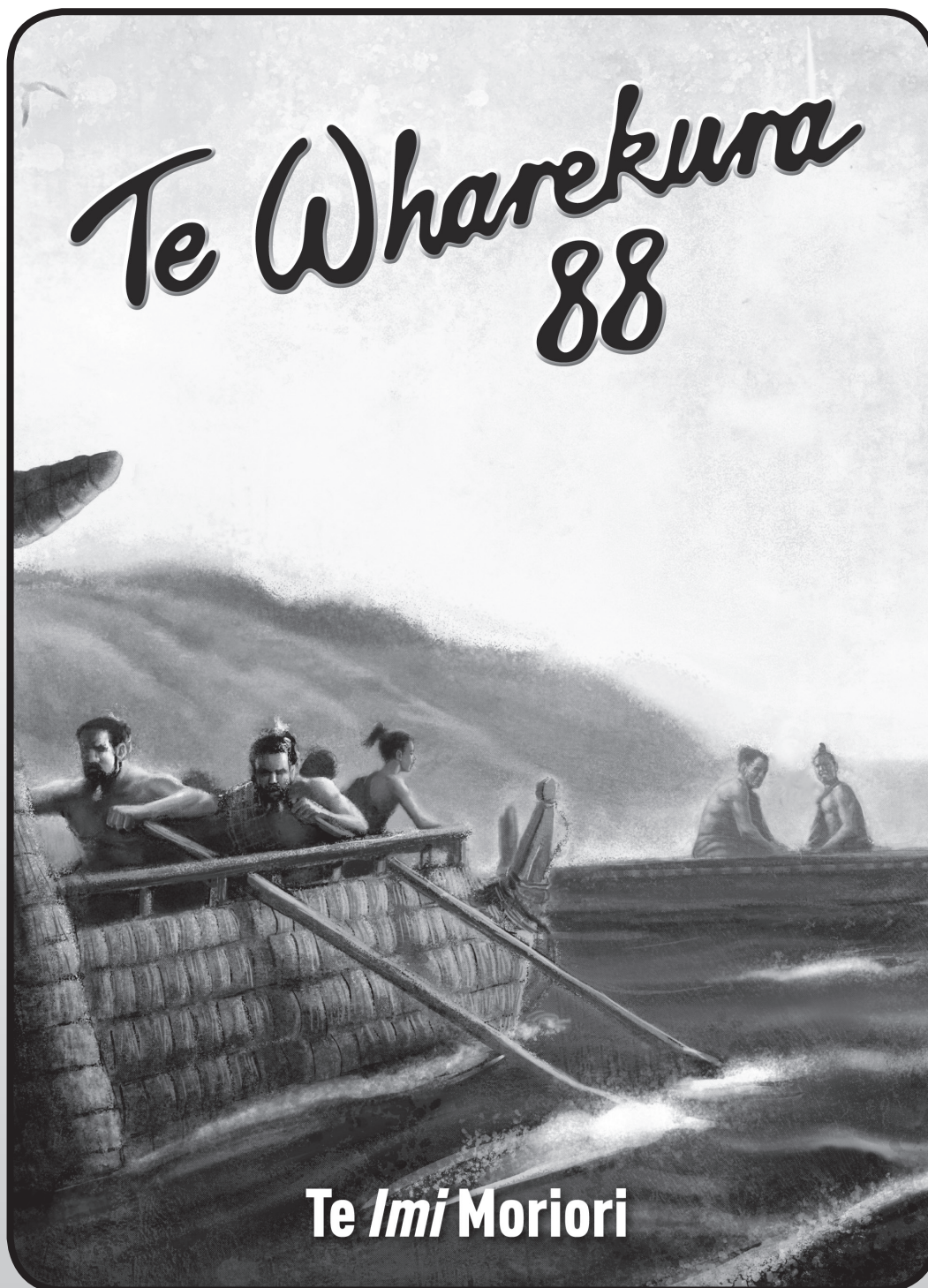




TE TĀHUHU O TE MĀTAURANGA

Ministry of Education

# Mā te Pouako



Tau  
11-13

# He Mihi

I ngā tau o mua, i tētahi pukapuka *School Journal*, ko ngā kōrero i whakaputaina mō te *imi* Moriori he kōrero whakaiti tangata. Kua rerekē te ao i ēnei rā, he kōrero tērā e whakaatu ana i ngā āhuatanga o aua rā. E kore e taea e mātou te whakahoki i ngā kōrero i whakaputaina i ērā wā, engari, ko te mea nui kua rerekē ngā whakaputanga i ēnei rā kia tika ai ngā kōrero kei te pānuihia e ā tātou nei tamariki, mokopuna hoki.

Ki a koutou, ngā kaiāhapa i tēnei kaupapa, tēnei te mihi nui.

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

Nā Andrew Burdan te pikitia kei te uhi, mana pupuri © Te Karauna 2010.

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I hangaia tēnei rauemi hei tautoko i  
*Te Marautanga o Aotearoa*

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

nā Tā Hēmi Henare, 1984

## He Kupu Whakataki

### Introduction

Ko te huinga pukapuka *Te Wharekura*, he kohinga kōrero nō neherā, nō ēnei rangi tonu, mā te hunga rangatahi. Ka whai atu te huinga pukapuka *Te Wharekura* i te huinga pukapuka *Te Tautoko*, ā, e hāngai ana ki ngā ākonga kei ngā tau 11–13 i te kura. Ko te arotahinga o tēnei putanga ko te *imi* Moriori. Ka aro atu ngā kōrero i roto i tēnei pukapuka ki te taenga atu o te *imi* Moriori ki Rēkohu, ngā kai i Rēkohu, ngā waka o te *imi* Moriori me ētahi āhuetanga i pā atu ki ngā Moriori i ngā wā o mua tae noa ki nāianei.

The *Te Wharekura* series contains a collection of historical and contemporary stories compiled to appeal to an adolescent audience. *Te Wharekura* follows on from the *Te Tautoko* series and is intended for students in years 11–13. This issue is focussed on the Moriori people. It shares information about the Moriori people, their arrival at Rēkohu, their food sources, the vessels of the Moriori people, and things that have impacted on the Moriori people from the past to the present.

## 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*
- tautohu hononga ki Ngā Paerewa Paetae
- tautohu i ngā ara e whakahāngaitia ai pea ngā kōrero o te putanga nei ki ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ētahi momo ngohe ako
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuetanga ki te ākonga.

The Teacher Support Materials are designed to support teachers to:

- identify the appropriate links with *Te Marautanga o Aotearoa*
- identify the appropriate links to the National Certificate of Educational Achievement Standards
- 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

Anei ētahi hononga ki Te Marautanga o Aotearoa, ki te wāhanga ako o Te Reo Māori. 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 learning area of Te Marautanga o Aotearoa. Pouako should select learning areas and learning objectives appropriate for their students.

Ngā Taumata	Te Wāhanga Ako	Ngā Whenu	Ngā Whāinga Paetae
6	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakahiato, ka āta arohaehae i ngā kohinga hei rautaki whakaoti rangahau.
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.

# He Hononga ki Ngā Paerewa Paetae

## Links to National Certificate of Educational Achievement Standards

E tautohu ana tēnei tūtohi i ngā paearu e tuitui ana i te pukapuka. E hāngai ana ngā ngohe ki ngā paearu paetae, ā, e tautoko ana i ngā whakamahukitanga o ngā aromatawai ā-waho mō te pānui me te tuhituhi. E taea ana e ngā pouako e whakaako ana i Te Reo Māori, i Te Reo Rangatira rānei te whakamahi i tēnei pukapuka. E arotahi ana Te Reo Rangatira ki te Taumata 1, ko Te Reo Māori ki te Taumata 3.

The table below identifies the standards that are supported through this journal. The activities are aligned to the achievement standards and designed to support the assessment specifications for pānui and tuhituhi. This journal can be used by those teaching Te Reo Māori and 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
<b>Te Reo Rangatira</b>					
Pānui i ngā tuhinga huhua noa AS90137	1	1	4	Aromatawai ā-waho External	1, 3, 9
Āta hanga i tētahi tuhinga AS90803	1	1	4	Aromatawai ā-roto Internal	2, 4, 5, 6, 7, 8, 10
<b>Te Reo Māori</b>					
Pānui kia whai māramatanga i te reo o te ao whānui AS90781	1	3	3	Aromatawai ā-waho External	1, 3, 9
Hanga tuhinga auaha i te reo o te ao whānui AS90783	1	3	4	Aromatawai ā-roto Internal	2, 4, 5, 6, 7, 8, 10



# He Tirohanga Whānui me ngā Āhuatanga Reo

## Overview of Articles and their Language Features

Kotahi te kaupapa matua o roto i te pukapuka *Te Wharekura 88*, ā, he whārangi pārongo hoki. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi, ōna āhuatanga, me ētahi taurira nō roto tonu i ia kōrero. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o te kaupapa nei e pā ana ki te *imi* Moriori.

There is one main focus in *Te Wharekura 88* as well as a list of information at the back. The following pages provide a brief overview of each article, the language style, features of the language style, and some examples from each article. The intention is that students will have the opportunity to explore further using the information provided in *Te Wharekura 88* about the Moriori people.

# He Huarahi Ako

## Teaching Method

### He Whāinga Ako

#### Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- whakawhānui i ō rātou mōhiotanga mō te *imi* Moriori
- whakapakari i tō rātou āheinga ki te whai i tētahi tukanga tūhuratanga
- kōrero mō te hītori o te *imi* Moriori me te āhua o tō rātou noho ināianei
- tautohu i ngā momo āhuatanga reo o ngā kōrero taki
- whakawhānui i ō rātou rautaki pānui pukapuka kia taea ai e rātou te patapatai me te whakamārama i te take o te kaituhi.

To support students to:

- develop their knowledge about the Moriori people
- develop their ability to follow an inquiry process
- describe the history of the Moriori people and their situation today
- identify language features of recount texts
- develop comprehension strategies to ask questions, to infer, and to identify the authors' purpose and point of view.

### He Horopaki Ako

#### Contexts for Learning

Anei ētahi whakaaro mō ngā horopaki ako, ko:

- te *imi* Moriori
- ngā tikanga rongomau o te ao
- ngā kerēme a te Rōpū Whakamana i te Tiriti o Waitangi.

Contexts for learning could include:

- the Moriori people
- doctrines of peace from around the world
- Waitangi Tribunal claims.

### He Ngohe

#### Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o *Te Wharekura 88*, ka taea e te pouako te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. 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 ideas for learning activities which may be used in connection with all the stories in *Te Wharekura 88* that teachers can use to help achieve their teaching objectives. 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. Mā ngā ākonga e ohia manomano tō rātou mōhio mō te *imi* Moriori. Akiakina rātou ki te whakaputa i ō rātou whakaaro katoa – ahakoa he pai, ahakoa he kino rānei. Anei ētahi tauira pātai:
  - Ko wai te *imi* Moriori?
  - He aha tō rātou hononga ki ngā iwi Māori o Aotearoa?
  - He aha ngā ōritenga me ngā rerekētanga i waenganui i ngā iwi Māori me te *imi* Moriori?Ka tuhia e ngā ākonga ō rātou ake pātai hei rangahau.

Students should brainstorm what they know about Moriori. Encourage them to share all their ideas.

Here are some sample questions:

- Who are the Moriori people?
- What is their connection to New Zealand Māori?
- What are the similarities and the differences between the Māori people and the Moriori people?

Students should then write their own questions about what they would like to find out about Moriori.

2. Whakamāramahia atu ki ngā ākonga ngā hītori o te *imi* Moriori. Whakaatuhia te pikitia o te tangata Moriori mai i te *School Journal* 1916 (tirohia *Te Tautoko* 67). Matapakihia he aha pea ngā pānga o ēnei tūmomo kōrero ki te *imi* Moriori.

Discuss with students the past of the Moriori people. Show students the picture of the Moriori person from the 1916 *School Journal* (see *Te Tautoko* 67). Discuss the past of the Moriori people with the students.

3. Whakamārama atu ki ngā ākonga ngā āhuratanga o te kōrero taki. Whakamāramahia ētahi āhuratanga o tēnei momo reo tuhi, ā, hoatu ētahi tauira o ēnei āhuratanga ki a rātou (tirohia ngā whārangi o tēnei pukapuka). Hei tauira: te reo tohu wāmua, te reo raupapa, te reo tauroru, te reo tautahi, me ngā kupumahi.

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

4. Whakaritea he tūtohi pātai. I mua i te pānui pukapuka, me whakatakoto pātai ngā ākonga e pā ana ki te kaupapa o te kōrero. I a rātou e pānui ana ka tuhi ngā ākonga i ō rātou whakaaro whakautu ki ō rātou ake whakaaro.

Create a questions table. Students pose questions they would like to know the answers to before they read the text and then they record any answers that they find in the text while they are reading.



## Te *Imi* Moriori (wh. 2–3)

nā Waitangi Teepa, hei kaituhi mā te Hokotehi Moriori Trust

### He whakarāpopototanga

E whakamārama ana tēnei tuhinga i ētahi kōrero mō te *imi* Moriori, te āhua o ngā moutere o Rēkohu, ētahi āhuatanga o tō te Moriori oranga, me ētahi o ngā kōrero tuku iho mō te Moriori.

### Summary

This text provides information about the Moriori people, including a description of the islands of Rēkohu, the lifestyle of the Moriori people, and an insight into their history.

### Te momo reo tuhi

Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tapa (*Naming language*)  
Hei tauira:
  - Ko **Rēkohu**, ko **Rangiaurii** ngā whenua tapu **Moriori**.  
Ko **Mangaroa** i runga, ko **Te Awatea** i raro.  
Ko **Hakepa**, ko **Hukurangi**, ko **Te Ranga-a-Pe**, ko **Parakawai**, ko **Korako**, ko **Hokopoi**, ko **Kohimata** ētahi o ngā maunga tapu. (wh. 2)
  - Ahakoa i patua te *imi* nei e **Ngāti Tama** me **Ngāti Mutunga** ka mahue mai ko te tokoiti, ... (wh. 2)

## He *Imi* Hou Rongo (wh. 4–5)

nā Māui Solomon, nā Carol Buchanan i whakamāori

### He whakarāpopototanga

E whakamārama ana tēnei tuhinga i te taenga atu o ngā iwi tauhou ki Rēkohu i ngā rā o mua me ngā hua o te taenga mai o aua iwi ki te *imi* Moriori.

### Summary

This text describes the arrival of non-Moriori people to Rēkohu and the impact of their arrival on the Moriori people.

### Te momo reo tuhi

Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tapa (*Descriptive language*)  
Hei tauira:
  - ... he *imi* **tere moana, whakanoho moutere** ... (wh. 4)
  - ... he *imi* **toa** nei te *imi* Moriori ... (wh. 4)
  - E ai ki tāna, **ki te maringi mai te toto tuatahi, mā te rākau whawhai noa iho** ... (wh. 4)
  - **Nā te marangai te kaipuke i pupuhi ki Rēkohu.** (wh. 5)
  - ... he **tāngata tino rerekē ēnei kaumoana, arā, ō rātou kiri mā, ō rātou kākahu rerekē anō hoki** ... (wh. 5)

# Me *laroha* ki te *Re Moriori* (wh. 6–7)

nā Waitangi Teepa, hei kaituhi mā te Hokotahi Moriori Trust

## He whakarāpopototanga

E whakamārama ana tēnei kōrero i te orokohanga o tēnei *re*, ētahi āhuatanga o te *re* Moriori, me te oranga o tō rātou *re* i tēnei wā.

## Summary

This text describes the origins and some features of the Moriori language, and it talks about the state of their language now.

### Te momo reo tuhi

Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo whakaputa whakaaro (*Expressions that introduce an opinion*)  
Hei tauira:
  - **E ai ki ētahi kōrero**, ko te reo Moriori he reo ā-iwi. (wh. 6)
  - **Engari ki ētahi atu**, he reo rerekē tēnei i takea mai i te orokohanga o te ao. (wh. 6)
- He reo ā-kaupapa (*Words and expressions specific to an area of knowledge*)  
Hei tauira:
  - Ko tētahi o ngā tino rerekētanga i waenganui i ngā reo e rua, ko te **orokati** “t”, ka whakahuaina tēnei ki te **re** Moriori hei “tch”. (wh. 6)
  - Ko tētahi atu ko te **pūmua** “whaka” kei te reo Māori, ka huri tēnei hei “hoko” i te *re* Moriori. (wh. 6)
  - I ētahi wā, ka whakakorehia ngā **oropuare**, pēnei i te “o” kei te kupu “reo”, kua tuhia kētia ko te *re*. (wh. 6)

# Te Mahi Kai (wh. 8–11)

nā Waitangi Teepa, hei kaituhi mā te Hokotehi Moriori Trust

## He whakarāpopototanga

He tuhinga e whakamārama ana i ētahi o ngā mahinga kai a te Moriori i ngā rā o mua. Ka kōrero hoki mō ngā atua Moriori me ngā ōritenga ki ngā atua Māori.

### Summary

This text describes some of the traditional food gathering techniques and customs of the Moriori people. It also includes information about the Moriori gods and their similarities to the Māori gods.

### Te momo reo tuhi

Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- Reo tapa (*Naming language*)  
Hei tauira:-
  - Ko **Tū** te atua o te pakanga.  
Ko **Tāne** te atua o te ngahere.  
Ko **Tangaroa** te atua o ngā ika.  
Ko **Pou** he atua anō mō te ika.  
Ko **Rongo** te atua o te upokohue ... (wh. 8)
  - I hopukina ngā ika i **Hukurangi**, i **Te Whanga-roto**, i **Te Awa-inanga**. (wh. 8)
  - I te nuinga o ngā wā ko ngā kaimoana pērā i te **pāua**, te **pipi**, me te **kōura** ā rātou kai. (wh. 9)
  - Hei kīnaki i ērā, ko te **eruhe**, ngā **hua karaka**, me ngā manu a **Tāne** – pērā i te **mehonui** (he uri ki te **kākāpō** kua mate katoa), te **parea**, te **koko**, me te **mehoriki** (he manu kāre e nui atu i te **heihei**, kua mate katoa). (wh. 9)

## Ngā Waka o ngā Tai Whatinga Nui (wh. 12–15)

nā Roger Fyfe, nā Che Wilson i whakamāori

### He whakarāpopototanga

E whakamārama ana tēnei tuhinga i ngā momo waka me te whakamahinga o aua waka e te *imi* Moriori.

### Summary

This text describes some of the Moriori sailing vessels and their purposes.

### Te momo reo tuhi Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style

- Ngā kupu ingoa (*Nouns*)  
Hei tauira:-
  - ... kāore i te āhei kia tupu mai ngā kai pērā i te **kūmara**, i te **taro**, i te **uhi** hoki. (wh. 12)
  - ... ka huri rātou hei tohunga mō te hopu manu, te muru kai, te kōhi **mātaitai**, te patu **kekeno**, te hī **ika** hoki. (wh. 12)
  - ... ka hopukina hei kai pērā i te **tītī**, te **kororā**, te **hopo**, te **kōura**, me te **pāpaka**. (wh. 12)

## Ngā Rā e Toru ki Te Awapātiki (wh. 16–23)

nā Kiwa Hammond, hei kaituhi mā te Hokotehi Moriori Trust

### He whakarāpopototanga

He kōrero tēnei mō te hui nui i tū ki Te Awapātiki, i Rēkohu, e pā ana ki ngā whakaeke o iwi kē ki te *imi* Moriori.

### Summary

This text describes a large gathering held at Te Awapātiki, on Rēkohu, to discuss the attacks on the Moriori people.

### Te momo reo tuhi Language style

- He tuhinga taki (*Recounts*)
  - Te taki whaiaro (*Personal recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style

- He reo whakaputa whakaaro (*Expressions that introduce an opinion*)  
Hei tauira:
  - **E ai ki a rātou**, ko Ngāti Tama tō rātou ingoa. (wh. 18)
  - **E ai ki ngā kōrero**, tata ki te kotahi mano ngā tāngata, ... (wh. 19)
- Ngā reo whakaahua (*Descriptive language*)  
Hei tauira:
  - **I torona ngā ringaringa manaaki ki a rātou**, ... (wh. 17)
  - I tīmata rātou ki **te hīkoi i te mata o te whenua, ā, ka hao i ngā mea katoa i rokohanga atu e rātou** ... (wh. 18)
  - Ko te whakapae a ngā taitama, ko tā **Nunuku-whenua ture he tikanga whakamarumarua kia kore ai mātou e whakamate i a mātou anō**. (wh. 21)

## Te Haerenga (wh. 24–31)

He kōrero tuku iho i a Tūmanako Taurima ki te kaituhi, ki a Kiwa Hammond

### He whakarāpopototanga

He kōrero tēnei mō te wehenga o Iwirori me ētahi o ngā mōrehu Moriori. I wehe rātou mai i Rēkohu ki Aotearoa i te wā e tū ana te parekura i Rēkohu.

### Summary

This text talks about the departure of Iwirori and other Moriori survivors who fled from Rēkohu to Aotearoa at the time of the massacre at Rēkohu.

### Te momo reo tuhi Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style

- Ngā reo whakaahua (*Descriptive language*)  
Hei tauira:-
  - **Kua taka mai kē te pō, ā, ka wehe kūpapa atu ngā tamariki i tō rātou kāinga e tū tahanga nei ...** (wh. 26)
  - Ko te tikanga **me horo, me mauru hoki te haere** kia kore ai rātou e kitea **e ngā toa mau moko kanohi ka maunu mai pea i te pō.** (wh. 26)
  - **I pupuri a Iwirori i tōna hau me te matakū o tōna ngākau.** (wh. 26)
  - **Ka āta hoea ngā waka.** I ētahi wā **ka pakū te rongō o te pū, ngā reo hoihoi, te tangi hotuhotu o tētahi ki uta ...** (wh. 26)
  - **Nāwai rā, ka āta puta mai ngā tamariki i te kōkōuri o te pūaotanga. He tino ngenge, he tino hiakai hoki rātou i te kore whai wā ki te whakangā.** (wh. 28)

## I Muri mai i te Hui i Te Awapātiki (wh. 32)

nā Māui Solomon, nā Carol Buchanan i whakamāori

### He whakarāpopototanga

He kōrero pono tēnei mō te hui ki Te Awapātiki, te wāhi i taupatupatu ai ngā Moriori, mēnā ka pakanga atu ki ngā iwi nā ngā pēhitanga a te iwi ki a rātou.

### Summary

A factual article about the hui at Te Awapātiki where Moriori debated whether to go to battle against the newly arrived tribes for their constant attacks on Moriori.

### Te momo reo tuhi Language style

- He tuhinga taki (*Recounts*)
  - Te taki whānui (*Factual recount*)

### Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style

- Reo tapa (*Naming language*)  
Hei tauira:
  - I te tau 1835, nā **Ngāti Tama** me **Ngāti Mutunga** rātou ko ētahi atu tāngata te kaupuke “**HMS Rodney**” i mau mai ki **Rēkohu.** (wh. 32)
  - Ka hui ki **Te Awapātiki.** He tokomaha ake ngā **Moriori** i ngā **Māori,** ... (wh. 32)

# I te Ākonga e Pānui ana i te Pukapuka

## During Reading

### Ngohe 1

He aroā pānui. Anei ētahi pātai kei raro iho nei hei whakautu mā ngā ākonga. Ka taea hoki e ngā ākonga te tuhi rārangi pātai hei whakautu mā tētahi atu. Ka taea te tuku ēnei pātai ā-waha, ā-tuhi rānei. Kei roto i ngā taiepa ngā whakautu.

Reading comprehension. Here are some questions for students to answer. Students could also write their own questions for others to answer. These questions could be given as an oral or a written activity. The answers are in brackets.

1. Ko wai ngā whenua tapu o te Moriori? (Rēkohu, Rangiaurii)
2. Ko wai ētahi o ngā waka o te Moriori? (Poueriki, Tāne-roroa, Rangihoua, Rangimata, Oropuke)
3. Ko wai te ingoa o te marae o Rēkohu? (Kopinga)
4. E hia ngā *imi* Moriori? (E whitu.)
5. He aha ngā kupu Moriori mō ēnei kupu Māori: iwi, whare tupuna, pou ariki, whaiwhaiā? (*imi*, wheau karapuna, pou ieriki, kanga)
6. He aha ngā take matua i whawhai ai te *imi* Moriori i ngā wā o mua? (He wahine, he whenua)
7. He aha te tikanga o te ture a Nunuku? (Kaua e whawhai kia mate rā anō te tangata.)
8. He pēhea te āhua o te moutere o Rēkohu i aua wā? (Tirohia te whārangi 16 o te pukapuka mā te ākonga.)
9. He aha ngā tino rerekētanga o te Moriori me te Māori? (Te reo, ngā momo waka, te hanga waka, ngā mahinga kai)
10. He pēhea te āhua o te noho o te Moriori ki Rēkohu i ngā wā o mua? (Mā te ākonga e tuhi ōna ake whakaaro.)

### Ngohe 2

Tautohua te kōrero matua mai i te tuhinga, kātahi ka tuhi i tētahi pānui whakamārama e whakaatu ana i ngā kōrero matua.

Identify main points from the text and present these points in an information brochure or on a poster.

### Ngohe 3

Ka whakarongo ngā ākonga ki ngā rārangi kōrero kei raro nei mō te taenga atu o te *imi* Moriori me te taenga o iwi kē ki Rēkohu. Mā te pouako e pānui kia hē te raupapatanga. Mā ngā ākonga ngā kōrero e whakaraupapa kia hāngai ki tērā o te tuhinga.

Students listen to a list of sentences about the arrival of different groups to Rēkohu. Teachers should read the sentences out of order. Students put the sentences in the order that they appear in the book.

1. I ngā tau 900–1100 ka tae atu te *imi* Moriori ki Rēkohu.
2. E 2 500 ngā tāngata Moriori i Rēkohu.
3. Ka tau te ture a Nunuku ki te whenua o Rēkohu.
4. I te tau 1791 ka tae atu te kaipuke HMS Chatham ki Rēkohu.
5. I tae atu ngā kaipatu tohorā me ngā kaipatu kekeno.
6. Ka pāngia ngā Moriori e te karawaka me te rewharewha.
7. Kotahi mano, e ono rau ngā tāngata Moriori i Rēkohu.



## Ngohe 4

Waihangatia mai tētahi pānui whakatairanga mō tētahi o ngā momo waka o te Moriori e whakatairanga ana i ōna painga, arā:

- Tuhia tētahi hoahoa o te waka.
- Tautohua ngā wāhanga o te waka.
- Whakamāramahia te mahi o ia wāhanga o te waka.
- Whakamāramahia ngā wāhi me ngā wā ka taea te whakamahi i te waka.

Mā ngā ākonga e waihanga hoki tētahi o ō rātou ake waka hei whakaatu ki te akomanga.

Design an advertisement for one of the Moriori waka that describes what it can do:

- A diagram of the waka.
- Identify the parts of the waka.
- Explain the purpose of each of the different parts of the waka.
- Explain when and where the waka can be used.

Students may wish to design their own waka as well to present to the class.

## Ngohe 5

Tāruatia te mahere kei whārangi 16 o te pukapuka mā te ākonga, tohutohua ngā ākonga kia tuhi i ngā ingoa o ngā wāhi kei Rēkohu kei te mōhio rātou.

Whai muri, me mahi ā-rōpū ngā ākonga ki te rangahau i ngā mahere o Rēkohu me te whakakī i tā rātou ake mahere ki te maha rawa o ngā mōhiotanga ka taea e rātou. Me whakaatu ēnei mahere ki te akomanga. Ko te hiahia, kia kīkī ngā mahere a ngā rōpū i ngā momo kōrero pērā i ngā ingoa o ngā wāhi kei reira, te tawhiti mai i tētahi wāhi ki tētahi atu wāhi, me ngā wāhi hira.

Copy the map from page 16 and get the students to attempt to name all the places they have learned from the previous stories in the journal.

Get the students to research maps of Rēkohu in groups and to insert as much information as they can onto that map. They then present their map to the class with as much detail as they can find inserted onto it. Include such things as names of places, distances between places, and significant areas.

## Ngohe 6

Tuhia he reta ki tētahi whanaunga e noho tonu ana ki Rēkohu ānō nei he tamaiti, he matua rānei koe nō runga i te waka i haere muna i waenganui pō. Whakamāramahia mai te take i wehe atu ai koe me ōu whakaaro e hāngai ana ki te wehenga atu i te haukāinga.

Write a letter to a relation who remained on Rēkohu as if you were a passenger on the boat that left. Let them know why you had to leave in secret. Tell them about your journey and how you feel about leaving home.

## Ngohe 7

Titoa tētahi waiata, tētahi rotarota rānei ānō nei he whanaunga koe ki tētahi o ngā tāngata kua wehe atu i waenganui pō. Kei Rēkohu tonu koe e noho ana. Whakamāramahia ōu whakaaro i ngā āhuatanga i te whakareretanga o te rōpū wehe.

Compose a song or poem as if you are a relation of one of the families that left secretly in the middle of the night. You still live on Rēkohu. Describe your experience of when the group left.

## Ngohe 8

Me rangahau ngā ākonga i ētahi kōrero tuku iho nō roto i ō rātou ake whānau.

Get students to research stories that have been handed down through the generations within their own families.

## Ngohe 9

He mahi takitahi tēnei. Tuhia mai he rārangi wā e whakaatu ana i ngā tauwhāinga matua mā te *imi* Moriori mai i tō rātou taenga atu ki Rēkohu.

Get the students to make a timeline showing the significant events for the Moriori since their arrival on Rēkohu.

## Ngohe 10

Mā ngā ākonga e rangahau tētahi tangata rongonui mai i Rēkohu. Kohia ngā kōrero, ka waihanga i ētahi whakaaturanga ā-hiko, he pukapuka rānei.

Students research a well known person from Rēkohu. Collate all the information and then present a computerised presentation or a book.

# 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. Akiakina ngā ākonga ki te matapaki i ngā pātai nei:
  - He aha ngā akoranga matua ka mau i a koe i tēnei pukapuka?
  - He aha ngā pātai i tuhia e koe i mua i tō pānui i te pukapuka nei? Kua whakautua āu pātai? Mehemea kāore he whakautu pātai rānei, mā tētahi atu huarahi te whakautu e kimi, arā, i te whare pukapuka, i te Ipurangi, i ōu whanaunga rānei.

Get students to discuss the following questions:

- What are the main things you have learned by reading this book?
- What were the questions you wrote before you read the book? Have your questions been answered? If not, try and find some answers in another way, try the library, the Internet, or perhaps ask family.

2. Me tautohu ngā tauira o te reo whakaahua i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea tēnei reo e āwhina ai i te kaupānui ki te whai atu i te whakaaro o te kaituhi. Hei tāpiri atu, me whakamārama ka pēhea te whakamahi i te reo whakaahua e whakarite kia pārekareka ai te reo tuhi. Tuhia he pūrongo e whakamārama ana i ēnei āhuetanga.

Identify the descriptive text in the book and talk to the students about how they help the reader identify with the feelings of the writer. You could also talk about how the use of descriptive language makes writing sound more interesting. Write a report outlining how and why this occurs.

## He hokinga whakamuri hei kōkiringa whakamua

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

1. Kia rangahau ngā ākonga i ētahi ōritenga, i ētahi rerekētanga hoki i waenganui i te oranga o ngā tāngata i te wā 1800 me te oranga o ngā tāngata i tēnei wā.

Encourage students to research other similarities and differences between how people lived in the 1800's and how they live now.

2. Kia uiui ngā ākonga i ō rātou koroua, i ō rātou kuia rānei mō ngā āhuetanga o ia rā i a rātou e tamariki ana. Kātahi ka whakaatu hei whaikōrero, hei whakaaturanga ā-hiko rānei.

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

3. Ohia manomano me ngā ākonga te kerēme a te *imi* Moriori kua whakatakotoria ki te Rōpū Whakamana i te Tiriti.

Discuss with the students the claim the Moriori people have lodged with the Waitangi Tribunal.

# Ngā Tohutoro

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

## Ngā Rauemi

### Resources

## Ngā Pukapuka

King, M. (2000). *Moriori: A People Rediscovered*. Auckland: Penguin.

Rainforth, H. (2005). *Rēkohu, Taku Kāinga E*. Wellington: Huia.

Riddell, T. A. (2001). *Toroa*. Wellington: Huia.

## Te Ipurangi

*He Pātaka Kupu*

[www.korero.maori.nz](http://www.korero.maori.nz)

*New Zealand in History: The Moriori*

[www.dnzb.govt.nz/dnzb/Maori\\_default.asp](http://www.dnzb.govt.nz/dnzb/Maori_default.asp)

*The Origins of Moriori*

<http://education-resources.co.nz/moriori-origins.htm>

*Te Ao Hou*

[www.teaohou.natlib.govt.nz/journals/teaohou/index.html](http://www.teaohou.natlib.govt.nz/journals/teaohou/index.html)

*Te Ara*

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

*Te Taura Whiri i te Reo Māori*

[www.tetaurawhiri.govt.nz](http://www.tetaurawhiri.govt.nz)



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