What materials would be required?	
What skills would be required?	
How long might it take?	
What could stop it?	
What outside evidence would you need?	
What part is clearly the author's fictional extrapolation?	

My judgement: PLAUSIBLE / POSSIBLE BUT UNLIKELY / UNSUPPORTED

Explain.

Investigation 15: Understanding is not approving

Choose a difficult decision involving warfare, coercion, alliance, marriage, survival or power.

Decision/event: _____

Question	Your response
What pressure is the character under?	
What does the character know at the time?	
Who benefits?	
Who bears the cost?	
What realistic alternatives exist?	
Can you understand the decision?	
Do you approve of it? Why or why not?	

HISTORICAL THINKING

Explaining why a person might make a decision is not the same as saying the decision was right.

Investigation 16: Who should lead next?

BEFORE THE ENDING

Imagine Te Rangatira must choose the person best able to carry the motu into its next stage. Do this activity before reading the final chapter if possible.

Choose up to four plausible candidates from the novel.

Candidate	Strengths	Weaknesses	Score /10

My choice: _____

Why this person?

What is the strongest argument against your choice?

After reading the ending

What did Te Rangatira decide?

Do you agree? Why?

Final challenge: What makes a society strong?

Distribute 100 points across the following. More points = more important.

Source of strength	Points
Population	
Food/resources	
Weapons/defence	
Ships/transport	
Wealth	
Trade relationships	
Knowledge/education	
Technology	
Political unity	
Leadership	

TOTAL: _____ / 100

Which two factors depend most heavily on each other?

Which factor did you initially underestimate?

Write a one-sentence answer: What makes a society strong?

Final reflection

Return to your very first page. You were responsible for eighty people on a beach.

What would you now rank as your first five priorities?

What is the biggest decision you would change from your original plan?

What did the novel make you think differently about?

Which part of the alternative history would you most like to research historically?

What question would you ask William F. Porter?

THE FINAL QUESTION

If you were Te Rangatira, what would you want the motu to become - and what would you refuse to sacrifice to achieve it?

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