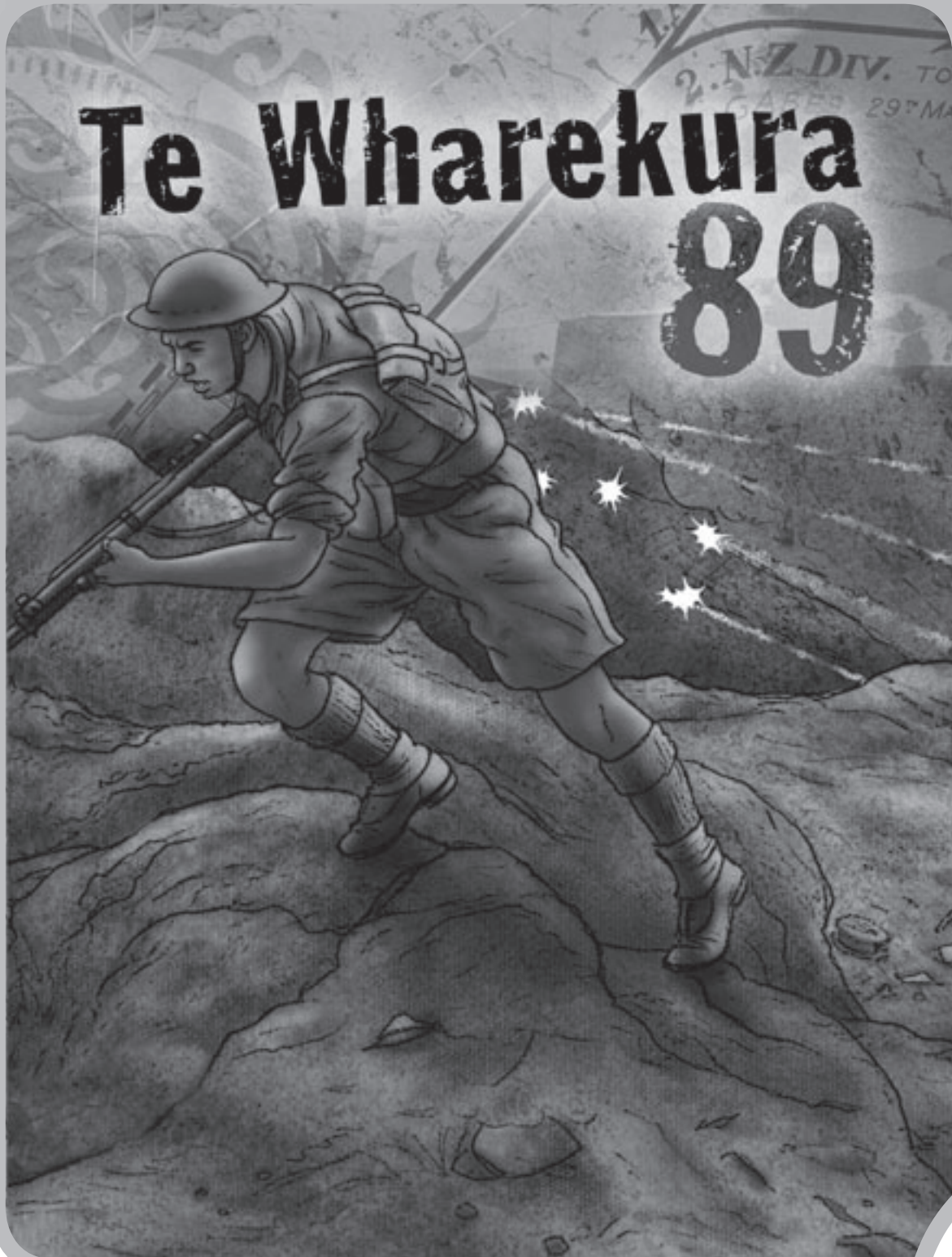




TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

Mā te Pouako



He Kohinga Kōrero mō Te Ope Taua 28

**Tau
11-13**

He Mihi

Tēnei te mihi nā Te Tāhuhu o te Mātauranga me Te Pou Taki Kōrero ki ngā tāngata katoa, nā rātou tēnei rauemi i hāpai. Tēnā koutou.

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I hangaia tēnei rauemi hei tautoko i
Te Marautanga o Aotearoa

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“Ko te reo Māori te kākahu o te whakaaro,
te huarahi i te ao tūroa.”

nā Tā Hēmi Henare, 1984

He Kupu Whakataki

Introduction

Ko te huinga pukapuka *Te Wharekura* he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. E hāngai ana ngā pukapuka *Te Wharekura* ki ngā ākonga kei ngā tau 11–13. Ko te arotahinga o tēnei putanga ko Te Ope Taua Māori i te Pakanga Tuarua o te Ao.

The *Te Wharekura* series is a collection of historical and contemporary stories compiled to appeal to an adolescent audience. It is intended for students in years 11–13. This issue focuses on the stories of The Māori Battalion.

Te Whāinga o Tēnei Pukapuka

Purpose

He mea waihanga tēnei pukapuka hei tautoko i ngā pouako ki te:

- tautohu hononga ki *Te Marautanga o Aotearoa*
- whakahāngai i ngā kōrero o te putanga nei ki tā te kura hōtaka reo matatini
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ngā momo ngohe ako
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuetanga ki te ākonga.

The Teacher Support Materials are designed to assist teachers to:

- identify the appropriate links with *Te Marautanga o Aotearoa*
- identify possible ways in which to apply the text to school literacy programmes
- extend the context and application possibilities of the text through learning activities
- highlight the skills and knowledge that is being focused on and identify possible learning strategies.

He Hononga ki Te Marautanga o Aotearoa

Links to Te Marautanga o Aotearoa

Koia nei ētahi hononga ki Te Marautanga o Aotearoa, nō ngā wāhanga ako o Te Reo Māori me Tikanga ā-lwi. He hononga anō ki ētahi atu wāhanga ako engari mā te pouako tonu e whiriwhiri ko ēhea ngā wāhanga ako me ngā whāinga paetae hei whakaako māna.

Here are some links to the Te Reo Māori and Tikanga ā-lwi learning areas of Te Marautanga o Aotearoa. Links can be made to other learning areas in Te Marautanga o Aotearoa, however teachers should select learning areas and learning objectives appropriate for their students.

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
6	Te Reo Māori	ā-Tā (āheinga reo)	Ka whakaaro nuitia ngā pūkenga ka whakamahia e te kaituhi, e te kaitā e rangona ai tōna ake wairua tuhi, wairua tā rānei.
6	Te Reo Māori	ā-Tā (rautaki reo)	Ka whakahāngai i ngā āhuetanga o te whakatakoto kōrero hei whakaihi i te kaipānui kia aro mai ki tā te kaituhi e hiahia ai.
7	Te Reo Māori	ā-Waha (puna reo)	Ka whakaputa i ngā momo kōrero Māori ake nei, reo kē atu rānei hei whakaniko ake i te whakawhitinga.
8	Te Reo Māori	ā-Waha (puna reo)	Ka whakaputa i ngā kupu, ngā kīanga me ngā rerenga hei whakapuaki kare ā-roto.
7	Tikanga ā-lwi	Hītori	Ko ngā āinga me ngā rōpū o mua i whakaawe i ngā pūtaketanga me ngā otinga o ngā tūāhua o mua e whai tikanga ana ki Aotearoa.

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of Stories and their Language Features

E ono ngā kōrero o roto i te pukapuka *Te Wharekura 89*, ā, kotahi hoki te rārangi pārongo. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi tauira nō roto tonu i ia kōrero. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā, o tēnā momo tuhituhi.

There are six pieces of writing in the book *Te Wharekura 89* as well as a list of information at the back. The following pages provide a brief overview of each story, the language style, features of the language style and some examples from the story. The intention is that students will begin to gain an understanding of the range of language styles and their features.

He Maumaharatanga ki te Pakanga Tuarua o te Ao

nā Dick Grace

He taki whaiaro (*Personal recount*)

Tirohia te whārangi 10 o tēnei pukapuka.

He tirohanga i ngā tau o mua, i te wā o te Pakanga Tuarua o te Ao. I whakahua mai te āhua o te tupuranga i Tūpāroa, te ngākaunui o te tangata, tētahi ki tētahi. I kōrero hoki te kaituhi mō te āhua o te kōhi pūtea hei hoko i te taraka Te Rau Aroha.

In this memoir, Dick Grace recounts life as a schoolboy in an East Coast Māori settlement during the Second World War. He recalls how the community contributed to the war effort by raising money for Te Rau Aroha, a canteen truck for the Māori Battalion.

Te Tohu Toa o Te Moana-nui-a-Kiwa Ngārimu

nā Wiremu T. Ngata

He taki whānui (*General recount*)

Tirohia te whārangi 11 o tēnei pukapuka.

Kātahi rā te ihi, te wehi, me te wana o ō tātou hōia ki te mura o te ahi. Kei tēnei kōrero ka kite tātou i te take i whiwhi ai a Te Moana-nui-a-Kiwa Ngārimu i tana tohu toa, te Rīpeka a Kuini Wikitōria.

The bravery of our soldiers is really shown in this article. This story tells us all why Te Moana-nui-a-Kiwa Ngārimu received his award for bravery, the Victoria Cross.

Te Tono

nā Tangihoro Fitzgerald

He tuhinga whakaahua (*Descriptive writing*)

Tirohia te whārangi 12 o tēnei pukapuka.

He rotarota e kōrero ana mō te urunga atu o te iwi Māori ki te Pakanga Tuarua o te Ao. I taua wā tonu kua whai karaitiana te nuinga. Ka whai te whakaari poto i tēnei rotarota poto.

A poem about why young Māori men went to war. This leads into the short play that comes next in the book.

Te Poroporoaki

nā Tangihoro Fitzgerald

He tuhinga whakangahau *(Writing to stimulate the mind and uplift the spirit)*

Tirohia te whārangi 13 o tēnei pukapuka.

He whakaari poto tēnei. Kei te ahu atu te kaipuke *Aquitania* ki Ingarangi. Kei runga ngā hōia Māori me ngā hōia Pākehā. He whakawhiti kōrerorero tēnei i waenganui i te tokorua o ngā hōia Māori me tētahi hōia Pākehā.

This is a short play involving 2 Māori soldiers and 1 Pākehā soldier. They are on board the *Aquitania* heading for England.

Te Kuku o Taku Manawa

nā Te Urikore Biddle

He taki whānui *(General recount)*

Tirohia te whārangi 15 o tēnei pukapuka.

He taki whānui te take o te tuhinga nei *Te Kuku o Taku Manawa*. Kei te aro atu tēnei tuhinga ki ngā whakaari, ngā haka, me ngā waiata i titoa mō te Pakanga Tuarua o te Ao, i titoa rānei i taua wā.

This is a general recount that talks about the play *Te Kuku o Taku Manawa*. It also looks at some of the plays, songs, and haka that were written during or about the war.

He Hokinga Mahara

nā Matiu Love ngā kōrero, nā Hera Black-Taute i whakamāori

He taki whaiaro *(Personal recount)*

Tirohia te whārangi 17 o tēnei pukapuka.

He taki whaiaro te take o te pakikōrero e kīia nei *He Hokinga Mahara*. He hokinga mahara nō te hōia nei, a Matiu Love, i a ia e pakanga ana mō Te Ope Taua 28.

The purpose is to retell a personal experience. The writer describes some of the events that occurred while he was fighting in the 28th Battalion and provides some personal interpretation in the form of personal comments and descriptions of emotional responses.

Ngā Tohu Toa a Te Ope Taua 28

nā Te Pou Taki Kōrero ēnei pārongo i kohi

Tirohia te whārangi 19 o tēnei pukapuka.

He rārangi ingoa, he kohinga whakaahua hoki tēnei o ngā hōia o Te Ope Taua 28 nā rātou i whiwhi tohu toa mō ā rātou mahi i te Pakanga Tuarua o te Ao. Kei ēnei whārangi ētahi whakaahua hoki o ngā tohu toa i whakawhiwhia ki aua hōia.

This is a list of names and collection of photographs of soldiers of the 28th Māori Battalion who were awarded medals for their deeds during the 2nd World War. There are also photographs of the awards given on these pages.

He Huarahi Ako

Teaching Method



He Whāinga Ako

Teaching Purposes

Ki te tautoko i ngā ākonga ki te:

- whakawhānui i ō rātou mōhiotanga mō te Te Ope Taua 28 i te Pakanga Tuarua o te Ao.
- tautohu i ngā momo āhuatanga reo o ngā kōrero taki.
- whakawhanake i ō rātou pūkenga ki te tautohu i ngā take matua ka taka mai i tētahi kōrero taki me te whakaraupapa mai kia tika.
- whakawhānui i ō rātou mōhiotanga o ngā rautaki pānui pukapuka kia taea e rātou te patapatai me te whakamārama i te take o te kaituhi.

To support students to:

- develop their knowledge about the Māori Battalion and their history.
- be able to identify language features of recount texts.
- develop comprehension strategies to identify the main points of a recount text and to put them in sequential order.
- to support the students to develop comprehension strategies to make connections, ask questions, to infer, and to identify the authors purpose and point of view.

He Horopaki Ako

Contexts for Learning

Anei ētahi whakaaro mō ngā horopaki ako ka taea:

- Te Ope Taua 28
- te Pakanga Tuarua o te Ao
- whanaungatanga
- te toa o ngā hōia
- te whakaputa whakaaro whaiaro.

Context for Learning could include:

- The 28th Māori Battalion
- the Second World War
- family connections
- the courage of the soldiers
- expressing personal opinions.

He Ngohe

Activities

Anei ētahi whakaaro mō ngā ngohe e pā ana ki ngā kōrero katoa o roto o *Te Wharekura 89* tērā ka taea e te pouako te whakamahī me ngā ākonga kia tutuki ai ngā whāinga ako. Ka taea e te pouako te whakahāngai ēnei whakaaro ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities which may be used in connection with all the stories in *Te Wharekura 89* that teachers can use to help achieve their teaching purposes. These ideas can be adapted as required to suit the learning objectives and needs of the students.

I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia me ngā ākonga o rātou mōhioanga mō Te Ope Tāua 28 me te Pakanga Tuarua o te Ao.

Ka mutu rā, matapakihia o rātou whakaaro, ka whakawhitiwhiti kōrero mō ngā mea e hiahia ana rātou ki te mōhio mō Te Ope Tāua 28 me te Pakanga Tuarua o te Ao.

Brainstorm what students already know about the Māori Battalion and the Second World War.

Get the students to identify what they would like to find out about the Māori Battalion and the Second World War.

2. Kimihia ngā whenua i hāereeretia ai e ngā hōia o Te Ope Tāua 28.

Tirohia he mahere o te ao, ka akiaki i ngā ākonga ki te kimi i ngā whenua i hāereeretia ai e ngā hōia o Te Ope Tāua 28 i te Pakanga Tuarua o te Ao. Akina rātou ki te matapae i te tawhiti atu i Aotearoa.

Find the places that the 28th Māori Battalion traveled to.

Look at an atlas and get the students to try and find the countries the soldiers of the Māori Battalion travelled to overseas. Encourage them to look at how far away those countries are from New Zealand.

3. Whakamārama atu ki ngā ākonga ngā āhuatanga o te kōrero taki.

Whakamāramahia ētahi āhuatanga o tēnei momo reo tuhi, ka hoatu i ētahi tauira o ēnei āhuatanga (tirohia ngā whārangi o tēnei pukapuka). Hei tauira: te reo tohu wāmua, te reo raupapa, te reo tohu i te mahi a tētahi atu, te reo tautahi, me ngā kupumahi.

Discuss recount texts.

Introduce your students to some of the features of recount texts and give them some examples. For example: past tense expressions, sequencing expressions, third person voice, first-person voice, and verbs.

I te Ākonga e Pānui ana i te Pukapuka

During Reading

The following activities are written as examples of lessons that can be explored with students during reading of the text.

He Maumaharatanga ki te Pakanga Tuarua o te Ao (wh. 3–7)

nā Dick Grace

He whakarāpopototanga

Overview of the Story

He tirohanga i ngā tau o mua, i te wā o te Pakanga Tuarua o te Ao. I whakahuaina mai te āhua o te tupuranga i Tūpāroa, te ngākaunui o te tangata. I kōrero hoki te kaituhi mō te āhua o te kōhi pūtea hei hoko i te taraka Te Rau Aroha.

In this memoir, Dick Grace recounts life as a schoolboy in an East Coast Māori settlement during the Second World War. He recalls how the community contributed to the war effort by raising money for Te Rau Aroha, a canteen truck for the Māori Battalion.

Te momo reo tuhi

Language style

- He taki whaiaro (Personal recount)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Ngā whakaaro whaiaro (Personal comments about the experience)
 - **He hokinga mahara ...**
 - **E maumahara tonu ahau ...**
- Ngā reo tohu wāmua (Past tense expressions)
 - **I te ...**
 - **I taua wā ...**
- Reo tautahi (First person voice)
 - Tino harikoa **tōku** ngākau ...
 - ko **tōku** whānau ...
- Reo raupapa (Sequencing expressions)
 - Nō muri mai ...
 - **Nāwai rā ...**
 - **I muri mai i ...**

He ngohe

Activities

1. Tirohia te whārangi tuatahi, me te toenga o te kōrero, he aha te rerekētanga?

- Look at the first page of the story and then the rest of it, what difference is there in the text?

2. Kimihia tētahi kupu matua mai i te pānui, tētahi kupu hou, kupu pai ki a koe rānei, kātahi ka tuhi i tētahi rotarota pangakupu e hāngai ana ki te kaupapa o te kōrero.

- Identify one of the main words, or a new or interesting word to you, within the text then create an acrostic poem, using that word, that relates to the topic of the story.

3. Wetewetehia ngā kaupapa i taki pēnei i te ināhea?, i aha?, ko wai?, i hea?, he aha ai?

- Tuhia he whakarāpopototanga o te kōrero mā te whakamahi i ēnei āhuatanga.

- Analyse the text and identify when, what, who, where, why within the text.
- Write a summary of the story using these things identified in the text.

Te Tohu Toa o Te Moana-nui-a-Kiwa Ngārimu (wh. 8–12)

nā Wiremu T. Ngata i tuhi, nāna hoki ētahi wāhanga i whakamāori

He whakarāpopototanga

Overview of the Story

Kātahi rā te ihi, te wehi, me te wana o ō tātou hōia ki te mura o te ahi. Kei tēnei kōrero ka taea e tātou te kite i te take i whiwhi ai a Te Moana-nui-a-Kiwa Ngārimu i tana tohu toa, te Rīpeka a Kuini Wikitōria.

The bravery of our soldiers is really shown in this article. This story tells us all why Te Moana-nui-a-Kiwa Ngārimu received his award for bravery, the Victoria Cross.

Te momo reo tuhi

Language style

- He taki whānui (*General recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tohu i te mahi o tētahi atu (*third person voice*)
 - ka tū ki Ruatōria **te hui o Ngāti Porou** ...
 - I reira hoki **ngā iwi** ...
 - **Nāna** i ...
- Reo tohu wāmua (*Past tense expressions*)
 - **Nō** te ...
 - **I** taua hui ...
 - **I** te riri i ...
 - **Nāna** i ...
 - ... **i** tū māia ...
- Reo raupapa (*Sequencing expressions*)
 - ... **i te 26 o Maehe** ...
 - **Inamata** ...
 - **Kātahi ka** ...
 - **Ka kōwae te ata** ...
- Kupumahi (*verbs*)
 - hei **whakanui** ...
 - Nāna i **whakaeke** i tētahi taukahiwi ...
 - I **ārahia** tikatia e ia ...

He ngohe

Activities

1. Whakaritea he kauwhata whakaahua o ngā mātua o Ngārimu heke iho ki a ia.

- Create a pictograph of Ngārimu's parents down to him

2. Mā ngā ākonga e rangahau ngā tāngata e toru mai i te kōrero. Mā ia ākonga e tuhi kōrero mō ia tangata. Kohia ngā kōrero kātahi ka waihanga i tētahi whakaaturanga PowerPoint, i tētahi pukapuka rānei hei taonga mō te whare pukapuka o te kura.

- Ask students to go and research three people mentioned in the text. Create a profile on each of them. Collate all findings and create a PowerPoint presentation or a book for the school library.

3. Whakaritea he kauwhata pātai. I mua i te pānui pukapuka me whakatakoto pātai ngā tamariki e pā ana ki te kaupapa o te kōrero. I a rātou e pānui ana ka tuhi ia tamaiti i āna whakautu ki āna ake pātai.

- Create a questions table. Students pose questions they would like to know the answers to and then they record any answers that they find in the text.

Te Tono (wh. 13)

nā Tangihoro Fitzgerald

He whakarāpopototanga

Overview of the Story

He rotarota e kōrero ana mō te urunga atu o te iwi Māori ki te Pakanga Tuarua o te Ao. I taua wā tonu kua whai karaitiana te nuinga. Ka whai te whakaari poto i tēnei rotarota poto.

A poem about why young Māori men went to war. This leads into the short play that comes next in the book.

Te momo reo tuhi

Language style

- He tuhinga whakaahua whānui (Descriptive writing)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo ā-kaupapa (Words and expressions specific to an area of knowledge)
 - ... **riri nui** ...
 - ... **te Ope Tuatahi** ...
- Te whakatangata (Personification)
 - ... mā **inoi** e whakatuwhera, mā **inoi** anō e whakakapi ...

He ngohe

Activities

1. Mā ngā ākonga e āta pānui te whiti nei, kātahi ka whakautu i ēnei pātai:
 - Nā wai i kī me haere rātou?
 - He aha te take i haere ai rātou?
 - Nā wai te huarahi i para kē?
 - Ka kite te ao i te aha?

- Get your students to read this text carefully, then answer the following questions:
 - Who said they should go?
 - Why did they go?
 - Who went first (according to the text)?
 - What would the world see (according to the text)?

2. Tonoa ki ngā ākonga kia tirohia te whakaahua kei te whārangi 13. Tonoa rātou kia tuhi i tētahi kupumahi, tētahi kupu āhua, me tētahi kupu ingoa kua toko ake i ō rātou whakaaro i te tirohanga tuatahi ki te whakaahua. Mā ēnei kupu ka titoa e rātou tētahi rerenga kōrero kia 15, iti ake rānei, ngā kupu. Mā te ākonga tāna ake tuhinga e pānui ki tētahi atu me te whakamārama atu te take i kōwhiria ai e ia aua kupu.

- Ask students to look at the photo on page 13. Direct them to write 1 verb, 1 adjective, and 1 noun from their immediate reaction on first seeing the photo. Using these words they then write a sentence relating to the picture of no more than 15 words. Get the student to read their sentence to another person and explain why they selected their words.

Te Poroporoaki (wh. 14–15)

nā Tangihoro Fitzgerald

He whakarāpopototanga

Overview of the Story

Kei te kaupare atu te kaupuke *Aquitania* ki Ingarangi. Kei runga ngā hōia Māori me ngā hōia Pākehā. He whakawhiti kōrerorero tēnei i waenganui i te tokorua o ngā hōia Māori me tētahi hōia Pākehā.

This is a short play involving 2 Māori soldiers and 1 Pākehā soldier. They are on board the *Aquitania* heading for England.

Te momo reo tuhi

Language style

- He tuhinga whakangahau (*Writing to stimulate the mind and uplift the spirit*)
- He whakaari whakangahau (*Play*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo whakaahua (*Descriptive language*)
 - ***Ka whiwhi hoa a Paikea ...***
 - Kīwaha
 - ***Ka mau te wehi ...***
 - ***Ā koinā!***
 - ***Ā nē rā?***
 - ***Hei aha noa ...***
 - Reo ā-iwi
 - ... i ***wā*** rātou pū.
-

He ngohe

Activities

1. Tonoa ngā ākonga kia kōrero mai mō tētahi wā i noho motuhake rātou ki waenganui i te rahi nā tētahi o ōna āhuatanga rerekē pērā i:

- ko ia anake te kanoahi Māori
- kāore ia i te mōhio ki tētahi kaupapa e matatau ana pērā i ōna hoa
- ka mau kākahu i tuku ihotia i ōna tuākana engari ko ōna hoa – he kākahu whai ingoa rongonui tō rātou.

Ka kōrero mō ō rātou kare-ā-roto i taua wā tonu.

- Students describe a time where they were singled out when in a group.

2. Mā ngā ākonga te whakaari e pānui, kātahi ka whakautua ēnei pātai:

- Ko wai ngā kiripuaki?
- Ki tō whakaaro, he Māori katoa rātou kei runga i te kaipuke?
- Nā te aha i uiui ai ētahi o ngā hōia ki tētahi atu o ngā hōia?
- Whakamāramahia tēnei kōrero, “Ko aku tino kupu ko kai, ko pia, ko moe.” He aha te take ko ēnei kupu ngā tino kupu ki taua kiripuaki?

- Get your students to read the play carefully, then answer the following questions:
 - Who are the characters?
 - Do you think that all the people on board the boat are Māori?
 - Why are some of the soldiers questioning one of the other soldiers?
 - Explain the statement, “Ko aku tino kupu ko kai, ko pia, ko moe.” Why do you think these are the characters favourite words?

3. Ka noho takiwhā ngā ākonga kia pānui ā-waha, kia whakaari ai i ngā kupu o te kōrerorero. Ka matapae ngā ākonga takiwhā ka aha te ia o te kōrero i te Wāhanga 2 o te kōrerorero (mēnā kāore i oti mai i te kōrero a te kaikōrero). Me tuhi ā rātou whakapae hei kōrerorero.

- In groups of 4, students read aloud and act out the dialogue. They then predict what the next scene would be like and what the conversation would include in the second scene (if the play did not finish with the kaikōrero’s concluding statement). The students then write their prediction as a dialogue.

Te Kuku o Taku Manawa (wh. 16–19)

nā Te Urikore Biddle

He whakarāpopototanga

Overview of the Story

He taki whānui te take o te whakaari nei *Te Kuku o Taku Manawa*. Kei te aro atu tēnei tuhinga ki ngā whakaari, ngā haka, me ngā waiata i titoa mō te Pakanga Tuarua o te Ao, i titoa rānei i taua wā.

This is a general recount that talks about the play *Te Kuku o Taku Manawa*. It also looks at some of the plays, songs, and haka that were written during or about the war.

Te momo reo tuhi

Language style

- He taki whānui (*General recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tohu i te mahi a tētahi atu (*Third person voice*)
 - Ki te pā mai he raru **ki tētahi o ngā hōia** ...
 - Ka tīmata **ngā tāura me ngā tauira** ...
 - **I a ia** e tito ana ...
 - **E ai ki ngā kōrero** ...
- Reo tohu wāmua (*Past tense indicators of time*)
 - Ki tētahi whakaari **i** tū ...
 - **Nō** muri noa mai ...
 - **I** a Tuini e tito ana ...
- Reo raupapa (*Sequencing language*)
 - **Nō muri mai** i te pānuitanga ...
 - **Tae noa mai** ki te rangi nei ...
- Kupumahi (*Verbs*)
 - kanikani
 - tito
 - waiata
- Kupu āhua (*Adjectives*)
 - He **rehe** a Tuini
 - Ko ia te wahine **rongonui**
- Rere hāngū (*Passive phrases*)
 - ... i **pīkauhia e** ngā whānau Māori ...
 - ... i **rangona e** te kuia ...
 - I **waiatatia ngā** waiata ...
 - **Ka waiatatia** hoki ēnei waiata ...

He ngohe

Activities

1. I ngā ākongā e pānui ana i te kōrero nei, mā rātou e kimi ngā whakautu ki ēnei pātai:
 - He aha te tohu o te hōiho mā?
 - He aha ētahi kupu nā te kaituhi i whakamahi hei whakaahua i a Tuini Ngāwai?
 - He aha ētahi waiata i titoa i ngā tau o te Pakanga Tuarua o te Ao?
 - He aha ētahi ingoa o ētahi kanikani o taua wā?

- While the students are reading, get them to find the answers to the following questions:
 - What did the white horse in the play signify?
 - What are some of the words the writer used to describe Tuini Ngāwai?
 - Name some of the songs that were written during the war years.
 - What are the names of some of the dances from those times?

2. Pānuihia anō te paki *Te Kuku o Taku Manawa* kātahi ka whakaraupapa te ākongā i ngā rerenga nei kia rite ki te horopaki o te paki.
 - He nui ngā wā i rangona ngā waiata a Tuini, kei ngā tōpito katoa o te motu i rangona.
 - I te hokinga mai o ngā hōia Māori, ka tū ētahi hui anō ki te kāinga nei.
 - I te ūtanga mai o te kaipuke mai i tāwāhi ki Te Whanganui-a-Tara, ko te tini me te mano tāngata i tae ki reira ki te whakatau mai i ngā hōia ki te kāinga – pakeke mai, mokopuna mai.
 - He rehe a Tuini ki te whakahua i te reo o ngā kare-ā-roto o te iwi i noho mai ki te kāinga, i roto i ōna waiata.
 - Ka waiatatia hoki ēnei waiata ki ngā hui katoa i ngā wā o te pakanga nei.
 - I muia katoa ngā rori e te maha o ngā tāngata e pōhiri ana i ā tātou hōia Māori. Ka haere ko ngā waiata, ko ngā haka ki te taha o te rori.

- Read *Te Kuku o Taku Manawa* again, then put the text given into order as it appears in the text.

3. I te ākongā e pānui ana i te kōrero, māna e kimi ētahi rerenga kōrero e ōrite ana ki ngā mea e whai ake nei:
 - Mehemea ka raru tētahi hōia ...
 - E reka ana te rongō ...
 - Ko te rahinga ...
 - Ka haere tōtika ...
 - Nō muri noa mai ...
 - He maha ngā wā i rongōa ...
 - I pango ngā rori i te maha ...
 - Ko te tini me te maha tāngata ...

- While the students are reading the text get them to identify text with the same or similar meaning to the phrases given.

He Hokinga Mahara (wh. 20–25)

nā Matiu Love ngā kōrero

nā Hera Black-Taute i whakamāori

He whakarāpopototanga

Overview of the Story

He taki whaiaro te take o te kōrero e kīia nei *He Hokinga Mahara*. He hokinga mahara nō te hōia nei, a Matiu Love, i a ia e pakanga ana mō Te Ope Taua 28.

The purpose is to retell a personal experience. The writer describes some of the events that occurred while he was fighting in the 28th Battalion and provides some personal interpretation in the form of personal comments and description of emotional responses.

Te momo reo tuhi

Language style

- He taki whaiaro (*Personal recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tautahi (*First person voice*)
 - Ko **au** tētahi o ngā hōia ...
 - ... he nui ngā kaupapa i mahia e **au**, ...
 - Nā **taku** urunga atu ki Te Hokowhitu a Tū ...
- Whakaaro whaiaro (*Personal comments*)
 - Tekau mā whitu aku tau, **he tama nanakia au** i te taha o ōku hoa.
 - Koia te wā **e whakatā ana mātou** ...
 - ... **kāore au i te ora**.
 - ... **ka mau haere i a au te reo Itāriana** ...
- Reo tohu wāmua (*Past tense expressions*)
 - **I** te wā i Itāria ...
 - Otirā, **i** taua wā, ka ...
 - **I** tētahi rā ...
- Kupumahi (*Verbs*)
 - E **mīhi** atu nei ...
 - I **haere** ki te mura o te ahi ...
 - **Pahū** ana te tangi mai ...
 - Ka **wehe** mātou i Itāria, ...
 - ... ka **piki** mātou ko aku hoa ...

He ngohe

Activities

1. I te ākongā e pānui ana māna e whakahoki ngā pātai e whai ake nei:

- E hia ngā tau o Matiu i a ia e kuhu ana ki Te Hokowhitu a Tū?
- I aha i mua i te taenga o te matekai ki a Matiu?
- He aha rā te take i whānako parāoa ngā hōia?
- Ko wai tētahi hoa hōia o Matiu?
- I haere tēnei koroua a Matiu ki tēhea kura tuarua?
- He aha ngā hua o te urunga atu a Matiu ki Te Hokowhitu a Tū?
- Ki te haere tētahi tangata ki tāwāhi, he aha rā te whakatūpatotanga a Matiu ki a ia?
- E hia ngā tau o te koroua nei, a Matiu, i te wā i tuhia ai te kōrero?

- While the student is reading get them to answer these questions related to the text.

2. Mā te ākongā tētahi o ngā whakaahua, pikitia rānei e whiriwhiri mai i te kōrero. Māna tētahi tuhinga hou e whakatakoto e hāngai ana ki taua pikitia, whakaahua rānei. Mā te ākongā ētahi o ngā kupumahi, kupu ingoa, kupu āhua rānei kei taua whārangi anō e whakamahi i roto i tāna ake tuhinga.

- Get each student to pick one photo or picture from the story and compose another piece of writing about that photo or picture. Their writing must relate to the topic of the story and use verbs, nouns, or adjectives that appear on the same page as the picture or photo that they have chosen.

Ngā Tohu Toa a Te Ope Taua 28 (wh. 26–31)

nā Te Pou Taki Kōrero ēnei pārongo i kohi

He whakarāpopotanga

Overview of the Story

He rārangi ingoa, he kohinga whakaahua hoki tēnei o ngā hōia o Te Ope Taua 28 nā rātou i whiwhi tohu toa mō ā rātou mahi i te Pakanga Tuarua o te Ao. Kei ēnei whārangi ētahi whakaahua hoki o ngā tohu toa i whakawhiwhia ki aua hōia.

This is a list of names and collection of photographs of soldiers of the 28th Māori Battalion who were awarded medals for their deeds during the 2nd World War. There are also photographs of the awards given on these pages.

He ngohe

Activities

1. Mā ia ākongā tētahi ingoa e whiriwhiri mai i te rārangi ingoa kātahi ia ka kimi:
 - He aha te tohu toa i whakawhiwhia ki taua tangata?
 - He aha te take i whiwhi ai ia i taua tohu?
 - Nō hea taua tangata?
 - Kei roto taua tangata i tēhea kamupene o Te Ope Taua 28?

I Muri i te Pānui Pukapuka

After Reading

Ka taea te whakamahi ēnei ngohe hei aromatawai, hei whakawhānui hoki i ngā pūkenga o ngā ākonga.

Possible assessment and extension activities.

- Ākina ngā ākonga ki te matapaki i ngā pātai nei:
 - He aha ngā akoranga matua ka mau i a tātou mai i tēnei pukapuka?
 - He aha ngā pātai i tuhia e koe i mua i tō pānui i te pukapuka nei? Kua whakautua ō pātai? Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, te whare pukapuka, te Ipurangi, ō whanaunga rānei.

- Get students to discuss the following questions:
 - What are the main ideas we have learnt from reading this book?
 - What were the questions you wrote before you read the book? Have your questions been answered? If not, try and find some answers in another way, try the library, the Internet, or perhaps ask family.

- Me tautohu ngā tauira o te reo whakaahua i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea tēnei reo e āwhina ai i te kaipānui ki te whai atu i te whakaaro o te kaituhi. Hei tāpiri atu, me whakamārama atu mā te whakamahi i te maha atu o ngā momo tauira o te reo whakaahua ka pārekareka te kōrero.

Identify the descriptive text in the book and talk to the students about how it helps the reader to identify with the feelings of the writer. You could also talk about how the use of descriptive language makes writing sound more interesting.

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting in learning and planning next learning steps

- Kia rangahau ngā ākonga i ētahi ōritenga, i ētahi rerekētanga hoki i waenganui i te oranga o ngā tāngata i te wā o te Pakanga Tuarua o te Ao me te oranga o te ākonga ināianei. Kia whakaaro rātou ki ngā mea pēnei i ngā āhuetanga e hāngai ana ki te kai, ki te haere ki tāwāhi, ki te momo hangarau, te aha atu rānei.

Encourage students to research other similarities and differences between how people lived during World War Two and how students live now. They could look at things such as food, travel, technology, and so on.

- Kia uiui ia tamaiti i tōna koro, i tōna kuia rānei mō ngā āhuetanga o ia rā i a ia e tamaiti ana. Kātahi ka whakaatu i āna pārongo mā te whaikōrero, mā te whakaaturanga PowerPoint rānei.

Get students to interview either their koro or kuia about what daily life was like for them as children. Then they present their information either as a speech or a PowerPoint presentation.

Ngā Rauemi Āwhina mā te Ākonga

Student Resources

Ngā Pukapuka

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Ngata, H. M. (1995). *English-Māori Dictionary*. Te Whanganui-a-Tara: Te Pou Taki Kōrero.

Soutar, Monty, (2008) *Ngā Tama Toa. The Price of Citizenship*. Auckland: Bateman

Te Taura Whiri i te Reo Māori (2008). *He Pātaka Kupu: te kai a te rangatira*. Te Whanganui-a-Tara: Raupō.

Williams, H. W. (1971). *Dictionary of the Māori Language*. Te Whanganui-a-Tara: Government Print

Te Ipurangi

Auckland War Memorial Museum www.aucklandmuseum.com/

He Pātaka Kupu www.korero.maori.nz/home.html

Māori Battalion www.28maoribattalion.org.nz/photo-gallery/call-to-arms?page=1

www.28maoribattalion.org.nz/photo/maori-reinforcements-leaving-rotorua

www.28maoribattalion.org.nz/photo/the-spirit-bayonet-pte-eruera-dennis-hamon-c-company-1941

www.28maoribattalion.org.nz/photo/haka-maadi-egypt

www.28maoribattalion.org.nz/photo/m%C4%81ori-battalion-egypt

www.28maoribattalion.org.nz/photo/a-hangi-italy-1944

NZ Folksong http://folksong.org.nz/te_ope_tuatahi/index.html

<http://folksong.org.nz/etehokowhitu/multimedia/index.html>

Te Ao Hou <http://teaohou.natlib.govt.nz/journals/teaohou/index.html>

Te Ara www.teara.govt.nz

Te Taura Whiri i te Reo Māori www.tetaurawhiri.govt.nz

Ngā Tohutoro mā te Pouako

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- Goulton, F., Lediard, S., Butts, F., Karatea, M., Te Whāiti, W. (2008). *He Kura Tuhituhi me he Manu Taketake: Te Pukapuka Aratohu mā te Kaiako*. Te Papa-i-oea: Aronui
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- Te Tāhuhu o te Mātauranga (2008). *Te Marautanga o Aotearoa*. Wellington: Te Pou Taki Kōrero

He Kupu Taka

k

kaupare *travel (away from)*

kōrero tauritenga *analogy*

p

para *show bravery*

r

rehe *expert*

rotarota pangakupu *acrostic poem*

t

te kuku o taku manawa *the love of a persons life*



TE TĀHUHU O TE MĀTAURANGA

Ministry of Education

Te Kawanatanga o [Aotearoa](#)

