

Mā te Pouako

Te Tautoko 68



Te Ope Taua 28

**Tau
7-8**

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.

Nā George Silk te whakaahua matua kei te uhi o mua, mai i te Australian War Memorial Museum (ref. 007742/37); nā Shaun Aumua te whakaahua o te tohu kei te uhi, mana pupuri © Shaun Aumua 2010.

Kaituhi: Stephanie Tibble

Ētita: Carol Buchanan

Kaihoahoa: Phillip Paea

I whakaputaina tēnei pukapuka i te tau 2010
mō Te Tāhuhu o Te Mātauranga e
Te Pou Taki Kōrero Whāiti,
Pouaka 3293, Te Whanganui-a-Tara 6140, Aotearoa.
www.learningmedia.co.nz

Mana pupuri © Te Karauna 2010
Pūmau te mana.

Ki te hiahia koe ki ētahi atu kape o tēnei rauemi, whakapā mai ki:
Te Ratonga Kiritaki a Te Tāhuhu o te Mātauranga
Waea koreutu 0800 660 662
Waea whakaahua koreutu 0800 660 663
Īmēra: orders@thechair.minedu.govt.nz
Tono mai rānei mā te Ipurangi www.thechair.minedu.govt.nz
Me mātua homai te nama take 11485

ISSN: 0112 0565
Nama take: 11485
Nama take o te pukapuka mā te ākonga: 11484



I hangaia tēnei rauemi hei tautoko i
Te Marautanga o Aotearoa

Ngā Ihirangi

He Kupu Whakataki <i>Introduction</i>	4
Te Whāinga o Tēnei Pukapuka <i>Purpose</i>	4
He Hononga ki Te Marautanga o Aotearoa <i>Curriculum Links</i>	5
He Tirohanga Whānui me ngā Āhuatanga Reo <i>Overview of Stories and their Language Features</i>	5
He Huarahi Ako <i>Teaching Purposes</i>	6
I Mua i te Pānui Pukapuka <i>Before Reading</i>	7
I te Ākonga e Pānui ana i te Pukapuka <i>During Reading</i>	8
Te Āhua o te Hōia Māori <i>nā Kiwa Hammond</i>	8
Te Hāpai Ō <i>nā Paora Tibble</i>	12
I Muri i te Pānui Pukapuka <i>After Reading</i>	15
Ngā Rauemi <i>Resources</i>	16

**“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 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 *He Kohikohinga*, ā, ka hāngai ki ngā ākonga i ngā Tau 7–8. Ko te arotahinga o tēnei putanga ko Te Ope Taua 28. Ko te kaupapa matua he whakaahua i ētahi āhua o ngā hōia nei, me te āhua o tā rātou noho ki rāwāhi.

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 years 7–8. This issue focuses on the 28th Māori Battalion and aims to describe some aspects of their experiences both here and overseas.

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 me Tikanga ā-lwi. 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 in the marautanga. Pouako should select learning areas and learning objectives appropriate for their students.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
4	Te Reo Māori	ā-Tā (āheinga reo)	Ka whai whakaaro ake ki te pūtake o te tuhituhi me te kaipānui.
4	Te Reo Māori	ā-Tā (rautaki reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.
4	Te Reo Māori	ā-Waha (āheinga reo)	Ka whakapuaki patapatai hāngai tonu, kōrero whakamārama, tautohetohe rānei kia puta ai te reo hīkaro, te reo whakamana hoki.
4	Tikanga ā-lwi	Te Ao Hurihuri	Ka whakaahua i ngā huarahi e tuhia ai, e maumaharatia ai ngā mahi o mua.

He Tirohanga Whānui me ngā Āhuatanga Reo

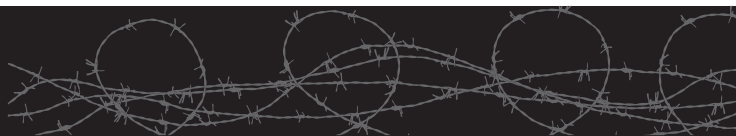
Overview of Stories and their Language Features

E rua ngā kōrero o roto i te pukapuka *Te Tautoko 68*. 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 te pukapuka. Ko ngā 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, kia āhei hoki te ākonga kia tautohu i ngā pūtake o ngā kōrero, ā, kia taea ai te ākonga te whakataurite i ngā pūtake me ngā horopaki maha o ngā kōrero.

There are two stories in the book *Te Tautoko 68*. 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 intentions are that students will begin to gain an understanding of the range of language styles and their features, be able to identify the source of, or reason for the story, and be able to compare different aspects of a story or stories.

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 Ope Taua 28 me te āhua o tā rātou noho ki rāwāhi
- 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.

To support students to:

- develop their knowledge about the 28th Māori Battalion and their lifestyle while serving overseas
- 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 rā whakanui i ngā hōia o Aotearoa me Ahitereiria
- ngā tuatangata
- te Pakanga Tuarua o te Ao
- te mahi kai
- ngā kākahu o mua.

Contexts for learning could include:

- ANZAC Day
- heroes
- WWII
- food preparation
- clothing of the past.

He Ngohe

Learning Activities

Anei ētahi whakaaro mō ngā ngohe e pā ana ki ngā kōrero katoa o roto o *Te Tautoko* 68 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 the stories in *Te Tautoko* 68 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

1. Te whakamārama whakatauākī.

Rapua tētahi whakatauākī nō te rohe o te kura, o ngā ākonga rānei, e pā ana ki tēnei mea te pakanga. Anei tētahi hei tauira, “He wahine, he whenua, e ngaro ai te tangata”. Tukua ēnei pātai ki a rātou:

- He aha te kaupapa o tēnei kōrero?
- Ki ōu ake whakaaro, kei te tika, kei te hē rānei tēnei kōrero ināianei?
- Pēhea i ngā wā o ngā tūpuna?

Analysing a proverbial saying.

Discuss a local proverbial saying pertaining to battle with the students. An example may be “He wahine, he whenua, e ngaro ai te tangata”. Ask the students:

- What is this saying about?
- Does it relate to today?
- How did it relate to the time of our tupuna?

2. Whakawhiti whakaaro mō ngā take i haere ai ngā tāne Māori ki te pakanga.

Whakaatuhia ki a rātou tētahi pikitia o Te Ope Taua 28 (wh. 2–3). Whakawhitiwhiti whakaaro mō ngā take i haere ngā hōia Māori ki te Pakanga Tuarua o te Ao. Anei ētahi tauira kōrero:

- Ko wai tēnei hunga?
- I haere rātou ki ēhea o ngā whawhai?
- Ki ō whakaaro, he aha te take i haere atu rātou?
- He aha ngā painga pea mō rātou? Mō ō rātou whānau?
- He aha ngā uauatanga pea mō rātou? Mō ō rātou whānau?

Discuss the reasons Māori men went to war.

Show students a picture of the 28th Battalion (p. 2–3). Discuss why these soldiers decided to fight in WWII. Ask them:

- Who are these people?
- Which battles did they go to?
- Why do you think they went?
- What were the benefits of going to war for them? For their families?
- What were the difficulties for them? For their families?

3. Te hanga Papa Meka Matua.

Hei āwhina i te katoa o ngā ākonga ki te whai māramatanga mō te kaupapa nei me whakatū tētahi Papa Meka Matua ki roto tonu i te akomanga, arā, he papa pānui e whakaatu ana i ngā kōrero pono kua kitea e ngā ākonga i a rātou e rangahau ana i te kaupapa nei. Mēnā ka kite tētahi ākonga i tētahi kōrero hou mō Te Ope Taua 28, ka tāngia e ia ki te pepa, ā, ka tāpirihia atu ki te papa nei. Ko ētahi o ngā kōrero ka kitea pea i te papa nei ko:

- te rā tīmata me te rā whakamutunga o te Pakanga Tuarua o te Ao
- ngā whenua i tau ai Te Ope Taua 28
- te rā i uru atu a Aotearoa ki te Pakanga Tuarua o te Ao
- ngā ingoa o ngā pakanga i pakangahia ai e Te Ope Taua 28
- ngā tāngata rongonui o Te Ope Taua 28
- te maha o ngā tāngata o Aotearoa i hinga i te Pakanga Tuarua o te Ao
- ngā hōia i whai tohu i te Pakanga Tuarua o te Ao.

Me whai wā ngā ākonga ki te rangahau meka matua hei tāpiri atu ki te papa nei, mā te haere ki te whare pukapuka, mā te torotoro Ipurangi, mā te uiui tāngata anō hoki.

Making a Facts Board

Make a Facts Board for the classroom about the 28th Māori Battalion. Each time a student finds a new fact about the topic they should publish it and add it to the Facts Board. An example of facts that could be included are:

- the start and finish date of WWII
- countries the 28th Māori Battalion served in
- the day New Zealand joined WWII
- the names of the battles the 28th Māori Battalion fought overseas
- well known soldiers of the 28th Māori Battalion
- the number of New Zealanders that died during WWII
- the number of soldiers that were decorated for their bravery in WWII.

Make sure students have some time to research facts to add to the Facts Board. Get them to use a variety of methods to find information including using the library, using the Internet, and interviewing experts.

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.

Te Āhua o te Hōia Māori (wh. 2–11)

nā Kiwa Hammond

Hei whakarāpopoto

E whā ngā wāhanga o roto i tēnei kōrero:

- Te Papa Ōkawa
 - E hāngai ana tēnei kōrero ki te āhua o ngā kākahu o ngā hōia o Te Ope Taua 28.
- Te Papa Toroparawae
 - E hāngai ana tēnei kōrero ki ngā mahi whakangungu hōia i mua i te wehenga ki rāwāhi.
- Te Papa Wera me Te Papa Mātao
 - E hāngai ana ēnei kōrero ki te kaha o ngā hōia Māori ki te mura o te ahi.

There are four sections in this story:

- The section entitled Te Papa Ōkawa looks at the clothing worn by 28th Māori Battalion.
- The section entitled Te Papa Toroparawae looks at the training of soldiers for war.
- The last two sections entitled Te Papa Wera and Te Papa Mātao focus on the courage and bravery of Māori soldiers in war.

Te momo reo tuhi

Language style

- He tuhinga taki (*Writing to recount*)
- Taki whānui (*Factual recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo tohu i te mahi a tētahi atu (*3rd person voice*)
 - ... ka mau i **te hōia Māori** ngā momo kākahu e tika ana ānō nei ko te hōtoke, ko te raumati rānei. (wh. 8)
- Ka uru mai te kōrero a tētahi atu (*Quotation*)
 - “**E te iwi, kei runga te ingoa o te iwi Māori e tare ana.**” (wh. 5)
- He reo tohu wāmua (*Past tense expressions*)
 - **Nō muri tata mai** i te taenga atu o ngā hōia Māori ki Ingarangi ... (wh. 7)
- He reo raupapa (*Sequencing events*)
 - **I mua i te wehenga atu** i Aotearoa **ka whakangungua** te hōia Māori ... (wh. 6)
- Ka whakamahia ngā kupumahi (*Verbs used to describe events*)
 - Ka **akona** e ia ki ngā tikanga whawhai pērā i te **pupuhi** i ngā momo pū, te **kōkiri** me te **wero** i te hoariri ki te pēneti, me te **mahi tahi** me ōna hoa ... (wh. 6)

He Ngohe

Activities

1. Te Papa Ōkawa (wh. 2–5)

Te Tuhi Whakarāpopoto

Me pānui e ngā ākonga ngā whārangi 2–5 o *Te Tautoko* 68. Matapakihia te kōrero “He ao te rangi ka ūhia, mā te huruhuru te manu ka rere ai.” (wh. 2)

- Nā wai tēnei kōrero?
- He aha te kaupapa o te kōrero nei?

Me rapu ngā ākonga te whakamārama mō te whakatauākī nei. Kei te paetukutuku nei ngā kōrero www.nzetc.org/tm/scholarly/tei-MitTaki-t1-body-d2-d6.html

Kei roto rānei i te pukapuka *Tākitimu*, (Mitchell, 1972:100). Kia mōhio koutou, hāunga i ētahi pitopito kōrero, kei roto tēnei pukapuka i te reo Ingarahi.

Me tuhi whakarāpopoto ngā ākonga mō te kōrero mō Tama Te Rangi. Mā rātou anō hei whakamārama i te hononga o te kōrero nei ki te āhua o ngā hōia o Te Ope Taua 28.

Writing Summaries

Get your students to read pages 2–5 of *Te Tautoko* 68. Get them to discuss the meaning of the following proverbial saying “He ao te rangi ka ūhia, mā te huruhuru te manu ka rere ai.” (p. 2)

See www.nzetc.org/tm/scholarly/tei-MitTaki-t1-body-d2-d6.html or chapter 14 of *Tākitimu* (Mitchell, 1972:100). Teachers should be aware however that, apart from small sections, this reference is written in English.

Students should write a summary of the events that led to Tama Te Rangi creating this saying. How does this saying relate to how soldiers were expected to present themselves?

2. Te Papa Toroparawae (wh. 6–7)

Ngā Toa o Neherā me ngā Toa o Te Ope Taua 28.

Whakamāramahia atu ki ngā ākonga e whā ngā kamupene o Te Ope Taua 28. Mā rātou e kimi ko wai te ingoa o te kamupene nō tō rātou ake rohe (ā-iwi, ā-kura rānei). Ka kite rātou i te ingoa o tō rātou kamupene, ka noho tahi ngā ākonga o ia kamupene ki te matapaki, ki te rangahau hoki i ēnei pātai:

- Ko wai ngā “toa” o tō rātou rohe i neherā?
- Ko wai ngā toa o tō rātou kamupene i te wā o te Pakanga Tuarua o te Ao?
- He pēhea te whakangungu a ngā toa o neherā i a rātou anō?
- He pēhea te whakangungu a ngā toa o te Te Ope Taua 28? (Tirohia te wh. 6–7)
- He aha ngā kākahu o tō tātou tīpuna?
- He aha ngā kākahu o Te Ope Taua 28?

Hoatu tētahi mahere ki ia rōpū mā rātou hei whakapaipai te takiwā o tō rātou ake kamupene. Kātahi ka tāpiri atu rātou i ā rātou kōrero ki te mahere nei. Kei tētahi taha ngā kōrero mō Te Ope Taua 28, kei tētahi atu ngā kōrero mō tētahi/ētahi toa Māori o neherā.

Warriors of the Past and Those Who were in the 28th Māori Battalion

Explain to the students that the 28th Māori Battalion consisted of four companies. Students then identify the company that encompasses their own tribal or school area. Students work with others from the same company to explore the following:

- Identify well known or famous ancestors (who may have been warriors).
- Identify decorated soldiers of the 28th Māori Battalion from that area.
- How did warriors train before colonisation?
- How did the 28th Battalion train?
- What clothing did our tīpuna wear?
- What clothing did the 28th Māori Battalion soldiers wear?

Give each group a map to annotate using their group's findings. One side has what warriors did in the times of our ancestors, before colonisation, and the other side describes how the 28th Māori Battalion trained.

3. Te Papa Wera (wh. 8)

Ngā Pakanga nā ngā Hōia Māori i Whawhai

Whakaatuhia tētahi mahere o ngā whenua i toroa e Te Ope Taua 28 ki ngā ākonga (tirohia www.28maoribattalion.org.nz/map). Ka mahi takirua ngā ākonga ki te whiriwhiri i tētahi o ngā pakanga ki rāwāhi hei rangahau mā rāua. Hei tāpiri atu ki ā rāua ake pātai me whakautu rāua i ngā pātai e whai ake nei:

- He aha te ingoa o te whawhai?
- He aha te rā tīmata me te rā whakamutunga o te whawhai?
- He pēhea te maha o ngā hoariri i mate, i mauheretia?
- He pēhea te maha o ngā ope haumi i mate, i mauheretia?
- Ko wai i toa?
- He aha te take i toa ai, i hinga ai rānei Te Ope Taua 28 me ngā ope haumi?

Ka tāpiri atu ngā kōrero nei ki tētahi mahere o te whenua o te pakanga, ā, ka whakaatu ki te katoa o te akomanga.

Battles fought by the 28th Māori Battalion

Show the students a map of the countries that the 28th Māori Battalion served in (see www.28maoribattalion.org.nz/map). In pairs students decide one of the battles to research. Information they find should include:

- the name of the battle
- the start and finish date of the battle
- the number of enemy soldiers who were killed and captured
- the number of allies killed and captured
- who won the battle
- why the Māori Battalion and allies won or lost.

Get your students to annotate a map of their chosen country with their information and display it to the class.

4. Te Reo Whakataukāki

Te Rangahau Reo Whakataukāki

Me pānui ngā ākonga i te katoa o te kōrero “Te Āhua o te Hōia Māori”. Mā rātou hei tātuhi ngā whakataukāki kei roto. Me rapu ngā ākonga te pūtakenga o ngā whakataukāki e 3 mai i te kōrero nei. Me rapu rātou:

- te kaikōrero o ia whakataukāki
- nō hea te kaikōrero
- nōnahea i kīia ai te kōrero nei
- te take nāna ēnei kupu i whakahua.

Ki ō rātou whakaaro he aha te pānga o ēnei whakataukāki ki ngā hōia i aua wā? He āwhina, he akiaki rānei kei roto mō rātou?

Me whakaatu ngā ākonga i ā rātou kitenga ki te whakaaturanga ā-rorohiko – arā, me whakaatu atu te whakataukāki, te pūtakenga o te kōrero, me tētahi whakamārama mō te pānga o te kōrero nei ki ngā hōia.

Researching Proverbial Sayings

Students should read all of the article “Te Āhua o te Hōia Māori” and consider the whakataukāki that are used throughout the text (often highlighted in a separate text box). Students should choose 3 whakataukāki to research. Information to find may include:

- Who first said this whakataukāki?
- Where was he/she from?
- When did he/she use this saying?
- Why did he/she use this saying?

Get your students to consider how these whakataukāki relate to the soldiers. What was the intention of these sayings?

Students could create a PowerPoint presentation to present their 3 whakataukāki and show what they consider these whakataukāki are trying to convey.

Te Hāpai Ō (wh. 12–31)

nā Paora Tibble

Hei whakarāpopoto

Kei roto i tēnei kōrero:

- he whiti mai i tētahi waiata i titoa i te wā o te pakanga
- ētahi kōrero mō ngā kai a ngā hōia
- he paki, he kōrero mō te āhua o te noho o ngā hōia ki rāwāhi.

In this article students will see:

- a verse from a song written during war time
- some facts about food that soldiers acquired
- personal stories about life while overseas.

Te momo reo tuhi

Language style

- He tuhinga taki (*Writing to recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo tautahi (*First person voice*)
 - “Ka kuhu atu **awau** ki roto, arā, kī pai ana te tāpu rā i te maha o te kōura” (wh. 24)
- He whakaaro whaiaro (*Personal comments*)
 - E ai ki a Kāpene M. R. Pene, “**He mea hanga nā te rino pea te puku o te hōia Māori. Kāre tētahi o rātou i mate i tērā kai**”. (wh. 27)
- He reo raupapa (*Sequencing expressions*)
 - **Tae atu rātau** ki Ingarangi, ka kainga ngā kai o Ingarangi. (wh. 25)
 - **Whakamarokengia e au te pāwhera, ka takatahahingia** ki ngā pēke, **ka purua** ki rō tīni. (wh. 22)
- He kupumahi (*Verbs*)
 - Ka **wepua** rātau i reira, ka **haere** ki te moutere o Kiriti. (wh. 26)
- He reo tohu wāmua (*Past tense expressions*)
 - **I pakanga** te 28 ki ngā whenua koraha ... (wh. 27)
 - **I a rātou** i Ingarangi ... (wh. 26)

He Ngohe

Activities

1. Te Hāpai Ō (wh. 12–15)

Te Mahi Kai i te Mura o te Ahi

Matapakihia te kōrero nei: “Ka ngōki haere te ope taua mā runga i tōna puku.”

- He aha te whakamārama o tēnei kōrero?
- Kei te tika te kōrero nei?

Mēnā e whakaae ana ngā ākonga ki tēnei kōrero me whakawhitiwhiti kōrero hoki mō te pātai nei:

- Me pēhea e taea ai te whāngai ngā hōia ki whenua kē i te wā o te pakanga?

Tukua ngā ākonga ki te pānui i te kōrero nei, *Te Hāpai Ō*. Ka mutu ana tā rātou pānui me tuhi rātou i ngā tūmomo huarahi i whāia e ngā hōia Māori kia whiwhi kai i a rātou i whenua kē.

Food at the Front

Discuss the following quotation with the students “Ka ngōki haere te ope taua mā runga i tōna puku.”

- What is this saying about?
- Is it correct?

If students agree that food is important, get them to consider how an army might feed its troops in a foreign country.

Students should read the article *Te Hāpai Ō* and describe the various ways that troops obtained food while fighting overseas.

2. Te Mahinga Kai i te Wā Kāenga (wh. 16–22)

Te Noho Mokemoke i te Kāenga

Me pānui ngā ākonga i te kōrero nei “Te Mahinga Kai i te Wā Kāenga” (wh. 16–22). Hoatu te roanga o te waiata *Ngā Whakaaro E* nā Tuini Ngāwai.

Me he māmā, he pāpā, he hoa rangatira, he hoa rānei rātou o tētahi o ngā hōia i aua wā, he pēhea ō rātou whakaaro mō te ngaronga o tō rātou whanaunga, o tō rātou hoa rānei?

Me tuhi ngā ākonga i tētahi rotarota, i tētahi waiata rānei mō tētahi hōia o Te Ope Taua 28 e whakaatu ana i tō rātou aroha, i tō rātou pōuri rānei i tōna wehenga atu ki te pakanga. Rapua ētahi atu waiata hei tauira mā rātou i www.folksong.org.nz/waiata.html

Those Left Behind

Students should read the section “Te Mahinga Kai i te Wā Kāenga” (p. 16–22). Give them all the words to the song *Ngā Whakaaro E* by Tuini Ngāwai.

Students should consider how parents, friends, and family members felt while their loved ones were at war and write a poem or song which expresses how they may have felt. Some other examples of songs can be found on the website www.folksong.org.nz/waiata.html

3. Kai Tawhiti Pāmamao (wh. 23–31)

Me pānui e ngā ākonga ngā kōrero mō ngā wheako a ngā hōia i a rātou i rāwāhi. Me whiriwhiri rātou i tētahi o ngā ngohe nei hei whakaoti mā rātou.

- Me tuhituhi ngā ākonga i tētahi reta ānō nei he hōia rātou e whakamārama ana i tētahi o ngā wheako kei te tuhinga nei ki tētahi o ō rātou whanaunga.
- Me tuhi reta ngā ākonga ānō nei he hōia rātou e noho mokemoke ana ki rāwāhi. He aha ngā mea e kaingākauria ana e rātou mō te kāinga?

Tirohia hoki te paetukutuku www.28maoribattalion.org.nz kei reira ētahi atu kōrero mō ngā wheako a ngā hōia.

Students should read the experiences recounted by soldiers while they were overseas and choose one of the following activities to complete.

- Students write a letter as if they are the soldier describing one of the experiences to one of their relations.
- Students write a letter as if they are a homesick soldier pining for home. They should describe their lifestyle overseas and talk about what they miss most about home.

See the following website for more accounts of life overseas by Māori Battalion soldiers www.28maoribattalion.org.nz.

4. Kai Tawhiti Pāmamao (wh. 23–31)

Whakamāramahia atu ki ngā ākonga e whā ngā kamupene o Te Ope Taua 28. Me mahi takirua ngā ākonga ki te rangahau i tētahi o ngā kamupene o Te Ope Taua 28. Me ohia manomano rāua i ngā pātai e hiahia ana rāua ki te whakautu. Anei ētahi hei tauira:

- Ko wai te ingoa o te kamupene?
- Ko wai te ingoa kārangaranga o te kamupene?
- He aha i karangatia ai ki tēnei ingoa?
- Ko wai tētahi toa rongonui o te kamupene nei?
- I haere tēnei kamupene ki hea whawhai ai?

Mā te tokorua nei hei whiriwhiri i tētahi huarahi pai hei whakaatu i ā rāua mahi ki te katoa o te akomanga. Ka taea te whakaatu atu ā-rorohiko, ā-waiata, ā-tuhi rānei.

Explain to the students that the 28th Māori Battalion is comprised of four companies. In pairs students should choose one company to research. They should brainstorm the information they would like to find out. Here are some sample questions:

- What was this company called?
- What was their nickname?
- Why were they called that?
- Are you able to name a famous soldier from that company?
- Where did this company fight?

Each pair should decide how best to present their findings. They may choose to present their information using the computer, by writing a waiata, writing a report, or making a display for others to read.

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.

Here are some possible assessment and extension activities.

1. Tirohia, pānui tahitia ngā meka matua kua kohia ki te Papa Meka Matua mō te kaupapa nei. Whakawhitiwhiti whakaaro mō ngā mahi kua oti i ngā ākonga nei:

- He aha ngā akoranga matua kua mau i a tātou mai i tēnei mahi?
- He pātai anō āu mō te kaupapa nei?

Me he maha ngā meka kei te papa nei, me whakakao ngā ākonga i ngā kōrero nei hei hanga i tētahi pukapuka nui, i tētahi pānui nui rānei mō Te Ope Taua 28. Hoatu kia 2, kia 3 rānei ngā meka matua ki ia ākonga, ā, mā rātou hei kimi, hei tā rānei i ētahi pikitia hei tāpiri atu ki te kōrero nei. Ka mutu ana ngā whārangi katoa, kohia, ā, hangaia he pukapuka.

Review the information gathered on the Facts Board. Discuss with the students:

- What are the main ideas we have learned from reading this book?
- Do you have other questions you would like to find the answers to?

Students could collate the facts from the board to make a big book or display about the 28th Māori Battalion.

2. Mā ngā ākonga e tuhituhi tētahi reta, ānō nei he hōia rātou o Te Ope Taua 28, e noho ana ki rāwāhi. Kei te tuhi rātou ki tētahi hoa, ki tētahi whanaunga rānei i te kāinga. Mā te tuhinga nei hei whakaatu atu ngā mea katoa kua ako rātou mō ngā hōia o Te Ope Taua 28 me te āhua o tō rātou noho ki rāwāhi.

Get your students to show what they have learnt about the soldier's lifestyle by writing a letter as if they were a soldier describing life overseas to a family member. Encourage them to include all the new information they have learned in the letter.

He hokinga whakamuri hei kōkiringa whakamua

Ideas for reflecting in learning and planning next learning steps

1. Matapakihia tēnei tangata, te "toa". He aha ngā pūmanawa o te toa i ngā wā o ngā tūpuna? I te wā o te Pakanga Tuarua o te Ao? Ināianei? Kua rerekē ōna pūkenga i roto i ngā tau? He ōrite tonu pea ētahi?

Me whiriwhiri e ngā ākonga tētahi "toa" hei rangahau mā rātou. Tēnā pea he toa nō ngā rā o mua, nō nāianei rānei; he tangata rongonui, he whanaunga rānei. He aha ōna pūmanawa? He aha e kīia ai ia he "toa"? Mā ia ākonga e whakamārama atu āna kitenga ki te katoa.

Discuss what a "hero" is with the students. What attributes does he/she have? Compare heroes of the past, with war heroes of WWII, and heroes of today. Which attributes are different? Which are the same?

Students should choose a "hero" to research. It could be a famous person or a member of their whānau. What attributes does he/she have that make him/her a hero? Students should share their findings.

2. Matapakihia tēnei mea te "pakanga". Kōrero mō ngā momo pakanga e mōhio ana ngā ākonga nō ngā wā o mua, arā, ko ngā momo pakanga o ngā tūpuna me ngā momo pakanga o te ao. Ki a rātou, e whai hua ana tēnei tūmomo tikanga?

Whakatūria tētahi taupatupatu ki waenganui ngā ākonga. Anei te kaupapa: "He hua nui tō te pakanga". Ko tētahi hunga ka whakaae ki te pakanga, ko tētahi ka whakahē. Me āta whakarārangi ia rōpū i ōna whakaaro kia mārama pai ai te hunga whakarongo.

Discuss the concept of “war” with the students. Students can identify the different wars or battles they know of, including those fought by their tūpuna. Do they consider that war brings about any benefits?

Split students into two groups to debate the following statement “There are many benefits of war”. One group agrees with the statement, the other disagrees. Their challenge is to outline their reasoning clearly so that they are clearly understood by the listeners.

Ngā Rauemi

Resources

Ngā Pukapuka

Gardiner, W. (1992). *Te Mura o te Ahi: The Story of the Maori Battalion*. Auckland: Reed Publishers

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

Ministry of Education (1968). *Te Wharekura 14*. “Ko Tāku, Ko Tā Te Māori.” Wellington: School Publications

Soutar, M. (2008) *Ngā Tama Toa: The Price of Citizenship. C Company 28 (Māori) Battalion 1939–1945*. Auckland: David Bateman

Te Tāhuhu o te Mātauranga (2008) *Te Marautanga o Aotearoa*. Wellington: Te Pou Taki Kōrero

Te Ipurangi

www.tki.org.nz/r/maori/wharekura/whare14_m.php (*Te Wharekura 14* “Ko Tāku, Ko Tā Te Māori”. Kei te paetukutuku nei te roanga o tēnei pukapuka.)

www.28maoribattalion.org.nz/node/3784 (Kei konei ngā rauemi mā ngā kura, engari kei roto te katoa i te reo Ingarihi.)

Kei ngā paetukutuku e whai ake nei ētahi whakamārama mō Te Rōpū 28. He puna mōhiohio e mau nei i ngā pitopito kōrero, i ngā tāhuhu kōrero, i ngā whakaahua me ngā kiriata.

www.28maoribattalion.org.nz

www.matapihi.org.nz

www.teara.org.nz

www.natlib.govt.nz

<http://folksong.org.nz>

www.dnzb.govt.nz/dnzb

Ngā Kiriata

Tama Tū (2004). Whenua Films.



TE TĀHUHU O TE MĀTAURANGA
Ministry of Education

Te Kāwanatanga o Aotearoa

