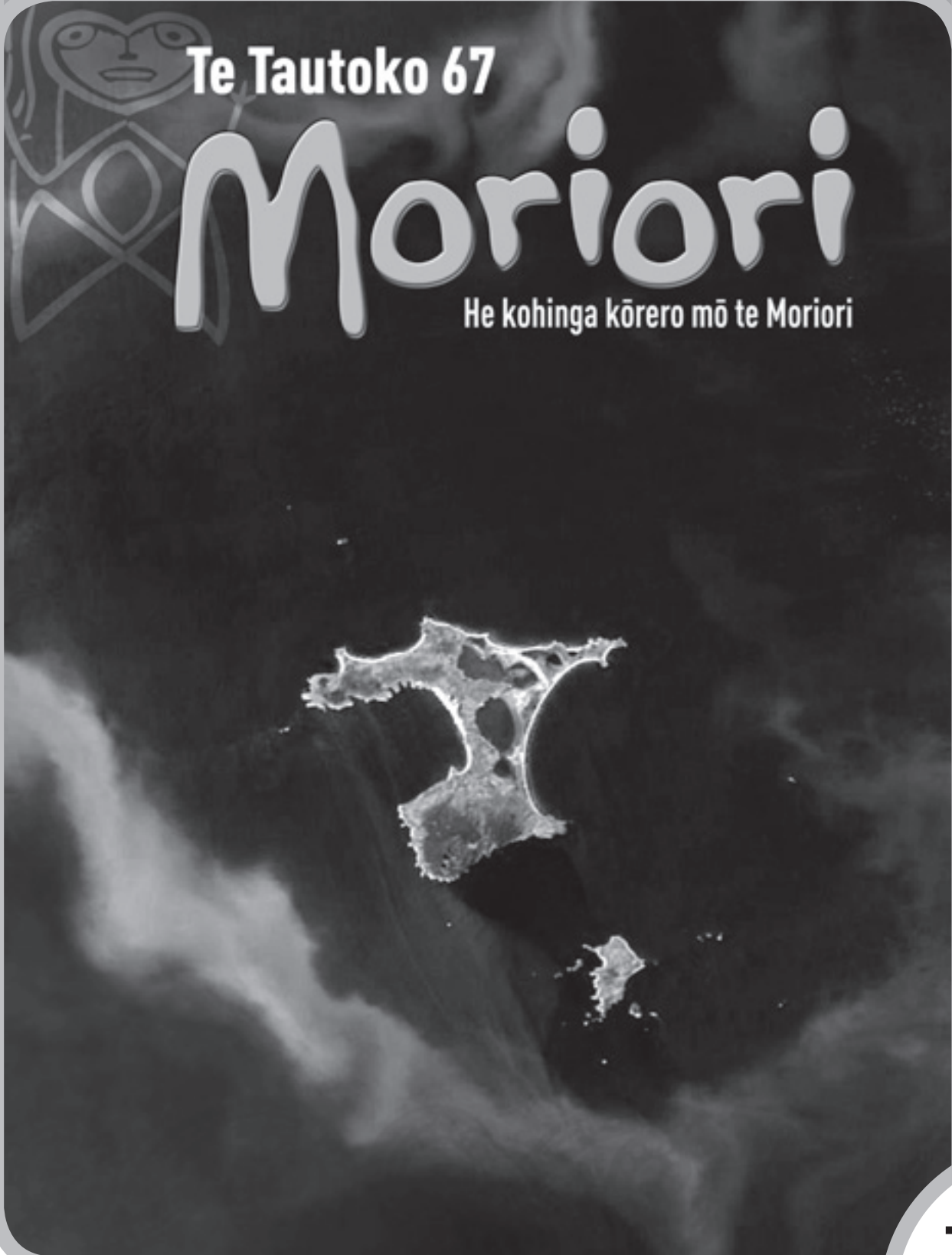


# Mā te Pouako

Te Tautoko 67

# Moriori

He kohinga kōrero mō te Moriori



He Kohinga Kōrero mō te Moriori

**Tau  
7-8**

## He Mihi

I ngā tau kua pahure ake, i tāngia ētahi tuhinga whakahāwea i te iwi Moriori, ngā tāngata whenua o ngā moutere o Rēkohu, o Rangiaurii, ki roto i ngā pukapuka School Journal. E kore nei mātou e taea te whakahoki ngā kōrero i whakaputaina i ērā wā, engari, he whakatika i ēnei hē ināianei kia āio anō te noho o te iwi Moriori me ngā iwi o Aotearoa nei i raro i te ture o Nunuku-whenua.

Ki a koutou, ngā kaihapai i tēnei kaupapa, tēnei te mihi nui. Mei kore ake ēnei kōrero whakatika i a koutou.

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 a *Te Tautoko* he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. Ka whai atu a *Te Tautoko* i te huinga pukapuka a *He Kohikohinga*, ā, ka hāngai ki ngā ākonga i ngā Tau 7–8. Ko te arotahinga o tēnei putanga ko te iwi Moriori. Ko te kaupapa matua ia, he whakatika i ngā pōhēhētanga e rērere ana mō te iwi nei.

The *Te Tautoko* series is a collection of historical and contemporary stories compiled to appeal to a rangatahi audience. It follows on from the *He Kohikohinga* series and is intended for students in Tau 7–8. This issue focuses on the Moriori and aims to dispel some of the commonly held misconceptions about the Moriori people that continue to exist to this day.

## 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 āhuatanga ki te ākonga.

The notes are designed to support 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

### Curriculum Links

Koia nei ētahi hononga ki Te Marautanga o Aotearoa, nō ngā wāhanga ako o Te Reo Māori, Tikanga ā-lwi, me Hauora. 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, Tikanga ā-lwi, and Hauora learning areas. Pouako should select learning areas and learning objectives appropriate for their students.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
3	Te Reo Māori	ā-Tā (āheinga reo)	Ka tautohu, ka tā i ngā tino āhuetanga o ngā momo reo tuhi, reo tā maha.
3	Tikanga ā-lwi	Te Ao Hurihuri	Ka whakamārama i te whakaawenga o ngā whakaaro me ngā mahi a te tangata i te oranga o ētahi atu i ngā wā o mua.
4	Te Reo Māori	ā-Tā (āheinga reo)	Ka tīpako i ngā āhuetanga o ngā momo reo tuhi hei whakaniko i ngā tuhinga pono me ngā tuhinga auaha.
4	Te Reo Māori	ā-Tā (rautaki reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.
4	Hauora	Taiao	Ka whakataurite i ngā ture, i ngā tikanga rānei o te ao Pākehā, o te ao Māori, o hea ake rānei, e pā ana ki te mahi a te tangata i roto i te taiao.

## He Tirohanga Whānui me ngā Āhuetanga Reo

### Overview of Stories and their Language Features

E waru ngā kōrero o roto i te pukapuka *Te Tautoko 67*. Kei ngā whārangi e whai ake nei, he paku whakamārama mō ia kōrero, kua tohua te momo reo tuhi, ōna āhuetanga, me ētahi tauira nō roto tonu i te pukapuka. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuetanga o tēnā, o tēnā momo tuhituhi.

There are eight stories in the book *Te Tautoko 67*. The following pages provide a brief overview of each story, the language style, features of that 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 Huarahi Ako

## Teaching Method

Kia tautoko i ngā ākonga ki te:

- whakawhānui i ō rātou mōhiotanga mō te iwi Moriori me ngā hononga i waenga i te iwi nei me te iwi Māori
- tautohu i ngā momo āhuetanga 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.

To support students to:

- develop their knowledge about the Moriori people, their history and tikanga
- 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.

## He Horopaki Ako

### Contexts for Learning

Anei ētahi whakaaro mō ngā horopaki ako ka taea:

- te iwi Moriori
- ngā whanaunga o ngā moutere o Te Moananui-a-Kiwa
- ngā kōrero taki
- ngā toroa
- ngā akoranga rongomau o te ao.

Contexts for learning could include:

- the Moriori people
- our whanaunga from the Pacific
- recount/narrative texts
- the albatross
- doctrines of peace from around the world.

## He Ngohe

### Learning Activities

Anei ētahi whakaaro mō ngā ngohe e pā ana ki ngā kōrero katoa o roto o *Te Tautoko 67* tērā ka taea e te pouako te whakamahi 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 Tautoko 67* that pouako 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

- Ohia manomanotia me ngā ākonga o rātou mōhiotanga mō te iwi Moriori. Ka mutu rā, matapakihia o rātou whakaaro, ka whakawhitiwhiti kōrero mō ngā mea e hiahia ana rātou ki te mōhio mō te iwi Moriori.

Work with the students to brainstorm what they already know about the Moriori people as well as what they want to find out about them.

- Tirohia he mahere o te ao, ka akiaki i ngā ākonga ki te kimi Rēkohu. Ākina rātou ki te matapae i te tawhiti atu i Aotearoa nei, i Rarotonga, me ētahi atu motu o Te Moananui-a-Kiwa.

Look at an atlas and get the students to try and find Rēkohu. Encourage them to look at how far away it is from New Zealand, from Rarotonga, and from other islands in the Pacific.

- 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.

Talk to the students about recount texts. Introduce them to some of the features of this language style 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.

### Moriori: He Kupu Whakataki (wh. 2)

*nā Paora Tibble*

#### Hei whakarāpopoto

He kōrero whakatuwhera tēnei. Ka whakatakotokia e te kaituhi te whāinga matua o te pukapuka nei, tērā te whakatika i ngā pōhēhētanga e rērere ana i ngā rā o mua mō te iwi Moriori.

This introductory text explains that the book is about the Moriori and aims to dispel some of the commonly held misconceptions of the past about the Moriori people.

#### Te momo reo tuhi

*Language style*

- He tuhinga whakataki (*Introductory text*)

#### Ētahi āhuatanga o tēnei momo reo tuhi

*Features of this language style*

- Kaupapa matua (*Explanation/statement of the purpose of the text that follows*)
  - Kei ngā whārangi o tēnei pukapuka ētahi kōrero mō te Moriori.
  - Ko te kaupapa matua ia, he whakatika i te pōhēhe.

## He ngohe

### Activities

1. Me mahi takirua. Me pānui ngā ākonga i te kōrero tuatahi o te pukapuka, *Moriori: He Kupu Whakataki*. Me whakautu ngā ākonga ngā pātai nei:
  - He aha te kaupapa o tēnei pukapuka?
  - He aha te whāinga matua o te pukapuka nei?
2. Matapaetia ngā kōrero ka hua mai i tēnei pukapuka.
3. Tuhia kia toru ngā pātai, ko te tūmanako, ka whakautu mai i te mutunga o tō pānui i te pukapuka nei.

1. Working in pairs, students read the first story in the book, *Moriori: He Kupu Whakataki*. Answer these questions:

*He Kupu Whakataki*. Answer these questions:

- What is this book about?
  - What is the main purpose of this book?
2. Write some predictions about what is in the book.
  3. Write three questions that you hope to find answers to by the time you have finished the book.

## Te Kawa o Nunuku (wh. 4)

*nā Paora Tibble*

### He whakarāpopoto

He whakamārama tēnei mō tētahi rangatira nō te iwi Moriori, ko Nunuku tōna ingoa. He tangata i tautoko i te akoranga rongomau, pērā i a Martin Luther King Jr, i a Ghandi, i a Te Whiti rāua ko Tohu.

This text is about a Moriori rangatira called Nunuku, who embraced and taught his people to follow a doctrine of pacifism.

### Te momo reo tuhi

*Language style*

- He tuhinga taki whānui (*General recount*)

#### Ētahi āhuatanga o tēnei momo reo tuhi

*Features of this language style*

- He reo tohu i te mahi a tētahi atu (*Third-person voice*)
  - I kite a **Nunuku** i ngā pakanga ...
  - Ka whawhai ana tētahi **tokorua** ...
- He kupumahi (*Verbs*)
  - Ka **heke** ana te toto ...
  - Ka **whānau** mai he tikanga hou.
- He reo tohu wāmua (*Past tense expressions*)
  - **Nō mua noa atu** ...
  - I kite a Nunuku i ngā pakanga ...



## He ngohe

### Activities

1. He mahi takirua tēnei. Tuhia he whakarāpopototanga o te akoranga rongomau i whakamanahia e Nunuku.

This activity can be done in pairs. Write a brief summary of the doctrine of peace that Nunuku embraced and taught to his people.

2. Rangahaua ā-Ipurangi he kōrero mō tētahi atu tangata, mō ētahi atu tāngata rānei kua whakatairanga i tētahi akoranga rongomau i te ao. Hei tauira, ko ngā akoranga o Martin Luther King Jr, o Ghandi, o Te Whiti rāua ko Tohu. Tuhia he whakarāpopototanga o te akoranga rongomau o te tangata rā, ka matapaki me ō hoa akomanga. Tērā pea he ōritenga ki ō Nunuku akoranga?

Do an Internet search to find out information about other doctrines of peace around the world. For example the teachings of Martin Luther King Jr, Ghandi, and Te Whiti and Tohu. Write a summary of your findings and then discuss them with your classmates. Are there any similarities with the teachings of Nunuku?

## Te Rongomau a Nunuku (wh. 6)

nā Kiwa Hammond

### Hei whakarāpopoto

He pakiwaituhi tēnei mō te ekenga o ngā tīpuna o te iwi Moriori mai i Hhiawaiki ki Rēkohu me te whakaūtanga mai o Te Rongomau a Nunuku – arā, te tikanga i whakakāhoretia te pakanga, te kai tangata, me te patu ki waenga i te iwi Moriori.

This story tells of the migration of Moriori to the Chatham Islands and the establishment of Te Rongomau a Nunuku – a law that forbade war, cannibalism, and killing each other.

### Te momo reo tuhi

Language style

- He tuhinga taki whānui (General recount)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo raupapa (Sequencing expressions)
  - **Kātahi** ka whakarērea a Hhiawaiki e ngā morehu.
  - **Nō muri i te** patunga o Henga-mai-tawhiti ...
  - **Nāwai rā** ...
- He kupumahi (Verbs)
  - Heoi anō, nā te pūhaehae i **tautohe** ai rāua ...
  - Ka **noho** tahi ngā iwi nei, ka tau te rongo.
- He reo tohu wāmua (Past tense expressions)
  - **I** tohua ngā hoariri e Nunuku kia mutu te whawhai.
  - Heoi anō, **nō muri i** te patunga o ...

## He ngohe

### Activities

1. He mahi ā-rōpū tēnei. Kia tokowhā, kia tokorima rānei kei ia rōpū. Pānuihia te kōrero *Te Rongomau a Nunuku*. Ka mutu tērā, mā tēnā, mā tēnā o te rōpū tētahi rerenga kōrero e tuhi ki te pepa iti mō tētahi mahi ka hua mai i te kōrero. Me mahi tahi te rōpū ki te whakaraupapa mai i ngā kōrero kua tuhia kia tika. Mēnā he ōrite ētahi tuhinga, me rapu kōrero anō tētahi o ngā kaituhi. Ka mutu ana te rōpū, ka tirohia anō te kōrero nei i roto i *Te Tautoko 67*. Kei te tika te whakatakoto o ngā tuhinga? Whakamahia ngā pikitia hei āwhina.

This is a group exercise. Each group should have four or five people working together. Read the story *Te Rongomau a Nunuku*. After that, each person in the group should write down a key event that happened in the story. The group should then work together to work out the correct sequence of events as they happened in the story. If there are two or more students who have written the same event down, one student should write another one. When the group has finished they can check *Te Tautoko 67* to see if their sequencing is correct. Use the illustrations to help.

## E Noho Wharau ana Koe? (wh. 14)

nā Hannah Rainforth

### Hei whakarāpopoto

He kōrero tēnei mō tētahi taitamawahine nō Rēkohu i wehe atu i tōna whānau me tōna kāinga i Rēkohu, ka whakawhiti mai i Te Moananui-a-Kiwa kia kuraina ki tētahi kura tuarua mō ngā taitamawāhine i Aotearoa nei.

This story tells of a young girl's experience of leaving her family and home in the Chatham Islands to attend an all-girls boarding school in the North Island.

### Te momo reo tuhi

Language style

- He tuhinga taki whaiaro (*Personal recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo tautahi (*First-person voice*)
  - I tōku kāinga, i tukua mātou ...
  - I aua wā, i puta te whakaaro ki a au ...
- He whakaaro whaiaro (*Personal comments*)
  - Kāore au i te paku hiahia ...
  - Ahakoa he toka tō mātou tumuaki, he pai tonu ki a au.
- He reo tohu wāmua (*Past tense expressions*)
  - I aua wā ...
  - I taua pō tuatahi ...

## He ngohe

### Activities

1. Pānuihia ngā whārangi 14–17 o te kōrero *E Noho Wharau ana Koe?* Whakaarohia ngā pātai a ngā kōtiro o te kura i tōna pō tuarua. Mēnā i tūtaki koe ki a Tazmin i taua pō, he aha āu pātai ki a ia?

- Read pages 14–17 of the story *E Noho Wharau ana Koe?* Think about the questions the other girls asked Tazmin on her second night at her new school. If you met Tazmin that evening, what questions would you ask her?

2. Kimihia he whakautu ki ō pātai i roto i te pukapuka nei. Ki te kore e kitea, rangahaua āu pātai i te whare pukapuka, ā, ka whakaatu i ō kitenga ki te akomanga.

- Search for some answers to your questions as you read the book. If you do not find any answers, have a look in the library and share your findings with your classmates.

## Pari Kārangaranga (wh. 21)

nā Paora Tibble

### Hei whakarāpopoto

He kōrero tēnei mō te haerenga a Tame me ōna hoa mai i Rēkohu ki Rangitatahi ki te patu punua toroa.

This graphic story tells the tale of Tame and his friends travelling from Rēkohu (the main island in the Chatham Islands) to a small group of islets to the north-west of Rēkohu called Rangitatahi to go and hunt albatross.

### Te momo reo tuhi

#### Language style

- He tuinga taki (*Narrative recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- He reo whakaahua (*Descriptive language*)
  - **Whawhati ana ngā ngaru i runga i ngā toka, pōhutu ana te huka o te tai.**
  - **Te hoihoi hoki o te manu rau,** he hopo.
- He whakawhitinga kōrero (*Dialogue*)
  - **“Kia tūpato, Pawa. Kia kua e nui rawa ngā hopo. He mea uaua te heke.”**
  - **“E pai ana Tame, mō tō tāua hunau ēnei hopo.”**

## He ngohe

### Activities

1. Pānuihia te whārangi tuatahi o te kōrero *Pari Kārangaranga*. Tāngia he pikitia o te tirohanga kua whakaahuatia e te kaituhi. Whakaarohia te momo reo ka whakamahia e te kaituhi ki te whakaahua i te tirohanga.

Read the first page of the story *Pari Kārangaranga*. Draw the scene described by the author on this page. Think about the language the author uses to describe the scene to the reader.

## Te Patu Hopo: He Tikanga Moriori (wh. 28)

nā Paora Tibble

### Hei whakarāpopoto

He kōrero tēnei mō tētahi tikanga Moriori, te patu hopo (toroa), he kaupapa whakamātau i te tamatāne kia whakawhiti mai i te tamaiti ki te tāne.

This text describes the hunting of albatross as a traditional Moriori rite of passage for young males to enter manhood.

### Te momo reo tuhi

Language style

- He tuhinga taki whānui (General recount)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo raupapa (Sequencing expressions)
- He reo whakaahua (Descriptive language)
  - ka tae ki te wā e **pūhuru** ai ...
  - ... he moana **pukepuke** ...
  - ... e timu ana me te tau ki te toka **māniana** ...
- He kupumahi (Verbs)
  - Nā ngā pakeke me te tohunga i **whakarite** āhea te wā tika, kātahi ka **tohua** ko wai ngā tamatāne ka **whakamātau**.
- He reo tohu wāmua (Past tense expressions)
  - **I ngā rā o mua** ...
  - **I ōna rā** ...

### He ngohe

Activities

1. Tuhia he rerenga kōrero anō hei whakaatu mai i tō mōhio ki te whakamahi i ēnei tauira o te reo tohu wāmua:
  - **I ngā rā o mua** ...
  - **I ōna rā** ...

Write a couple of example sentences to show your knowledge of how to use these past tense expressions.

2. Whakaarohia kia toru anō ngā tauira o te reo tohu wāmua. Tuhia ētahi atu tauira rerenga kōrero e whakaatu ana i tō mōhio ki te whakamahi i aua tauira.

Think of three more examples of past tense expressions and write some example sentences to show your understanding of how to use these expressions correctly.

## Ngā Moutere o Rēkohu (wh. 30)

### Hei whakarāpopoto

He mahere o ngā moutere o Rēkohu me Aotearoa

A map of the Chatham Islands and New Zealand.

### Te momo reo tuhi

Language style

- He tuhinga whakaahua (*Descriptive writing*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Ngā kupu āhua (*adjectives*)  
Hei tauira:
  - He **moutere iti** a Rangiaurii
  - He **whenua mārakerake** te whenua o Rangiaurii.
- Ngā kupu ingoa (*nouns*)  
Hei tauira:
  - Kei **Te Awapātiki te wahapū** o **Te Whanga**.
  - Kei **Motuhope** ahau e hararei ana.

### He ngohe

Activities

1. He mahi whakarongo tēnei. Tāruatia tētahi kape o te mahere, ka uhi i ngā ingoa o ngā moutere. Hoatu tētahi kape ki ia ākonga. Ka taea e te ākonga te whakaingoa i ngā moutere mā te whakarongo ki ngā tohutohu a te pouako. Hei tīmata:

- Tīmata ki Aotearoa. Ko te ingoa o te moutere kei te raki ko Te Ika-a-Māui. (Mā ngā ākonga e tuhi i te ingoa tika o tēnā moutere, o tēnā moutere).
- Whakawhiti atu ki te moutere kei te taha mauī. Ko Rēkohu tēnei. (Mā ngā ākonga e tuhi i te ingoa tika o te moutere).

Ka rite tonu te whakamahi i ngā tohutohu kia oti rā anō te whakaingoa a ngā ākonga i ngā moutere.

Copy the map and write out the names of the islands. Give each student a blank map. Students should name each island by listening to the instructions you give them. Here are some to get you started:

- Start at New Zealand. The name of the northern island is Te Ika-a-Māui. (Students write the name by the correct island.)
- Go across to the large island to the left. This is Rēkohu. (Students name this island)
- Continue with instructions until all islands are named.

2. Akiakina ngā ākonga ki te rangahau i ngā kōrero mō tētahi o ngā moutere o Rēkohu, arā, te takoto o te whenua, te tangata whenua. Ānō nei kei Rēkohu rātou e hararei ana, me tuhi kāri ngā ākonga ki tētahi hoa, tētahi whanaunga rānei e korero ana mō ā rātou mahi me ngā mea i kitea e rātou.

- Mā ngā ākonga e tā i tētahi āhuatanga motuhake o te takoto o te whenua ki tāna i whakaaro ai, i kite ai hei uhi mō te kāri.
- Ko ngā kōrero mō te kāri e whakataurite ana i ngā rerekētanga e toru o Rēkohu me Aotearoa.

Encourage students to research the physical features of one of the islands of Rēkohu and about the people who live there. Students should pretend they are on holiday on there and make a postcard for a friend or whānau member describing what they have seen and done there.

- The front of the postcard should have a picture of an interesting aspect of the landscape.
- The text at the back of the postcard should describe at least three things that are different on their island from Aotearoa.

## Ka One (wh. 31)

*nā Te Hokotehi Moriori Trust i tuku mai*

### Hei whakarāpopoto

He *karakii* Moriori tēnei mō te tohinga o te tamaiti. Ko tāna mahi he whakarite i te tamaiti kia pai ai tana tipu me tana noho ki te whenua ā ngā rā e heke mai nei. Ahakoa kua tuhia ki te reo Moriori kei reira ōna ritenga ki te reo Māori. Kei te pae ipurangi nei tētahi whakapākehātanga o te *karakii* kua tuhia e Alexander Shand:

[http://www.jps.auckland.ac.nz/document/Volume\\_6\\_1897/Volume\\_6,\\_No.\\_1/The\\_Moriori\\_people\\_of\\_the\\_Chatham\\_Islands%3A\\_their\\_traditions\\_and\\_history\\_by\\_Alexander\\_Shand,\\_p\\_11-18/p1](http://www.jps.auckland.ac.nz/document/Volume_6_1897/Volume_6,_No._1/The_Moriori_people_of_the_Chatham_Islands%3A_their_traditions_and_history_by_Alexander_Shand,_p_11-18/p1)

This *karakii* is recited at the tohinga or baptism of a Moriori child. It invokes a blessing on the child, that he might grow and prosper to tread the land in the future. Although it is written in Moriori there are similarities to the Māori language. The website above has an explanation in English written by Alexander Shand.

### Te momo reo tuhi

*Language style*

- He tuhinga mihi (*acknowledgements*)

### Ētahi āhuatanga o tēnei momo reo tuhi

*Features of this language style*

Te reo whakamihī (*acknowledgement expressions*)

Hei tauira:

- **Te one no Uru, no Ngana, no Iorangi e-ra ia.**
- **No Tu, no Tane, no Rongo, no Tangaroa, e-ra ia**

Te tātorutanga (*repetition*)

Hei tauira:

- **Whati te rangi, whati te rangi, tu tatau tareae-i-ae, tu tatau tarea.**
- **Kei tongia te one, tongia te one e, tareae-i-ae**

### He ngohe

*Activities*

1. Wāwāhīhia te *karakii* nei ki ngā wāhanga e whā, e hia rānei. Me mahi takirua ngā ākonga ki te whakamāori i tētahi wāhanga o te kōrero. Ka mutu, ka noho ā-rōpū ki te whiriwhiri kōrero mō ā rātou mahi. Matapakihia ngā pātai nei:

- He aha ngā kupu he rite ki te reo Māori?
- Ko wai ngā ingoa atua e rite ana ki tō te Māori?
- E kōrero ana tēnei *karakii* mō ēhea āhuatanga o te taiao?
- He aha ngā ritenga o te *karakii* nei ki tō te whakaaro Māori?

Divide the *karakii* into four or five parts. Students work in pairs to translate their section in to Māori. Discuss the following in groups:

- What words are similar to Māori?
- Which atua names seem similar to Māori names?
- What aspects of the environment are mentioned?
- What are the similarities to a Māori perspective?

Whakaatuhia te whakapākehātanga o te *karakii* nei ki ngā ākonga mai te pae ipurangi.

2. Matapakihia te kaupapa o te *karakii* nei. He aha te tohi? He aha te take ka tohia te tamaiti?

- Tukuna ngā ākonga ki te tuhi i tētahi mihi ki tētahi tamaiti – tērā pea ko tō rātou teina, ko tētahi whanaunga rānei. He aha ō rātou wawata mō te tamaiti nei? He aha ngā mea hei ako māna?

Discuss the purpose of this *karakii*. What is a tohi? Why is a child acknowledged in this way?

- Students should write their own mihi to a small child – perhaps their younger sibling or a relation. What are their hopes for this child? What do they think is important for the child to learn?

# 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.*

**1. 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. (Tirohia te rārangi o ngā rauemi hei āwhina kei wh. 14.)

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 on the another way, try the library, the Internet, or ask family. (See p. 14 for a list of helpful resources.)

**2. Me tautohu ngā tauira o te reo raupapa i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea ēnei tauira e āwhina ai i te kaipānui ki te whai atu i te takanga mai o ngā mahi i roto i ngā kōrero. Hei tāpiri atu, me whakamārama atu mā te whakamahi i te maha atu o ngā momo tauira o te reo raupapa, ka pārekareka te kōrero.**

Identify the sequence expressions in the book and talk to the students about how they help the reader follow the sequence of events. You could also talk about how the use of a variety of sequence expressions makes writing sound more interesting.

## He hokinga whakamuri hei kōkiringa whakamua

### *Ideas for reflecting in learning and planning next learning steps*

**1. Kia rangahau i ngā ākonga ētahi ōritenga, ētahi rerekētanga hoki i waenganui i te iwi Moriori me te iwi Māori. Kia whakaaro rātou ki ngā mea pēnei i ngā āhuratanga ā-reo, ā-āhua, ā-tikanga, ā-whakapono, ā-hangarau hoki. Tirohia te kupu taka o ngā kupu Moriori me ngā kupu Māori kei te whārangi 15, ka matapaki ngā ōritenga.**

Encourage students to research other similarities and differences between Moriori and Māori. They should think about similarities and differences in things such as language, physical appearance, tikanga, beliefs, and technology. Refer the list of Moriori and Māori words on page 15 and discuss the similarities with your students.

**2. Hoatu tētahi kōrero taki anō mai i tētahi atu pukapuka ki ngā ākonga, ka akiaki i a rātou ki te tautohu i ētahi o ngā āhuratanga reo o te kōrero taki i kitea i te pukapuka *Te Tautoko* 67.**

Give students another recount text from another book and ask them to identify some examples of the language features of recount text that they found in the stories in *Te Tautoko* 67.

# Ngā Rauemi Āwhina mā te Ākonga

## Student Resources

### Te Ipurangi

*He Pātaka Kupu* [www.korero.maori.nz/home.html](http://www.korero.maori.nz/home.html)

Ko te ī-papakupu kei roto katoa i te reo Māori.

Mā tēnei hoki e māmā ai te rapu i ngā kupu taurite.

*New Zealand in History: The Moriori* [www.dnzb.govt.nz/dnzb/Maori\\_default.asp](http://www.dnzb.govt.nz/dnzb/Maori_default.asp)

He paetukutuku e pā ana ki te iwi Moriori.

*The Origins of Moriori* <http://education-resources.co.nz/moriori-origins.htm>

Kei tēnei paetukutuku he kōrero mō te iwi Moriori.

*Te Ara* [www.teara.govt.nz](http://www.teara.govt.nz)

He puna mōhiohio e mau nei i ngā pitopito kōrero, i ngā tāhuhu kōrero, i ngā whakaahua, i ngā kiriata hoki e pā ana ki Aotearoa.

*Te Taura Whiri i te Reo Māori* [www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz)

Ko ngā kōrero mō Te Taura Whiri i te Reo Māori me ngā kaupapa reo Māori o te wā.

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

Ko ngā moheni tawhito o *Te Ao Hou*. He nui ngā tuhituhinga reo Māori, ngā mihi, ngā poroporoaki, ngā pūrākau, ngā take tōrangapū, me ngā kaupapa maha e pā ana ki te ao Māori.

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# He Whakamāori i te Reo Moriori

Te re Moriori	Te reo Māori
<b>e</b>	
e kino tch patu	<i>he kino te patu tangata</i>
<b>h</b>	
Hhiawaiki	<i>Hawaiki</i>
hokopapa	<i>whakapapa</i>
hopo	<i>toroa, he momo manu</i>
hunau	<i>whānau</i>
<b>k</b>	
Ka pō Tapuika, ka ao Tauranga	<i>He whakataukī nō te iwi Moriori. Ko Tapuika te tūranga o te iwi o Rauru. Ko Tauranga te tūranga o te iwi o Wheteina. E kīia ana <b>ka pō ki Tapuika</b> nā te mea tokomaha ake rātou i te iwi o Wheteina, arā ka pō te whenua i te nui o te iwi o Rauru. Tokoiti te iwi o Wheteina nā reira e kīia ana <b>ka ao ki Tauranga</b>.</i>
karakii	<i>karakia</i>
karapuna	<i>tupuna, tipuna</i>
<b>m</b>	
me rongo	<i>kia tau te rangimārie</i>
Merenihia	<i>he kohinga moutere kei te raki o Ahitereiria</i>
<b>p</b>	
pōhutu	<i>kārapu, whati ana te ngaru ki runga i te toka, ka marara te wai</i>
pokai ta uru o te whenua, pokai ta uru o te moana	<i>i toroa te whenua me te moana</i>
pokapoka	<i>ka hikohiko te mahi</i>
poua	<i>pāpā</i>
<b>r</b>	
ramere hopo	<i>he mere i hangaia ki te toka mō te patu toroa</i>
Rangitokona	<i>Tāne</i>
Rēkohu	<i>Wharekauri</i>
Rongomaitere	<i>Tangaroa</i>
Rongomaiwhenua	<i>Papatūānuku</i>
<b>t</b>	
Tapuika	<i>te tūranga o te iwi o Rauru</i>
Tauranga	<i>te tūranga o te iwi o Wheteina</i>
tchi ata marua pō	<i>I te atatū</i>
Te Whitu o Rongo	<i>te marama tuawhitu</i>
tuatehi/tuatehitanga	<i>tuatahi</i>
<b>w</b>	
waka pahī	<i>he momo waka kōrari i hangaia e te Moriori mō te whakaterere moana</i>
Wari ko hunua?	<i>Ko wai te iwi o tēnei whenua?</i>
<b>wh</b>	
whakahere	<i>ka mahi kia ngata te hiahia, kia mauru rānei te riri o ngā atua</i>

# Ngā Tohutoro mā te Pouako

## *Teacher References*

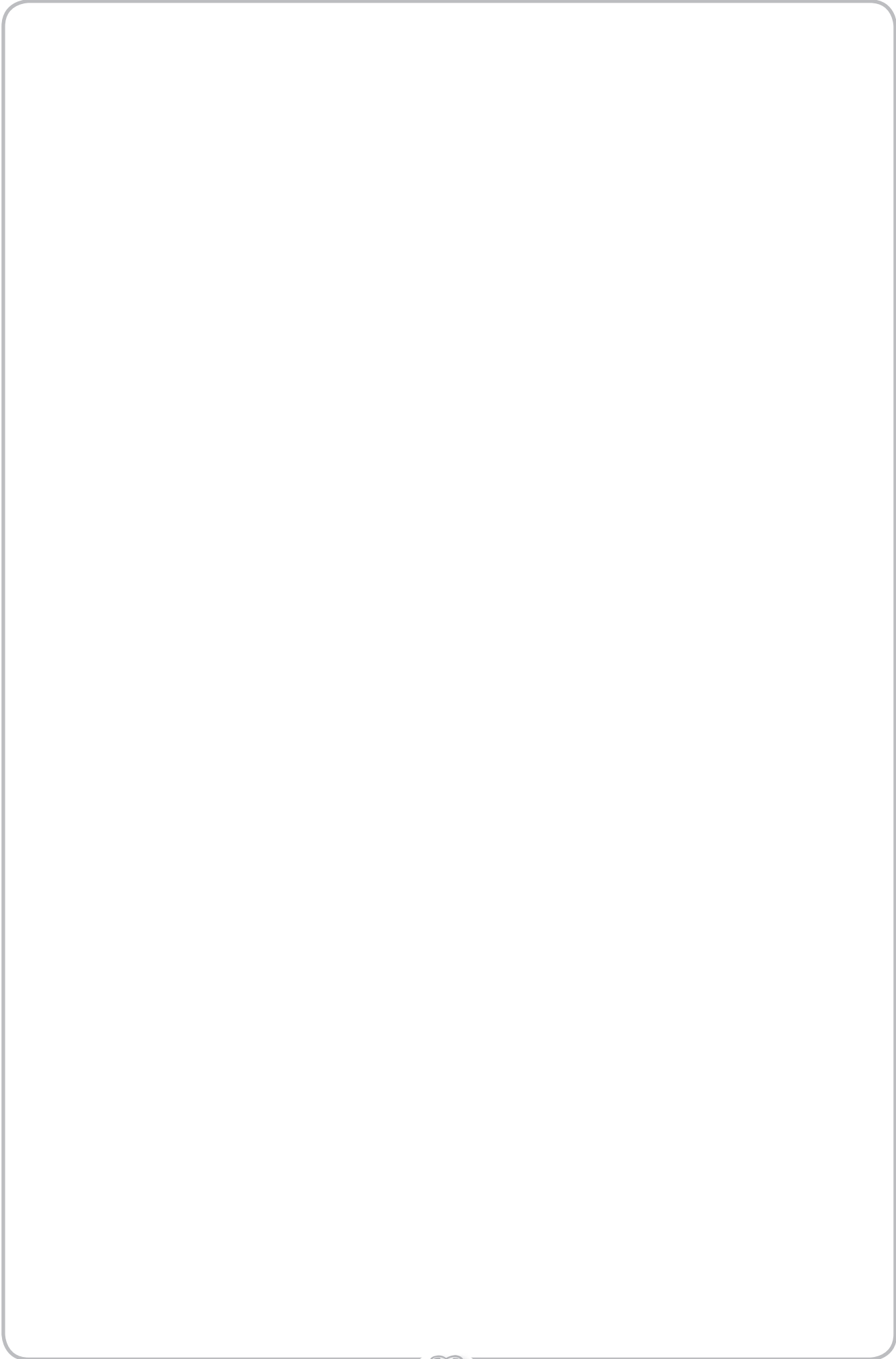
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**TE TĀHUHU O TE MĀTAURANGA**  
*Ministry of Education*

Te Kāwanatanga o Aotearoa

