

Mā te Pouako Te Wharekura 92

Te Mana o te Kata

Tau 11–13

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***Ko te reo Māori te kākahu o te whakaaro,
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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 Mana o te Kata.

The Wharekura series is a collection of traditional and contemporary stories intended for an adolescent audience. Te Wharekura journals are for students in years 11–13. This issue focuses on Te Mana o te Kata.

Te Whāinga o Tēnei Pukapuka

Purpose

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

- tautohu hononga ki *Te Marautanga o Aotearoa*
- tautohu hononga ki ngā Taumata Mātauranga ā-Motu ka Taea
- 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.

This resource is intended to assist teachers to:

- identify links to *Te Marautanga o Aotearoa*
- identify links to the National Certificate of Educational Achievement Standards
- align the text to school literacy programmes
- extend the context and uses of the text with examples of learning activities
- highlight learning strategies which support the focus skills and knowledge of each story.

He Hononga ki Te Marautanga o Aotearoa

Curriculum Links

Anei ētahi hononga ki ngā wāhanga ako o Te Reo Māori nō Te Marautanga o Aotearoa. 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 Te Reo Māori learning area of Te Marautanga o Aotearoa. Links can be made to other learning areas, however teachers should select which learning areas and achievement objectives to teach.

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
6	Te Reo Māori	ā-Waha (Puna Reo)	Ka whānui tonu ngā kupu me ngā momo rerenga e tika ana mō ētahi momo kōrero, pēnei i te matapaki, i te tuku pūrongo, i te taupatupatu, arā atu, arā atu.
6	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakahāngai i ngā āhuatanga 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.
7	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka torotoro, ka whakahiato, ka whakarite i ngā rautaki rangahau mai i te puna mōhio whānui.
8	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakarite rautaki rangahau hei whakawhānui ake i ōna pūkenga rangahau.

Hononga ki ngā Taumata Mātauranga ā-Motu ka Taea

Links to National Certificate of Educational Achievement Standards

E tautohu ana tēnei tūtohi i ngā paearu e tautoko ana i te pukapuka. E hāngai ana ngā tūmahi ki ngā paearu paetae, ā, e tautoko ana i ngā whakamahukitanga o ngā aromatawai ā-waho, aromatawai ā-roto hoki mō te pānui me te tuhituhi. Ka āhei ngā pouako e whakaako ana i Te Reo Māori, i Te Reo Rangatira rānei ki te whakamahi i tēnei pukapuka. E arotahi ana ki Te Reo Rangatira i te taumata 1, ki Te Reo Māori i te taumata 3.

The table below identifies the standards that are supported through this journal. The activities are aligned to the achievement standards of NCEA and are designed to support the assessment specifications for pānui and tuhituhi. This journal may be used by those teaching Te Reo Māori and also by those teaching Te Reo Rangatira. The focus for Te Reo Rangatira is level 1, and for Te Reo Māori it is level 3.

Paerewa Paetae Achievement standard	Putanga Version	Taumata Level	Whiwhinga Credits	Aromatawai Assessment	Ngohe Activities
Te Reo Rangatira					
Pānui i ngā tuhinga huhua noa. AS90137	1	1	4	Aromatawai ā-waho External	1–2

<i>Āta hanga i tētahi tuhinga.</i> AS90803	1	1	4	Aromatawai ā-roto Internal	3–9
<i>Tuhituhi kōrero e hāngai ana ki te kaupapa.</i> AS90804	1	1	3	Aromatawai ā-waho External	3–9
Te Reo Māori					
<i>Pānui kia whai māramatanga i te reo o te ao whānui.</i> AS90781	1	3	3	Aromatawai ā-waho External	1–2
<i>Hanga tuhinga auaha i te reo o te ao whānui.</i> AS90783	1	3	4	Aromatawai ā-roto Internal	3–9
<i>Pānui kia wetewete i te reo o te ao whānui.</i> AS90784	1	3	3	Aromatawai ā-waho External	1–2, 7

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of Stories and their Language Features

Tekau-mā-waru ngā kōrero o roto i *Te Wharekura 92*. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi o ia kōrero, 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 momo tuhituhi, o tēnā momo tuhituhi.

There are 18 stories in *Te Wharekura 92*. The following pages provide a brief overview of each story. They point out the language style of each story, features of that style, and some examples from the story. The intention is that students are able to explore the range of writing styles and the features of each style.

He Huarahi Ako

Teaching Method

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- whakawhanake i ō rātou mōhiotanga e pā ana ki te orokohanga o te whare tapere
- tautohu i ngā momo āhuatanga reo o ngā tuhinga pūrākau whakamārama
- whakawhanake i ō rātou pūkenga ki te tautohu i ngā take matua o tētahi pūrākau me te whakaraupapa tika mai i aua take
- whakawhānui rautaki whakamārama kia taea ai te whakamahi hononga i waenganui i ngā ariā, te pātai, te hīkaro, me te tautohu i te pūtake me te whakaaro o te kaituhi.

To support students to:

- develop their knowledge of the origins of te whare tapere
- identify language features of explanatory narratives
- develop their skills in identifying the main points of a text, and putting them in sequential order
- develop comprehension strategies to make connections between ideas, to ask questions, to infer, and to identify the author's purpose and point of view.

He Horopaki Ako

Contexts for Learning

Anei ētahi whakaaro mō ngā horopaki ako, ko:

- te whare tapere
- te whakapapa
- te mana wahine, te kaiārahi wahine Māori
- ngā pūrākau
- ngā tūhono ā-iwi.

Contexts for learning could include:

- te whare tapere
- genealogy
- the mana of women, Māori female leadership
- legends
- tribal connections.

He Ngohe

Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero katoa o *Te Wharekura 92*. Ka taea e te pouako te whakamahi kia tutuki ai ōna whāinga whakaako. Ka taea anō e te pouako te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some activities aligned with all the stories in *Te Wharekura 92*. Teachers can use these to achieve their teaching objectives. Teachers can adapt these ideas to align with the learning objectives and needs of the students.

I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia ngā mōhiotanga o ngā ākonga e pā ana ki ngā tākaro whai. Tautohua ngā āhuatanga o te tākaro whai e hiahia ana ngā ākonga ki te mōhio.

Brainstorm what students already know about string games. Students identify what they would like to find out about string games.

2. Ohia manomanotia ngā mōhiotanga o ngā ākonga e pā ana ki te whare tapere. Tautohua ngā āhuatanga o te whare tapere e hiahia ana ngā ākonga ki te mōhio.

Brainstorm what students already know about te whare tapere. Students identify what they would like to find out about te whare tapere.

3. Pānuihia ētahi pūrākau mō Māui, mō Hinauri, mō Tinirau, mō Hineteiwaiwa, mō Kae hoki. Ākina ngā ākonga kia matapaki i ō rātou pānga ki te orokohanga o te whare tapere. Tonoa ngā ākonga ki te tā i te pānga o ia tangata ki te whare tapere.

Read some stories about Māui, Hinauri, Tinirau, Hineteiwaiwa, and Kae. Encourage students to discuss their connection to the origins of te whare tapere. Students map out each person's connection to te whare tapere.

4. Whakamāramahia atu ētahi āhuatanga o te tuhinga pūrākau whakamārama, ā, whakaaturia ētahi tauira o ēnei āhuatanga ki a rātou. Hei tauira: te reo raupapa, te reo whakaahua, te reo tūhono i te take me te pānga, me te kupu tāruarua.

Explain the language features of explanatory narrative texts, and give them some examples. For example: sequencing expressions, descriptive language, expressions of cause and effect, and duplicated words.

Te Tākaro Whai (wh. 2–3)

<p>He whakarāpopototanga He karakia tēnei e whakamārama ana i ngā mahi whai wawewawe a Māui.</p> <p>Summary This traditional chant explains the string game.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> – A’ – nā kapekape au’ – noa – ... whai wawewawe a Māui ... – ... ki te whakangahau e pārekareka ai ... – Ki a Tūhoe, ko Tīremiremi.

Ko Māui rāua ko Irawaru (wh.4–5)

<p>He whakarāpopototanga He kōrero tēnei mō te haerenga o Māui rāua ko tana taokete, a Irawaru, ki te hī ika, me te pūtakenga mai o ngā tautohetohe i waenganui i a rāua.</p> <p>Summary This is a story about Māui and his brother-in-law, Irawaru, going fishing, and the cause of the conflict between them.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira: <ul style="list-style-type: none"> – I tētahi rā, ... – Ka tō haere te rā, ...

Te Hurihanga (wh. 6)

<p>He whakarāpopototanga I konei, ka rongo i te hua o ngā tautohetohe i waenga i a Māui rāua ko Irawaru.</p> <p>Summary Here we learn about the outcome of the quarrel between Māui and Irawaru.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) Hei tauira: <ul style="list-style-type: none"> - Ka hinga tāpapa atu a Irawaru, ka tau paroro mai, ē, whati ana tana tuaiwi. - Ka huri te tinana o Irawaru.

Te Kurī (wh. 7)

<p>He whakarāpopototanga I konei, ka rongo i ngā mahi hanariki a Māui ki te huri i tana taokete hei kurī me ngā āhuatanga i pā ki a Hinauri, te tuahine o Māui.</p> <p>Summary Here we learn about how Māui transformed his brother-in-law into a dog, and how it affected Hinauri, the sister of Māui.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> - ... kai te waka e tohatoha haere ... - Ka menemene a Māui ki a ia anō. - Ka pekepeke, ka tangitangi, ka torotoro ... - ... i te kikokiko o te kurī, ...

Hinauri (wh. 8–9)

He whakarāpopototanga

Nō te kitenga o Hinauri kua huri tōna tāne hei kurī, ka whiua e ia tōna tinana ki ngā ngaru kia riro atu ki te moana. Kāre i toremi, engari nā tētahi ia i whakaora, ā, ka tapaina ki tētahi ingoa kē e tōna kaiwhakaora.

Summary

When Hinauri saw that her husband had been transformed into a dog, she threw herself into the waves to be consumed by the ocean. She did not drown. Instead she was saved and renamed by the person who saved her.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - I te tīahotanga mai o te marama ... - I taua wā pā pōuri ... • He reo whakaahua (<i>Descriptive language</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - I taua wā pā pōuri, ngākau hāwarea mō Irawaru, ... - ... kia haukerekerehia e ngā ngaru nui ... - ... i a ia e pōteretere ana i runga, i roto i ngā ngarungaru moana.

Hineteiwaiwa (wh. 10–11)

He whakarāpopototanga

I konei, ka rongo kōrero mō Hineteiwaiwa me te kōingo o tōna ngākau ki tētahi tangata purotu, ko Tinirau. Ka haere ia ki te rapu i a ia. Nā āna mahi hanariki, whaiwhaiā hoki, ka riro i a ia a Tinirau hei tāne mōna.

Summary

Here we learn how Hineteiwaiwa yearned for a handsome man, Tinirau. She went in search of him. Using trickery and witchcraft she obtained the affection of Tinirau and he became her husband.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - I tēnei wā tonu ... - Kātahi ka ... - Ka taka te pō ... • He reo whakaahua (<i>Descriptive language</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - ... tēnei tangata purotu, o Tinirau ...

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	<ul style="list-style-type: none">- Ka tipu te mate kanehe ...- Hīkoi atu ana a Tinirau me te pukuriri i roto i tōna puku.- Pakepakē ana te taiao, muramura ana ngā tipu, koropupū ana te wai, rere ana te wehiwehi.- ... ka pau te hau, ka where te tinana, ka pauku.
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Te Punarua a Tinirau (wh. 12)

He whakarāpopototanga

E hāngai ana tēnei kōrero ki te moenga o Hineteiwaiwa rāua ko Tinirau. Nā te roa o Tinirau e ngaro ana, ka takatū āna punarua ki te rapu i a ia. Ka kite a Tinirau i te haramai āna punarua, ka whakatūpato i a Hineteiwaiwa, kātahi ka whawhai atu ia ki a rāua. I te mutunga iho, i ora a Hineteiwaiwa, ka whakahokia atu e Tinirau tana wahine hou ki tōna kāinga.

Summary

This story is connected to the union of Hineteiwaiwa and Tinirau. Because Tinirau had been missing for some time, his two other wives went to search for him. When Tinirau found out that his wives were approaching, he warned Hineteiwaiwa, and went to confront them. The outcome was that Hineteiwaiwa survived, and Tinirau took his new wife back to his village.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuetanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - I te āwangawanga rāua ... - Kua rūpeke ia ki tua o te ārai ... - ... i rongō i te wero o te mata kiripaka ...

Te Whai a Tinirau i a Hineteiwaiwa (wh. 13)

He whakarāpopototanga

Ka pahure ake te wā, ka aro atu a Tinirau ki wahine kē, ka mahi pūremu. Ka oma atu a Hineteiwaiwa me tā rāua tamaiti, a Tūhuru. Ka whai atu a Tinirau i a rāua mā runga i āna mōkai tohorā, engari korekore rawa i kitea.

Summary

After a while Tinirau looked for a different woman, and was unfaithful. Hineteiwaiwa ran away with their son, Tūhuru. Tinirau went in search of them with his pet whales but could not find them.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuetanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> - ... korekore ana a Hineteiwaiwa ... - Ka tīorooro ngā toroa e whakatopatopa ana, ka hokahoka ake ...

Te Kitenga (wh. 14)

<p>He whakarāpopototanga</p> <p>Ka tūpono atu a Tinirau ki te teina o Hineteiwaiwa e horoi ana i ngā kākahu paruparu o tā rāua ko Hineteiwaiwa tama. Ka takutaku a Hineteiwaiwa i ētahi karakia, ētahi whakaritenga hoki kia takatū ai mō te taenga atu o Tinirau.</p>	
<p>Summary</p> <p>Tinirau comes upon the younger sibling of Hineteiwaiwa cleaning his son's soiled clothes. In preparation for the arrival of Tinirau, Hineteiwaiwa recites a chant.</p>	
<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) <p>Hei taura:</p> <ul style="list-style-type: none"> - ... i ngā kākahu kikino o te tamaiti ... - Ka tautohetohe tonu atu a Tinirau, ... - I te paopao, i te horohoroi tonu a Tinirau ...

Te Tatau Pounamu (wh. 15)

<p>He whakarāpopototanga</p> <p>I konei, ka rongo tātou, i te moetahi anō a Hineteiwaiwa rāua ko Tinirau. Ka hoki atu rātou ki Motutapu ki te kāinga o Tinirau. Heoi, kāore i roa, ka mahi pūremu anō a Tinirau.</p>	
<p>Summary</p> <p>Here we learn about the reunion of Hineteiwaiwa and Tinirau. They return to the village of Tinirau, Motutapu. However it is not long before Tinirau commits adultery again.</p>	
<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) <p>Hei taura:</p> <ul style="list-style-type: none"> - Noho mataara tonu a Hineteiwaiwa. - Ko te tatau o te whare he tatau pounamu.

Māuimua (wh. 16–17)

He whakarāpopototanga

I konei, ka kaha pōuri a Hineteiwaiwa i ngā mahi pūremu a Tinirau. Ka tuku karakia atu a ia ki tōna tungāne, ki a Māuimua, ki te tiki mai i a ia. Ko ngā āhua o Māuimua, ko Rupe te kūkupa, ko te ruru hoki. Ka heria atu tana tuahine. Engari, nā te nui o ngā inoi a Tinirau kia noho mai, ka mahue mai a Tūhuru huri ki tōna taha. Ka noho atu a Rupe rāua ko Hineteiwaiwa ki te kāinga o Rēhua.

Summary

Here Hineteiwaiwa is very sad when her husband, Tinirau, commits adultery. She sends prayers to her brother Māuimua to fetch her. Māuimua takes the form of Rupe, the woodpigeon, and an owl. He takes his sister away. Because Tinirau pleads for her to stay, she leaves Tūhuru huri with him. Hineteiwaiwa and Rupe go to live at the village of Rēhua.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> – I te kaha pōuri o Hineteiwaiwa ... – Āwangawanga ana a Māuimua ... • He reo tūhono i te take me te pānga (<i>Expressions of cause and effect</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> – Nā te pīoio o tētahi o ngā poupou ka taka te tama a Rēhua, a Kaitangata, ki roto, ka mate. – Ka rere ana te toto i te paerangi, ā, ka kitea atu e te tangata, ka maumahara ki te matenga o Kaitangata.

Tūhuru huri (wh. 18–19)

He whakarāpopototanga

Ka pakeke haere a Tūhuru huri, te tama a Tinirau rāua ko Hineteiwaiwa. Ka ako ia i ngā momo karakia, i ngā pūkenga hei āwhina i a ia. Ka pūhaehae ētahi tamariki, ka whiu kōrero whakaiti mō tōna kore mōhio ki tōna whaea. Ka takatū ia ki te kimi i tōna whaea i runga tonu i ngā tohutohu a tōna matua.

Summary

Tūhuru huri, the son of Tinirau and Hineteiwaiwa, grows up. He is taught incantations and other skills to help him. Some of the other children envy him, and belittle him because he does not know his mother. He prepares to go and find his mother, following his father's instructions.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) <p>Hei tauira:</p> <ul style="list-style-type: none"> – I te mutunga ake, ka hōhā a Tinirau, ... – I ngā pō, ka tū tō whaea ki te kanikani ... – I tēnei wā, me waiata koe i tēnei karakia.

Te Haerenga, te Tūhonotanga (wh. 20–21)

He whakarāpopototanga

I konei, ka kite tātou i te haerenga o Tūhuruuru ki te rapu i tōna whaea. Ka whakamahi ia i ngā pungarehu hei whakaparuparu i a ia kia kore ai tōna whaea rātou ko āna pononga e mōhio ko wai a ia. Ka riro tūnga ia hei kaikawe wahie, kaikawe wai hoki ki tōna matua kēkē, ki a Rupe. Nāwai, nāwai, ka hangarau ia ki a Rupe, ā, tae atu ana ki mua i tōna whaea. Ka waiata ia i tāna waiata, kātahi ka mōhio a Hineteiwaiwa ko Tūhuruuru te tamaiti tūmau nei.

Summary

Here Tūhuruuru sets out to find his mother. He covers himself in ash so he is not recognised by his mother or her servants. He becomes a slave who carries wood and water to his uncle, Rupe. As time goes by, he tricks Rupe and is able to make his way to entertain to his mother. He sings his song and, in that moment, Hineteiwaiwa realises that this young slave before her is her son, Tūhuruuru.

Te momo reo tuhi Language style	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> – ... e kohikohi ana ngā wāhine ... – Ka takaporepore, ka takaokeoke a Tūhuruuru ... – ... ka huihui te iwi ... – ... ka tū a Hineteiwaiwa ki te mīreirei, ki te hakahaka.

Ko Kae me Tutunui (wh. 22–23)

He whakarāpopototanga

I roto i tēnei kōrero, ka tono atu a Tinirau ki a Kae, he tohunga, ki te whakahaere i ngā karakia iriiri i a Tūhuruuru. Ka oti ngā karakia, ka tapahia e Tinirau tētahi wāhanga kikokiko o tana mōkai tohorā, a Tutunui, hei koha ki a Kae. Nā te reka o te tohorā, ka matekai anō a ia ki te kiko o Tutunui. Ka inoi atu a Kae kia hoki atu ia mā runga i a Tutunui. I te mutunga, ka whakaae a Tinirau, ā, koinā hoki te wā whakamutunga i kitea ai e ia tana mōkai tohorā e ora ana.

Summary

In this story, Kae, a priest, is summoned by Tinirau to carry out the rituals and the naming ceremony of Tūhuruuru. When the ceremony is complete, Tinirau gives Kae a piece of flesh from his pet whale, Tutunui, as a token of appreciation. Kae enjoys the whale flesh and wants more. Kae implores Tinirau to allow him to return home on Tutunui. In the end Tinirau agrees to this, and this is the last time he sees his pet whale alive.

Te momo reo tuhi Language style	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none"> • He reo whakaahua (<i>Descriptive language</i>) Hei tauira: <ul style="list-style-type: none"> – Tērā te reka me te heke o te ware o te tohunga nei, o Kae. – Ka tau mai te hinapōuri ki tōna ngākau. – Nā te hau maiangi i kawē mai te kakara o te kiko tohorā.

Te Taua Wāhine (wh. 24–25)

He whakarāpopototanga

E hāngai ana tēnei kōrero ki a Kae rāua ko Tutunui. Ka whakaaro a Tinirau kia kua e tuku i tētahi taua, engari he ope wahine kē ki te kimi i a Kae. He kaupapa muna nōna, me te tūmanako ka kore a Kae e mōhio kua raru ia.

Summary

This story follows on from Kae and Tutunui. Tinirau decides to send a party of women to search for Kae instead of sending a war party. It is his secret, and he hopes that Kae will not be aware of the danger he is in.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuetanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira: <ul style="list-style-type: none"> - Ā, ka taka te pō, ... - ... ka taka te rā, ka tae rātau ... • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> - Ka tahuri te kapa ki te tukutuku ... - ... ki te kopikopi, ki te kōemiemi, ki te pūkanakana ... - ... i paku menemene mai ...

Te Tākaro Whai Moutī (wh. 26–27)

He whakarāpopototanga

E hāngai ana tēnei kōrero ki te mahi a te tira wahine i haere ki te kimi i a Kae. Ka tākaro whai rātou, ka kori i te tinana, ka whakaaturia ngā momo kanikani o te tinana. Nā ā rātou mahi whakangahau, ka kata a Kae. Ka kitea e ngā wāhine ngā niho tāpiki, kātahi ka mōhio tūturu ko ia te tangata e kimi nei rātou.

Summary

This story follows the party of women travelling in search of Kae. They demonstrate their string games, they dance, and show the different motions of the body when dancing. As they entertain Kae, he laughs. The women see his overlapping teeth, and know for sure he is the man they are looking for.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> - He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuetanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> - ... he mahi whakariterite, he pīonioni. - ... ka tīremiremi, ka mīreirei, ka kuwhera ngā kūhā, ka kopikopi, ... - ... me te mumura o ōna whatu pūkanakana. - ... ka kōiraira, ka pītakataka, ka pīkarikari ... - ... i te tīremiremi o te hope ...

Te Ohonga Ake (wh. 28–29)

<p>He whakarāpopototanga I tēnei kōrero, ka oti pai ngā mahi. Ka taki karakia rotu kia warea ai te katoa e te moe. Ka āta hīkina a Kae e ngā wāhine, ka kawea atu ki te waka ki te kāinga o Tinirau. Ka whai utu ai a Tinirau mō te matenga o Tutunui.</p> <p>Summary In this story, all activities end well. A sleeping spell is recited and everyone is overcome by sleep. The women carry Kae to their canoe and take him to the village of Tinirau. Tinirau avenges the death of Tutunui.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He reo tūhono i te take me te pānga (<i>Expressions of cause and effect</i>) Hei tauira: <ul style="list-style-type: none"> – I te mutunga, ko te utu mō te matenga o Tutunui. He utu mutunga kore e kōrerotia tonutia ana i tēnei rā, “Ka ora i te kata, ka mate i te kata.”

Te Waiata i Kata ai a Kae (wh. 30–31)

<p>He whakarāpopototanga Koinei te waiata i waiatahia ai e te ope wahine ki a Kae me tōna iwi. Koinei te waiata i whakakata ai a Kae.</p> <p>Summary This is the song sung by the women to Kae and his people. This is the song that made Kae laugh.</p>	
<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Pūrākau Whakamārama (<i>Explanatory Narrative</i>) <ul style="list-style-type: none"> – He pūrākau whakamārama (<i>A narrative that explains the origin of aspects of our world</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He kupu tāruarua (<i>Reduplicated word</i>) Hei tauira: <ul style="list-style-type: none"> – Onioni mai hoki ... – Ka hangahanga atu ... – Te putaputa ...

I te Ākonga e Pānui ana i te Pukapuka

During Reading

Ngohe 1

Activity 1

Pānuihia ngā whārangi 4–5 o te pukapuka mā te ākonga, kātahi ka whakautu i ēnei pātai:

	Pātai	Whakautu
1	Nā te aha a Māui i whakatakariri ai ki ōna tuākana?	Kāore rātou i hiahia ki te hari i a ia ki te hī ika.
2	Nā te aha a Māui i pukuriri ai ki tana taokete, a Irawaru?	Nā te mea, he nui ngā ika i hī ake ai a Irawaru, engari kāore a Māui i hī ake ai.
3	Nō tēhea wāhanga o te rā i whīwhiwhi ai te aho a Māui ki tērā a Irawaru?	Nō te tōnga o te rā i whīwhiwhi ai te aho a Māui ki tērā a Irawaru.
4	He aha te take i noho whakakeke ai a Māui?	Kāore i hīia ake ai he ika, kua kainga katoatia e Irawaru ngā mōnu.

Ngohe 2

Activity 2

Pānuihia ngā whārangi 6–11, kātahi ka whakautu i ēnei pātai:

	Pātai	Whakautu
1	He aha i whakakurītia ai a Irawaru e Māui?	He pūāhaehae nōna ki tana taokete. He tohu hoki i tōna riri me te mea kāore āna kai hei whakahoki atu ki te kāinga.
2	He aha ētahi āhuatanga i pā ki a Hinauri i te kitenga atu he kurī kē te hanga o tana tāne.	Ka tāpapa a Hinauri ki te one, maringi ana ngā roimata, roroku ana tōna wairua, ka tangi, ka tangi, ka tangi. (wh. 7) I taua wā pāpōuri, ngākau hāwarea mō Irawaru, ka whiua e ia tōna tinana kia haukerekerehia e ngā ngaru nui o te moana. Ka totohu atu ki te moana. (wh. 8)
3	Tuhia he whakamāramatanga mō ngā ingoa o Hinauri. <ul style="list-style-type: none">• Hinauri.• Hinetengarumoana.• Hineteiwaiwa.	1. Ko Hinauri. Koinei tōna ingoa tūturu, te ingoa e mōhiotia ana e tōna whānau, e ōna tungāne. 2. Ko Hinetengarumoana. I tapaina ia ki tēnei ingoa i te wā i whiua e ia tōna tinana kia haukerekerehia e ngā ngaru nui o te moana. 3. Ko Hineteiwaiwa. Koinei te ingoa i tapaina ki a ia i te wā i whakaaturia e Ihuatamai tana wahine ki a Tinirau.

Ngohe 3

Activity 3

Mā ngā ākonga e rangahau tētahi o ēnei tāngata: ko Māui, ko Hinauri, ko Tinirau, ko Kae, ko Tūhuru, ko Rēhua rānei. Mā ia ākonga e tuhi kōrero mō te tangata nāna ia i rangahau. Kohia ngā kōrero, kātahi waihanga tētahi whakaaturanga ā-rorohiko.

Students research one of these people: Māui, Hinauri, Tinirau, Kae, Tūhuru, or Rēhua. Students write a story about the person they have researched. Gather the stories, and create a computer presentation.

Ngohe 4

Activity 4

Tuhia te whakamāramatanga o tētahi kīwaha, tētahi whakataukī, whakataukī rānei. Tuhia tētahi whiti kōrero poto ka whakamahia taua kīwaha/whakataukī/whakataukī.

Write an explanation of a saying or proverb. Write a sentence using that saying or proverb.

	Ngā Kīwaha	Whakamāramatanga
1	Puku o te rae. (wh. 5)	Ki te rongo koe kua puku te rae o te tangata, ka mōhio koe kua riri, kua matangarengare taua tangata. Hei tauira: Ka pahū mai ā rāua tautohetohe, me te puku o te rae o Māui.
2	Pau te hau. (wh. 10)	E whakaari ana tēnei kua pau te kaha o te tangata, o tētahi atu mea, pēnei i te mihīni, i te aha kē rānei. Hei tauira: Ka roa e tautohetohe ana rāua tahi, ka pau te hau, ka where te tinana, ka pau.

Ngohe 5

Activity 5

Whiria tētahi pūrākau mai i te pukapuka. Ohia manomanotia te pūrākau nei. Tuhia tāu ake tirohanga mō taua pūrākau. Mā ngā ākonga e pānui ā rātou kōrero ki tētahi, ki ētahi o ōna hoa rānei.

Select a story in the book. Brainstorm this story. Write your own version of the story. Students read their stories to a friend or friends.

Ngohe 6

Activity 6

Pānuihia ngā whārangi 4–17. Ohia manomanotia ngā pūrākau mai i te tirohanga o Hinauri/Hineteiwaiwa. Tuhia ōu ake whakaaro ānō nei ko koe a Hinauri. Kia 100–200 ngā kupu te roa o tō tuhinga. E whai ake ana ētahi pātai hei āwhina i a koe ki te tuhi.

1. Ka pēhea ōu whakaaro mēnā i whakakurītia ai tō tāne, tō hoa rānei? Tuhia mai he taunakitanga mō tāu whakautu.
2. Ka pēhea hoki tōu āhua ki tō tungāne mēnā nāna tonu tō tāne, tō hoa rānei i whakakurī? Tuhia mai he taunakitanga mō tāu whakautu.

Read pages 4–17. Brainstorm each story from the perspective of Hinauri/Hineteiwaiwa. Write your own thoughts if you were Hinauri. Write 100–200 words. Below are some questions to guide you.

1. How would you feel if it was your husband or friend who was transformed into a dog? Write your reasons for thinking like that.
2. How would you react to your brother if he had been the person who transformed your husband or friend? Write your reasons for thinking like that.

Ngohe 7

Activity 7

Mā ia tokorua e pānui tētahi pūrākau i roto i te pukapuka. Me āta wetewete e ia tokorua kia rua ngā kaupapa matua mai i te kōrero. Ka oti tēnei, whakakaongia te akomanga kia tuhi i tētahi rārangi wā mō ngā kaupapa matua mai i ia kōrero. Ka wānanga te katoa, ka whakarāpopoto ia tokorua i tāna i kitea ai mō te katoa o ngā kaupapa.

Work in pairs reading a story from the journal. Each pair will identify two main events from their story. When they have finished, the class will draw a timeline with the main events. The class will discuss the timeline, and each pair will summarise what they have learnt of the main events.

Ngohe 8

Activity 8

Pānuihia ngā whārangi 30–31, kātahi, āta wetewete, ā, whakamāramatia mai mā āu ake kupu:

- ngā kupu hou, kāore koe i te mōhio i mua rā
- te ngako o te waiata, me te taunakitanga i whakaaro pērā ai koe.

Read pages 30–31, then carefully examine, and explain in your own words:

- new words that you had not come across before
- the main points of the song, and the reasons why you think this.

Ngohe 9

Activity 9

Pānuihia ngā whārangi 30–31, kātahi, āta wetewete, ā, whakamāramatia mai mā āu ake kupu i te katoa o te kōrero. Tītoia mai tāu ake waiata, rotarota rānei e hāngai ana ki te ngako o ngā kōrero kei te pukapuka nei.

Read pages 30–31, then carefully examine, and explain the whole of the story in your own words. Write your own song or poem reflecting the main ideas in the book.

I Muri i te Pānui Pukapuka

After Reading

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

Possible assessment and extension activities.

1. Ākina ngā ākonga kia 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 pānuitanga o te pukapuka nei?
Kua whakautua e koe āu pātai? Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, i te whare pukapuka, i te ipurangi, i ō whanaunga rānei.

Encourage students to discuss the following questions:

What are the main things we have learned from 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.

2. Tautohutia ngā tauira o te reo whakaahua i roto i te pukapuka, ā, whakamārama atu ki ngā ākonga ka pēhea te reo whakaahua e āwhina ai i te kaipānui ki te whai i te whakaaro o te kaituhi. Hei tāpiri atu, me whakamārama atu ki ngā ākonga mā te whakamahi i ngā momo tauira maha o te reo whakaahua e whakapai te aronga o ngā kōrero.

Identify the descriptive text in the book, and explain to the students how descriptive language helps the reader to identify the thoughts of the writer. You could explain to students 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

1. Ākina ngā ākonga kia rangahau i tētahi pūrākau e whakamārama ana i ētahi tikanga Māori e rangona ana ināianei tonu.

Encourage students to research other legends that describe practices that are still experienced now.

2. Me uiui e ia ākonga tōna ake koroua, tōna ake kuia, pakeke rānei mō tētahi pūrākau i rangona ai e ia i a ia e tamariki ana, ka rangahau ai i tētahi pūrākau ōrite. Kātahi ka whakaatu mai rātou i te pārongo mā te whaikōrero, mā te whakaaturanga ā-rorohiko rānei.

Students interview an elder about a legend they were told when they were young, and then research a similar story. Then they present their information either as a speech or a computer presentation.

Ngā Rauemi

Resources

Te Ipurangi

<http://collections.tepapa.govt.nz/exhibitions/whales/segment.aspx?irn=189>

<http://www.teara.govt.nz/en/tangaroa-the-sea/3>

<http://www.teara.govt.nz/en/te-whanau-tamariki-pregnancy-and-birth/1>

<http://www.teara.govt.nz/en/te-mana-o-te-wahine-maori-women/1/3>

<http://www.charles-royal.com/assets/tewharetaperephdpart1.pdf>

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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.

Ētita: Te Pou Taki Kōrero

I whakaputaina tēnei rauemi i te tau 2012
mō Te Tāhuhu o Te Mātauranga e
Te Pou Taki Kōrero Whāiti,
Pouaka 3293, Te Whanganui-a-Tara 6140, Aotearoa.
www.learningmedia.co.nz

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ISBN 978 0 7903 4206 1
Nama take: 34206
ISSN 0112 0522
Nama take o te pukapuka mā te ākongā : 34175