

# **Mā te Pouako Whakawhiti 33**

Tūhoronuku

Tau 9–10

# Ngā Ihirangi

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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*

He pakimaero whai upoko te pukapuka nei, a Whakawhiti 33 *Tūhoronuku*. Kotahi te kaupapa matua o ia pukapuka o te huinga pukapuka Whakawhiti. Ko ētahi, he kōrero paki, ko ētahi, he kōrero pono, ā, ko te katoa e hāngai ana ki te hunga rangatahi. I whakaputaina tēnei pukapuka kia pānuitia e te ākonga me tōna kotahi. E hāngai ana tēnei rauemi ki ngā ākonga kei ngā tau 9–10. E rere ngātahi ana hoki tēnei pakimaero ki *Te Marautanga o Aotearoa* me Ngā Whanaketanga Rumaki Māori.

Whakawhiti 33, *Tūhoronuku*, is a chapter book. Each book in this series has a single theme and the series covers a range of subjects. The books are a mixture of fiction and non-fiction stories. This resource is intended as an independent recreational reading resource. The target audience is students in years 9–10. This resource is aligned with *Te Marautanga o Aotearoa* and the Māori-medium national standards.

# Te Whāinga o Tēnei Rauemi

## Purpose

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

- tautohu hononga ki *Te Marautanga o Aotearoa*
- tautohu hononga ki Ngā Whanaketanga Rumaki Māori
- whakahāngai i ngā kōrero ki ngā hōtaka reo matatini a te kura
- whakawhānui i ngā horopaki me ngā whakamahinga o ngā pukapuka mā ngā ākonga mā te whakatauiria i ētahi momo ngohe ako
- tīpako i ētahi rautaki ako hei taunaki i ngā pūkenga reo me te mātauranga e arotahitia ana i roto i te paki
- whakatītina i te tamaiti ki te pānui pukapuka me tōna kotahi.

This Teacher Support Material is designed to support teachers to:

- identify links to *Te Marautanga o Aotearoa*
- identify links to the Māori-medium national 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 the story
- encourage students to read books independently.

## He Hononga ki Te Marautanga o Aotearoa

### Curriculum Links

Anei ētahi hononga ki ngā wāhanga ako o Te Reo Māori me te Tikanga ā-Iwi i *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 the Te Reo Māori, and Tikanga ā-Iwi learning areas in *Te Marautanga o Aotearoa*. Links can be made to other learning areas; however teachers should select learning areas and learning objectives to teach.

Te Taumata	Te Wāhanga Ako	Te Whenu	Ngā Whāinga Paetae
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.
5	Tikanga ā-Iwi	Te Ao Hurihuri	Ka whakamārama i te whakaawenga o ngā tūāhua o mua i ngā hononga i roto, i waenga hoki, i te rōpū, me te haere tonu o ēnei whakaawenga.
5	Te Reo Māori	ā-Tā (Āheinga Reo)	Ka tautohu, ka arohaehae i ngā āhuetanga ake me ngā tikanga mahi o ētahi momo reo tuhi, reo ataata o tēnā, o tēnā kaituhi, kaitā ranei.
5	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whāihua āna rautaki rangahau, ka tika hoki tana whakamahi i ngā rauemi rangahau.

# He Hononga ki Ngā Whanaketanga Rumaki Māori

*Links to the Māori-medium National Standards*

Te Whanaketanga 5

Taha Pānui (ā-Tā)

E hāngai ana ki te ākonga kua tutuki i a ia te Taumata 5 o *Te Marautanga o Aotearoa* me te mahi ko ia anake.

<b>Te Tino Wāhanga Reo</b>	<b>Ngā Whāinga</b>
Āheinga Reo	Ka mārama atu, ka arotake anō te ākonga i ngā pūtake o ngā tuhinga kei te taumata Miro, kei te taumata tuarima anō o te marautanga.
Rautaki Reo	Ka whakamahi, ka arotake anō te ākonga i ngā rautaki pānui e mārama ai ia ki ngā tuhinga kei te taumata Miro, kei te taumata tuarima anō o te marautanga.

# He Tirohanga Whānui me ngā Āhuatanga Reo

*Overview of Chapters and their Language Features*

E waru ngā wāhanga o roto i te pakimaero Whakawhiti 33, *Tūhoronuku*. Kei ngā whārangi e whai ake nei, he whakamārama poto mō ia wāhanga. Kua tohua te momo reo tuhi, ōna āhuatanga, 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 āhuatanga o tēnā momo tuhituhi, o tēnā momo tuhituhi.

There are eight chapters in the short novel Whakawhiti 33, *Tūhoronuku*. The following pages provide a brief overview of each chapter. They show the type of writing, features of that style, and some examples from each chapter. The intention is that students will begin to gain an understanding of the range of language styles and their features.

# He Huarahi Ako

*Teaching and Learning*

## He Whāinga Ako

*Teaching Purposes*

Hei tautoko i ngā ākonga ki te:

- whakawhānui i tō rātou mōhio ki ngā whanonga me ngā āhuatanga ka puta mai
- whakawhānui i ō rātou māramatanga mō te panoni me te pānga ki te tangata
- whakawhānui 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 hono, te pātai, te whakataua, me te tautohu i te pūtake me te whakaaro o te kaituhi.

To support students to:

- develop their understanding of behaviours and their consequences
- develop their understanding of change and its impact on people
- develop comprehension strategies to identify the main points of a text and to put them in sequential order.
- develop comprehension strategies to make connections, ask questions, to infer, and to identify the authors purpose and point of view.

## He Horopaki Ako

*Contexts for Learning*

Ko ētahi momo horopaki ako ko:

- te whakapapa
- te taunaha whenua
- te pepeha
- te whanaungatanga.

Contexts for learning could include:

- genealogy
- land ownership (by naming of land)
- proverbs
- relationships.



# I Mua i te Pānui Pukapuka

## Before Reading

1. Ohia manomanotia te uhi o te pukapuka nei. He aha te tikanga o te tapanga nei? Ki ōu whakaaro he kōrero tēnei e pā ana ki te aha? Kua rongo koe i tēnei ingoa, Tūhoronuku? He aha te manu aute?

Brainstorm the cover of the book. What is the meaning of the title? What do you think this story is about? Have you heard this name Tūhoronuku? What is a manu aute?

2. Ohia manamanotia me ngā ākonga tō rātau mōhiotanga e pā ana ki te rohe o Ngāpuhi. Whakaritea ō rātau ake mahere. Tautohua ki te mahere te rohe o Ngāpuhi. Ko wai ētahi o ngā hapū? Whakaingoatia ētahi o ngā wāhi o te rohe nei me te whakaatu kei hea aua wāhi rā. He ākonga nō Ngāpuhi? Tautohua nō hea rātau?

Brainstorm what the students know about the Ngāpuhi region. Students prepare their own maps. Identify where Ngāpuhi areas are located on the map. Who are some of the sub-tribes? Name some of the places of this district and identify where those places are. Are any students from Ngāpuhi? Identify where in Ngāpuhi they are from.

3. Whakamārama atu ki ngā ākonga ngā āhuatanga o te tuhinga tūhono. Whakamāramahia ētahi āhuatanga o tēnei momo reo tuhi, ā, whakamārama atu i ētahi tauira o ēnei āhuatanga. Anei ētahi tauira: te reo tohu wāmua, te reo raupapa, te reo tautoru, te reo tūhono i te take me te pānga, te reo tapa, whakaheke kāwai, reo huahuatau.

Explain narratives which express collective identity to the students. Explain some of the attributes of this language style and give them examples of these attributes. Some examples are: past tense expressions, sequencing expressions, third-person point of view, expressions of cause and effect, naming language, language used to describe a line of descent, and metaphors.

## Hei Tīmatanga (wh. 3)

<b>He whakarāpopototanga</b> He whakamāramatanga poto tēnei e whakaingoatia ana ngā wāhi i tau ai te manu aute a Rāhiri. Ka whakahuatia ngā iwi o te takiwā nei.	
Summary This is a brief overview identifying the places where the kite belonging to Rāhiri landed. The iwi of this region are named.	
<b>Te momo reo tuhi</b> Language style	<ul style="list-style-type: none"><li>• He Tuhinga Tūhono (<i>Writing to express collective identity</i>)<ul style="list-style-type: none"><li>– He Tuhinga pepeha (<i>Writing a tribal adage</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style	<ul style="list-style-type: none"><li>• He reo tapa (<i>Naming language</i>) Hei taurira:<ul style="list-style-type: none"><li>– Ka wehea a <b>Hokianga</b> me <b>Taumārere</b>.</li><li>– Ko <b>Tāumārere</b>, i te wā i tau ai a <b>Tūhoronuku</b>, tīmata atu i <b>Mataraua</b> ki <b>Kaikohe</b>, ki <b>Tautoro</b>, ki tua atu.</li><li>– Kua tae kē mai a <b>Ngāti Awa</b>, a <b>Ngāi Tāhuhu</b>, me <b>Ngāti Tamatea</b> ki ētahi o ngā rohe nei, ko te pū o <b>Ngāpuhi</b> ko <b>Hokianga</b> tonu.</li><li>– Nā ngā pakanga i hora ai te mana whenua o ngā uri o <b>Rāhiri</b> ki te takutai moana i <b>Ipipiri</b>.</li><li>– Ko <b>Pēwhairangi</b> te ingoa ināiane.</li><li>– I muri mai ka hora whānui atu ki <b>Whangaroa</b>, ki <b>Whāngārei</b>.</li><li>– Ko ngā kōrero nō neherā, nō mua tata atu i te tīmatanga o te puāwaitanga o <b>Ngāpuhi</b>.</li></ul></li></ul>

## I te Ākonga e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rawekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Mā ngā ākonga e tohu ngā wāhi i tau ai te manu aute ki te mahere whenua, kia mārama ai te takiwā e kōrerotia nei e te kaituhi.

Students identify the places where the kite landed on the map, to better understand the region described by the writer.

2. Mā ngā ākonga e tautohu ngā iwi i whakahuatia. Me whakarārangi e ngā ākonga ngā ingoa o aua iwi rā.

Students identify the tribes which are named. Students can make a list of those iwi.

## Tātai Poto (wh. 4)

<b>He tātai whakapapa</b> Genealogical table	
<b>Te momo reo tuhi</b> Language style	<ul style="list-style-type: none"><li>• He Tuhinga Tūhono (<i>Writing to express collective identity</i>)<ul style="list-style-type: none"><li>– Tuhinga pepeha (<i>Writing a tribal adage</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style	<ul style="list-style-type: none"><li>• He reo tapa (<i>Naming language</i>) Hei tauira:<ul style="list-style-type: none"><li>– I mua atu i ngā waka e whitu ka whakaterere mai a <b>Ngātokimatawhaorua</b>.</li><li>– Ko <b>Nukutawhiti</b> te rangatira.</li><li>– I tere mai rātou i <b>Raiātea</b>.</li><li>– Tokowaru ngā whakaheke mai i a <b>Nukutawhiti</b> ki a <b>Rāhiri</b>.</li></ul></li></ul>

## I te Ākonga e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Pānuihia te kōrero poto me te tātai whakapapa. Kātahi, patapatai atu ki ngā ākonga mō te whakapapa. Anei ētahi pātai:  
Ko wai ngā mātua o Uenuku-kuare?  
Ko wai ngā mātua o Kaharau?  
Ko wai te tupuna o Uenuku-kuare?  
Nō tēhea waka tēnei whānau?  
Ko wai te rangatira i tere mai i Raiātea?

Read the short summary and the genealogical table. Then ask students questions about the whakapapa. Here are some questions:

Who are the parents of Uenuku-kuare?

Who are the parents of Kaharau?

Who is the grandfather of Uenuku-kuare?

Which waka does this family belong to?

Who was the chief who sailed here from Raiātea?

## Whakarāpopoto (wh. 5)

### He whakarāpopoto

Nā Rāhiri rāua ko Ahuaiti a Uenuku-kuare. Ka riri, ka wehe ngā mātua nei. Ka noho atu a Ahuaiti rāua ko Uenuku-kuare ki Pouērua. Nā Rāhiri rāua ko Whakaruru a Kaharau. Ko Pākanāe te wāhi noho o tēnei whānau. Ka tūtaki ngā tama nei ka pakanga.

#### Summary

The parents of Uenuku-kuare are Rāhiri and Ahuaiti. They had an argument and separated. Ahuaiti and Uenuku-kuare settled at Pouērua. The parents of Kaharau are Rāhiri and Whakaruru. This family lives at Pākanāe. When these two boys meet there was conflict.

#### Te momo reo tuhi

##### Language style

- He Tuhinga Tūhono (*Writing to express collective identity*)
  - Tuhinga Paki Tūhono (*Narrative that explains an identity collective*)

#### Ētahi āhuatanga o tēnei momo reo tuhi

##### Features of this language style

- He reo tohu wāmua (*Past tense expressions*)  
Hei taurira:
  - I riri a Ahuaiti ki tana tāne, ki a Rāhiri, **ka whakarērea, ka hoki ia** ki Pouērua.
  - **I muri tonu** i tana wehenga i a Ahuaiti, ka moe a Rāhiri i a Whakaruru.

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

#### He Ngohe

##### Learning Activities

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Pānuihia te kōrero, kātahi, tuhia ētahi rerenga korero e whakamahi ana i te reo tohu wāmua kei roto. Anei ētahi taurira: I ngā rā o mua ..., I tētahi rā ka ..., I hoki atu ia ....

Read the story, then write some sentences using past tense expressions. Here are some examples: In the past ..., One day ..., He returned to ....

## Ngā Tamatoa a Rāhiri: Kaharau (wh. 6–9)

### He whakarāpopoto

Kei te taumata o tōna pā i Pākanāe a Rāhiri e whakawhiti kōrero ana ki a Tangaroa-whakamanamana mō ngā nekehanga o ngā iwi kē o te takiwā nei. Kei te tutū pakanga a Kaharau i te taha o ōna hoa. Ka kitea tōna toa ki te mau rākau.

### Summary

Rāhiri is on the summit of Pākanāe, his pā, talking with Tangaroa-Whakamanamana about the movements of the different tribes within the region. Kaharau is practising war games with his friends. His skill at handling weapons is apparent.

### Te momo reo tuhi

#### Language style

- He Tuhinga Tūhono (*Writing to express collective identity*)
  - Tuhinga Paki Tūhono (*Narrative that explains an identity collective*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- He reo tautoru (*Third person*)  
Hei tauira:
  - E okioki ana a **Rāhiri** i **tana** taumata .... (wh. 6)
  - ... ka hoki mai **tana** titiro ki roto i te pā. (wh. 6)
  - Kua piki mai a **Tangaroa-whakamanamana** mā te arawhata ki **tana** taumata, tū ake a **Rāhiri** i tana nohoanga, ka hongiri **rāua**. (wh. 6)
  - Tohu atu ana a **Rāhiri** ki Ōtahiti .... (wh. 6)
  - Ka huri **rāua** ki te titiro ki ngā tamariki, kua kite atu a **Rāhiri** i a **Kaharau** e tutū pakanga ana me **ana hoa tamatāne**, tamāhine. (wh. 7)
  - Ka tū a **Kaharau**, ka huri. Tutū ana te puehu i **ana hoariri** tutū, ... (wh. 8)
- He reo whakawhiti kōrero (*Dialogue*)  
Hei tauira:
  - I tana kitenga atu i a Tangaroa-whakamanamana e piki ake ana ki te tihi, kua karanga atu, “**Haere mai e te tuakana! Piki mai!**” (wh. 6)
  - “**Kei hea tō tuahine a Puna-te-ariari?**” hei tā Tangaroa. (wh. 6)
  - “**Kua uru mai a Ngāi Tāhuhu, a Tainui rānei ki Waipoua?**” te pātai atu a Rāhiri. (wh. 6–7)
  - “**Kei Tāmaki te nuinga, engari kei Kaipara ētahi e noho ana ki te hī, ki te hao!**” (wh. 7)
  - Titiro atu ana a Rāhiri, ka uia atu, “**He aha koe i whakaaro pēnā ai?**” (wh. 7)

## I te Ākonga e Pānui ana i te Pukapuka

### During Reading

### He Ngohe

#### Learning Activities

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Tautohutia kia toru, kia whā rānei ngā rerenga reo tauru.

Identify three or four third-person phrases from the story.

2. Mahi takirua. Ka mutu ana ngā ākonga te pānui, ka whiria e ngā ākonga ētahi o ngā rerenga kōrero he reo whakawhiti i roto. Kātahi ka pānuihia e rātou kia pēnei i te mahi whakaari.

Pairs activity. When students finish reading, students then select sentences with dialogue. Then they read them as a play.

## Ngā Tamatoa a Rāhiri: Uenuku-kuare (wh. 10–16)

### He whakarāpopoto

I tēnei wāhanga o te korero ka haere a Uenuku-kuare mā ki te ngahere, ki te roto, tāhere manu ai, hopu kēwai ai. I reira ka kohete atu a Uenuku-kuare i tana hoa, ā, ka whakahokia atu e tana hoa, “Ehara koe i taku pāpā! Kāhore hoki ōu pāpā!” Ka pōuri a Uenuku-kuare ki ērā korero, ka hoki pōuri atu ki tōna māmā.

### Summary

In this section of the story Uenuku and the others go to the lake and the river to catch fish. There Uenuku-kuare reprimands his friend, and his friend replies, “You are not my father! You have no father!” Uenuku-kuare is saddened by the comments and returns upset to his mother.

### Te momo reo tuhi

#### Language style

- He Tuhinga Tūhono (*Writing to express collective identity*)
  - Tuhinga pepeha (*Writing a tribal adage*)
  - Tuhinga Whakapapa (*Expression of collective identity*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- He reo tapa (*Naming language*)  
Hei tauira:
  - Ko **Pouērua** kei waenganui o ngā takutai o te hauāuru me te rāwhiti, tata ki **Ohaeawai**. (wh. 10)
  - He wao nui kei waenga o **Pākanāe** me **Pouērua**. (wh. 10)
  - Pai kē te haere mā tai ki **Utakura**, ka piki atu i tana awa māori ki te roto o **Ōmāpere**, ka haere ā-ngahere atu ki **Pouērua**, ka hoki pērā ai. (wh. 10)
  - He maunga-ahi, arā he puia, a **Pouērua** i mua. (wh. 10)
  - Ka hangā e **Tāhuhu-nui-o-rangi** tōna pā maioro ki reira. (wh. 10)
- He reo tāruarua (*Repetition of words or phrases*)  
Hei tauira:
  - “**Meinga, meinga!**” (wh. 13)
  - “... **Aroha mai** rā e Tānemahuta! **Aroha mai** e Hinemanu ...” (wh. 14)

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

### He Ngohe

#### Learning Activities

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Pānuihia te kōrero, tautohu me te tuhi i ngā wāhi, i ngā tāngata i whakahuatia i roto i te kōrero nei. Kia oti, tuhia ngā whakamārama. Anei he tauira:  
Pouērua – He pā, he maunga-ahi i mua rā.

Read the text, identify and write down the places and people named in the story. Once completed write descriptions. Here is an example:  
Pouērua – He pā, he maunga-ahi i mua rā.

2. Tuhiā tēnei kīanga ki roto i tētahi rerenga kōrero: Meinga, meinga!

Put this phrase into a sentence: Meinga, meinga!

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# Ngā Tamatoa a Rāhiri: Uenuku-kuare: Ko Wai Taku Matua?

(wh. 17–20)

## He whakarāpopoto

Kei roto a Uenuku-kuare mā i te whare rangatira. Ka pātai atu a Uenuku-kuare ki a Ahuaiti, ki a Hakiro hoki, "...Ko wai taku pāpā?" Ko te whakautu, "Ko Rāhiri, te ariki o Hokianga..." Nā Ahuaiti i whakamārama atu te take i wehe ai ia, me te tikanga i tapaina ai a Uenuku-kuare ki tōna ingoa. I te pō ka wehe atu a Uenuku-kuare me tōna kotahi ki te pā o tōna pāpā.

## Summary

Uenuku and the others are in the chiefly house. Uenuku-kuare asks Ahuaiti and Hakiro, "Who is my father?" The reply is, "Rāhiri the paramount chief of Hokianga." Ahuaiti explains the reason she left, and why he was named Uenuku-kuare. At night Uenuku-kuare leaves on his own to go to his father's pā.

## Te momo reo tuhi

Language style

- He Tuhinga Tūhono (*Writing to express collective identity*)
  - Tuhinga Paki Tūhono (*Narrative that explains an identity collective*)

## Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo raupapa (*Expressions that order ideas or events in sequence*)  
Hei taurira:
  - **Kua mutu te kai ahiahi, kua ahiahi-pō. Kua tahuna he ahi i roto i te whare rangatira o Hakiro, matua o Ahuaiti.** (wh. 17)
  - **Kua tū, kua titiro iho a Hakiro ki tana kōtiro, ki a Ahuaiti.** (wh. 17)
- He reo whakawhiti kōrero (*Dialogue*)  
Hei taurira:
  - **"E Mā, e Matua Tupuna, ko wai taku pāpā?"** (wh. 17)
  - Kua piko te mātenga o Ahuaiti, kua whakautu, **"Ko Rāhiri, te ariki o Hokianga, tō pāpā!"** (wh. 17)
  - **"Kua mate kē ia?"** ka pātai atu anō a Uenuku-kuare. (wh. 17)
  - **"He aha kē e kore nei ia e haere mai ki te kite i ahau?"** kua pātai anō a Uenuku-kuare. (wh. 17)
  - Ka whakaae atu a Ahuaiti, **"Āe, haere koe e taku matua! Waiho māku e whakamārama, māku e taurima!"** (wh. 18)

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

## He Ngohe

*Learning Activities*

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Tirohia ngā whakawhitinga kōrero i waenganui i a Uenuku-kuare rātou ko Ahuaiti, ko tōna tupuna, kei te whārangi 17. Me whakautu ēnei patai:  
*Nā te aha i kore ai a Rāhiri e haere mai ki te tūtaki i tana tama?*  
*Ka pōhēhē a Uenuku-kuare kua ahatia tōna pāpā?*  
*He aha te take i puta ai a Hakiro ki waho?*

Look at the dialogue between Uenuku-kuare, Ahuaiti and his grandfather on page 17. Answer these questions:

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*Why did Rāhiri not go and meet his son?  
What did Uenuku-kuare mistakenly think her father had done?  
Why did Hakiro go outside?*

## Pākanae (wh. 21–25)

<b>He whakarāpopoto</b> I te atapō, ka tatū mai a Uenuku-kuare ki te pā o tōna pāpā. Ka pātai mai a Rāhiri, “Ko wai koe?” I reira ka whakatakotoria e Uenuku-kuare tōna whakapapa. Nō te mōhiotanga a Rāhiri nāna te tamaiti ka tau te mauri ki te pā nei. Engari ka riri a Kaharau ki tana tuakana ki a Uenuku-kuare.	
Summary Uenuku-kuare reaches his father’s pā just before dawn. Rāhiri arrives and asks, “Who are you?” Then Uenuku-kuare gives his whakapapa. Once Rāhiri knows this child is his, things in the pā settle down. But Kaharau is angry with his older half-brother Uenuku-kuare.	
<b>Te momo reo tuhi</b> Language style	<ul style="list-style-type: none"><li>• He Tuhinga Tūhono (<i>Writing to express collective identity</i>)<ul style="list-style-type: none"><li>– He Tuhinga Whakapapa (<i>An expression of collective identity</i>)</li></ul></li></ul>
<b>Ētahi āhuatanga o tēnei momo reo tuhi</b> Features of this language style	<ul style="list-style-type: none"><li>• He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira:<ul style="list-style-type: none"><li>– <b>I te atapō ...</b> (wh. 21)</li><li>– <b>Whai tonu mai ana te toa ...</b> (wh. 22)</li></ul></li><li>• He reo whakaheke kāwai (<i>Language used to describe a line of descent</i>) Hei tauira:<ul style="list-style-type: none"><li>– Hoki whakamuri ana te nuinga, ka titiro atu a Rāhiri ki a Uenuku-kuare. “<b>Ko wai koe?</b>” (wh. 24)</li><li>– “<b>He aha tō maunga?</b>” (wh. 24)</li><li>– “<b>Ko Pouērua!</b>” (wh. 24)</li><li>– “<b>E aha ana koe i konei?</b>” (wh. 24)</li><li>– “<b>Kia kite i taku pāpā, i a Rāhiri.</b>” (wh. 24)</li><li>– Ka roa a Rāhiri e titiro atu ana. “<b>Ko Ahuaiti tō whaea?</b>” (wh. 24)</li><li>– “<b>Pono! Uenuku-kuare – he ingoa rangatira a Uenuku. Ahatia! Mēnā nā Ahuaiti koe, he tama koe nāku! Ko Rāhiri ahau!</b>” (wh. 24)</li></ul></li></ul>

## I te Ākongā e Pānui ana i te Pukapuka

*During Reading*

### He Ngohe

*Learning Activities*

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Pānuihia te kōrero, kātahi tautohua ngā rerenga kōrero hei reo raupapa.

Read the story, and then identify expressions that order ideas or events in sequence.

2. He mahi takirua tēnei. Mā ngā ākongā e tuhi ā rātou ake kōrero whakawhiti. Me tīmata ki ngā rerenga nei: “E tū! Ko wai koe?”

This activity can be done in pairs. Students write their own dialogue. Start with the sentences: “E tū! Ko wai koe?”

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3. Mahi takirua. Mā ia ākonga e whakarite pātai kia riro i a ia ngā kōrero e pā ana ki tōna hoa.

Work in pairs. Each student prepares questions so they can gain information about their friend.

## Whiria (wh. 26–31)

### He whakarāpopoto

I tēnei wāhanga ka pupū ake te riri i waenganui i a Kaharau rāua ko Uenuku-kuare. Nā Rāhiri te riri i whakataū. Nāna anō i whakarite he tikanga hei wehewehe i te rohe pōtae. Ka hanga te iwi i tētahi manu aute. Ko ngā wāhi e tau ai te manu aute te wehenga o te rohe.

### Summary

This section the anger between Kaharau and Uenuku-kuare erupts. Rāhiri quells the anger. He arranges to divide the district. The iwi constructs a kite. The places where the kite lands will divide the district.

### Te momo reo tuhi

#### Language style

- He Tuhinga Tūhono (*Writing to express collective identity*)
  - Tuhinga Paki Tūhono (*Narrative that explains an identity collective*)

### Ētahi āhuatanga o tēnei momo reo tuhi

#### Features of this language style

- He reo tohu wāmua (*Past tense expressions*)  
Hei tauira:
  - **I ngā rā i muri mai** ka whakaako a Rāhiri i a Uenuku-kuare i ngā tikanga me ngā karakia o Hokianga. (wh. 26)
  - **I te atatū** kei waho a Rāhiri e titiro ana ki te āhua o te ao whānui. (wh. 30)
- He reo tāruarua (*Repetition of words or phrases*)  
Hei tauira:
  - Kua pararē atu a Rāhiri. **“Whakamutua! Haere – whakamutua!”** (wh. 27)
  - Kua tata atu a Rāhiri, whiu ana i tana patu, me te pararē riri nei, **“Me mutu! Me mutu mārika i tēnei! Mēnā he toto i rere, ka wehea motuhaketia kourua!”** (wh. 27)
  - **Ka rere, ka rere, ā,** tau rawa atu ki Te Tuhuna. (wh. 31)

## I te Ākongā e Pānui ana i te Pukapuka

### During Reading

### He Ngohe

#### Learning Activities

Anei ētahi whakaaro mō ētahi ngohe e hāngai ana ki ngā kōrero katoa o roto o Whakawhiti 33, *Tūhoronuku*. Ka taea e te pouako ēnei te whakamahi kia tutuki ai ngā whāinga whakaako me ngā whāinga ako. Ka taea anō e ia te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some ideas for learning activities aligned with the writing in Whakawhiti 33, *Tūhoronuku*. Pouako can use these to help achieve their teaching and learning objectives. These ideas can be adapted to align with the learning objectives and needs of the students.

1. Mā ngā ākongā e tautohu he rerenga kōrero reo tohu wāmua mai i te kōrero nei.

Students identify past tense expressions within the text.

2. Mā ngā ākongā hei tuhi ngā kīanga e whai ake nei ki roto i tētahi rerenga kōrero.  
“E kī, e kī!”  
“Ehara! Ehara!”  
“E iro, e iro!”

Students will write sentences containing the following kīanga.

“E kī, e kī!”  
“Ehara! Ehara!”  
“E iro, e iro!”

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# I Muri i te Pānui Pukapuka

*After Reading*

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

Possible assessment and extension activities.

Mahi ā-rōpū. He mahi whakaari tēnei. Kia rima ki ia rōpū. Mā tēnā rōpū, me tēnā rōpū tōna ake wāhanga o te pukapuka hei mahi whakaari. Kia oti tā rātou whakaari me tū mai ki te whakaatu ki te akomanga.

Group activity. This is a play or drama. Five in a group. Give each group their own chapter of the book to create a play. When they have completed their play they present it to the class.

## **He Hokinga Whakamuri hei Kōkiringa Whakamua**

*Ideas for Reflecting on Learning and Planning Next Learning Steps*

Ākina ngā ākonga kia rangahau kōrero mō tō rātou ake iwi, mō te wāhi e noho ai rātou rānei. Ka mutu te rangahau me tito tētahi paki mō ngā mea kua kitea mai i ā rātou rangahau.

Encourage students to research stories from their own tribe, or the place where they live. When they have finished their research they should compose a story about the things they have discovered from their research.

# Ngā Rauemi

## *Resources*

### **Te Ipurangi**

He Pātaka Kupu ([www.korero.maori.nz](http://www.korero.maori.nz))  
Ko te Ī-papakupu kei roto katoa i te reo Māori.  
Mā tēnei hoki e māmā ai te rapu i ngā kupu taurite.

Ngapuhi ([www.ngapuhi.iwi.nz/about/our-histories/rahiri2](http://www.ngapuhi.iwi.nz/about/our-histories/rahiri2))  
Tētahi atu kōrero e pā ana ki a Rāhiri.

Te Ara ([www.teara.govt.nz/en/ngapuhi/3](http://www.teara.govt.nz/en/ngapuhi/3))  
Nā Rāwiri Taonui tēnei kōrero e pā ana ki Ngāpuhi.

Te Ara ([www.teara.govt.nz/en/ngapuhi/3/1](http://www.teara.govt.nz/en/ngapuhi/3/1))  
He whakaahua tēnei o Pouērua.

Te Ara ([www.teara.govt.nz/en/ngapuhi/3/3](http://www.teara.govt.nz/en/ngapuhi/3/3))  
He whakaahua tēnei o tētahi manu tukutuku.

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.

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