

Mā te Pouako Te Wharekura 93

Ngā Rākau a Tūmataunga

Tau 11–13

Ngā Ihirangi

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***Ko te reo Māori te kākahu o te whakaaro,
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nā Tā Hēmi Henare, 1984

He Kupu Whakataki

Introduction

Ko te huinga pukapuka Te Wharekura he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. E hāngai ana ngā kohinga pukapuka Te Wharekura ki ngā ākonga kei ngā tau 11–13. Ko te arotahinga o tēnei putanga ko Ngā Rākau a Tūmatauenga.

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

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 Taumata Mātauranga ā-Motu ka Taea
- whakahāngai i ngā kōrero o te putanga nei ki tā te kura hōtaka reo matatini
- whakawhānui i ngā horopaki me ngā whakamahinga o tēnei pukapuka mā te whakatauiria i ngā momo ngohe ako
- tīpako i ngā pūkenga me te mātauranga e arotahitia ana me te tautohu i ngā rautaki ako hei whāngai i ēnei āhuatanga ki te ākonga.

The Teacher Support Materials are designed to assist teachers to:

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

He Hononga ki Te Marautanga o Aotearoa

Curriculum Links

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

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
6	Te Reo Māori	ā-Waha (Puna Reo)	Ka whānui tonu ngā kupu me ngā momo rerenga e tika ana mō ētahi momo kōrero, pēnei i te matapaki, i te tuku pūrongo, i te taupatupatu, arā atu, arā atu.
6	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakahāngai i ngā āhuratanga o te whakatakoto kōrero hei whakaihi i te kaipānui kia aro mai ki tā te kaituhi e hiahia ai.
7	Te Reo Māori	ā-Waha (Puna Reo)	Ka whakaputa i ngā momo kōrero Māori ake nei, reo kē atu rānei hei whakaniko ake i te whakawhitinga.
7	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka torotoro, ka whakahiato, ka whakarite i ngā rautaki i 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 Taumata ā-Motu ka Taea

Links to the National Certificate of Educational Achievement

E tautohu ana tēnei tūtohi i ngā paearu paetae e tautoko 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, aromatawai ā-roto hoki 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 ki Te Reo Rangatira i te taumata 1, ki Te Reo Māori i te taumata 3.

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

Paerewa Paetae <i>Achievement standard</i>	Taumata <i>Level</i>	Whiwhinga <i>Credits</i>	Aromatawai <i>Assessment</i>	Ngohe <i>Activities</i>
Te Reo Rangatira				
Pānui i ngā tuhinga huhua noa. AS90137	1	4	Aromatawai ā-waho External	1–2, 5–9
Āta hanga i tētahi tuhinga. AS90803	1	4	Aromatawai ā-roto Internal	3–5, 10

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Tuhituhi kōrero e hāngai ana ki te kaupapa. AS90804	1	3	Aromatawai ā-waho External	4
Te Reo Māori				
Pānui kia whai māramatanga i te reo o te ao whānui. AS90781	3	3	Aromatawai ā-waho External	1–2, 6–9
Hanga tuhinga auaha i te reo o te ao whānui. AS90783	3	4	Aromatawai ā-roto Internal	3–5, 10
Pānui kia wetewete i te reo o te ao whānui. AS90784	3	3	Aromatawai ā-waho External	5, 8

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of the Stories and their Language Features

E whā ngā kōrero o roto i te pukapuka *Te Wharekura* 93. Kei ngā whārangi e whai ake nei he paku whakamārama mō ia kōrero. Kua tohua te momo reo tuhi o ia kōrero, ōna āhuatanga, me ētahi tauira nō roto tonu i ia kōrero. Ko te whāinga, kia āhei ngā ākonga ki te torotoro i te whānuitanga o ngā momo reo tuhi me ngā āhuatanga o tēnā momo tuhituhi, o tēnā momo tuhituhi.

There are four articles in the book *Te Wharekura* 93. The following pages provide a brief overview of each article, the language style of each article, features of the language style, and some examples from the article. The intention is that students are able to explore the range of writing styles and the features of each style.

He Huarahi Ako

Teaching and Learning

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- whakawhanake i ō rātou mōhiotanga e pā ana ki ngā rākau a Tūmatauenga
- whakawhanake i ō rātou pūkenga ki te tautohu i ngā take matua o tētahi pūrākau me te whakaraupapa tika mai i aua take
- whakawhānui rautaki whakamārama kia taea ai te tautohu hononga i waenganui i ngā ariā, te pātai, te hīkaro, me te tautohu i te take me te whakaaro o te kaituhi.

To support students to:

- develop their knowledge about weaponry
- develop skills in identifying the main points of a text, and putting them in sequential order
- develop comprehension strategies to make connections between ideas, to ask questions, to infer, and to identify the author's purpose and point of view.

He Horopaki Ako

Contexts for Learning

Anei ētahi whakaaro mō ngā horopaki ako, arā, ko:

- te pakanga
- Tūmatauenga
- ngā pūrākau
- te mau rākau.

Contexts for learning could include:

- warfare
- Tūmatauenga
- legends
- weaponry.

I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia te kaupapa matua, arā, ko ngā rākau a Tūmatauenga. Tautohutia he aha ngā mea e hiahia ana ngā ākonga ki te mōhio mō ngā momo rākau a Tūmatauenga.

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

2. Pānuihia ētahi pūrākau mō te wehenga o Ranginui rāua ko Papatūānuku. Ākina ngā ākonga kia matapaki i te mahi a Tūmatauenga.

Read some stories about the separation of Ranginui and Papatūānuku. Encourage the students to discuss the deeds of Tūmatauenga.

3. Whakamāramahia ētahi āhuatanga o te tuhinga whakaahua whānui, ā, whakaaturia ētahi tauira o ēnei āhuatanga ki ō ākonga. Hei tauira: ngā kupu ingoa, ngā kupu āhua, ngā kupumahi, me te reo ā-kaupapa.

Introduce your students to some of the language features of explanatory narrative texts and give them some examples. For example: nouns, adjectives, verbs, and words and expressions specific to an area of knowledge.

Ngā Rākau a Tūmatauenga (wh. 2–10)

nā Hans Tiakiwai

He whakarāpopototanga

E rua ngā wāhanga o tēnei tuhinga. Ko te wāhanga tuatahi, e whakamārama ana i ngā āhuatanga o te parawhakawai. Ko te whakaako i ngā pia ki te mau rākau tana arotahinga, arā, ko ngā nekehanga, te tū, te karo, te kuru, te aha atu. Ko te wāhanga tuarua e whakaingoa ana i ngā momo rākau a Tūmatauenga, me tōna āhua, me pēhea te pupuri i te rākau, nō hea te rākau, mā wai te rākau, arā atu.

Summary

There two sections to this story. The first section explains aspects of parawhakawai. It focuses on teaching students the arts of weaponry, such as movements, stance, diversion, and attacking. The second section identifies some of the types of weaponry, their appearance, how to hold them, their origins, and who can use the weapons.

Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Whakaahua (<i>Descriptions</i>)<ul style="list-style-type: none">– He tuhinga whakaahua whānui (<i>General descriptions</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He kupu āhua (<i>Adjectives</i>) Hei tauira:<ul style="list-style-type: none">– He tere, he hohoro te tangata mau rākau ahakoa he rākau poto, he rākau roa. (wh. 3)– Me kakama ngā waewae o ngā pia kia taea e ia te karo i ngā kurukuru a te hoariri. (wh. 3)– Me tino kakama te hinengaro, otirā, me kanohi hōmiromiro hoki ... (wh. 5)• He kupu ingoa (<i>Nouns</i>) Hei tauira:<ul style="list-style-type: none">– Hangaia ai ēnei ki te parāoa, ki te ōnewa, ki te pounamu, ki te kōhatu, me ngā rākau Māori pēnei i te maire. (wh. 3)– Ko te tī rākau tētahi o ngā mahi a Rēhia o te Māori o uki. Ko ētahi atu ingoa o tēnei mahi ko te poi rākau, ko te tītī touretua rānei. (wh. 4)• He kupumahi (<i>Verbs</i>) Hei tauira:<ul style="list-style-type: none">– Ka tere mau te kōnui o tōna waewae ki te papa i mua i tana kuru. (wh. 2)– Whakamahia ai ēnei rākau poto mō ngā pakanga tata ... (wh. 3)– Ka noho porowhita ... (wh. 4)– ... ka tīmata ngā kaitākaro ki te waiata. (wh. 4)

Te Tokotoru a Kōkāmutu (wh.11–14)

nā Hans Tiakiwai

He whakarāpopototanga He pūrākau tēnei e hoki ana ki ētahi tīpuna nō Tūhoe. Nō ngā tau 1800 i pupū ake ai te riri i waenganui i ngā iwi o Te Arawa me Tūhoe. Ka pakanga a Te Purewa, he rangatira nō Tūhoe, ki tētahi rangatira nō Te Arawa, ko Tionga. I te mutunga iho, ka toa a Te Purewa.	
Summary This is a story about some of the ancestors from Tūhoe. During the 1800s conflict broke out between Te Arawa and Tūhoe tribes. Two chiefs went to battle against each other, Te Purewa, from Tūhoe, and Tionga, from Te Arawa. The victor was Te Purewa.	
Te momo reo tuhi Language style	<ul style="list-style-type: none">• He Tuhinga Tūhono (<i>Writing to express collective identity</i>) – He paki tūhono (<i>A narrative that explains a collective identity</i>)
Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style	<ul style="list-style-type: none">• He reo raupapa (<i>Expressions that order ideas or events in sequence</i>) Hei tauira: – I mua i te pakanga, ka puta te whakapātari a Tionga o Te Arawa. (wh. 13)• He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira: – Nō ngā tau 1800 ... (wh. 12)• He reo tūhono i te take me te pānga (<i>Expressions of cause and effect</i>) Hei tauira: – Nō ngā tau 1800, i pakanga ēnei tokotoru ki ngā iwi noho tata ki ngā whenua o te ahi kā. Ka taka te wā, ka ara ake te riri i waenganui i ngā iwi o Te Arawa rāua ko Tūhoe. (wh. 12)• He reo whakawhiti kōrero (<i>Dialogue</i>) Hei tauira: – Ko tana korero ki tōna tuakana, “E hē! Kai a koe te rangatiratanga, kai a au te pakihwi kaha.” (wh. 13)

Ngā Whakataukī (wh.15–24)

nā Hans Tiakiwai

He whakarāpopototanga

Kei tēnei wāhanga ētahi whakataukī e hāngai ana ki te pakanga. E whakamārama ana tēnei wāhanga i te tūhonotanga o ngā whakataukī ki te ao o te pakanga. Kei roto i te whakataukī te whakapapa o tētahi kōrero o nehe. Mā te whakataukī e whakarāpopoto tērā paki.

Summary

This section contains proverbs that relate to warfare. The section explains the connection of the proverbs to warfare. Each proverb discussed contains the origins of a traditional story. The proverb is a shortened form of that story.

<p>Te momo reo tuhi</p> <p>Language style</p>	<ul style="list-style-type: none">• He Tuhinga Tūhono (<i>Writing to express collective identity</i>)<ul style="list-style-type: none">- He paki tūhono (<i>A narrative that explains a collective identity</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi</p> <p>Features of this language style</p>	<ul style="list-style-type: none">• He reo tohu wāmua (<i>Past tense expressions</i>) Hei tauira:<ul style="list-style-type: none">- I te wā o te pakanga ... (wh. 17)- I mua noa atu i te taenga mai ... (wh. 19)• He reo tūhono i te take me te pānga (<i>Expressions of cause and effect</i>) Hei tauira:<ul style="list-style-type: none">- ... ki te kore te tangata e hohoro ki te karo i te rākau a Tū, ki te kore ia e pakari ki te peke, ka pakini tōna waewae. Ki te pōturi rawa, ka motua e te mata o te rākau. Ki te taumaha rawa ōna waewae, ka rere mai ōna toto. Ka mākū hoki tōna kiri, ā, ko te mutunga, ko ia tēnā e putu ana. (wh. 17)- Ko te kai a te tangata ka whāngai i a ia, ā, ka whakaora i tōna tinana. Ki te kore hoki te tangata e kai, ā tōna wā, ka mate ia. (wh. 19)

Te Matarua (wh. 25–31)
nā Tei Nohotima

He whakarāpopototanga

E whakamārama ana tēnei tuhinga i te wānanga mau rākau ka whakahaerehia i te rohe o Tūhoe. Ko tēnei wānanga, ko Te Matarua. He wānanga mā Tūhoe anake hei whakaako i ngā tikanga, i te reo o Tūhoe.

Summary

This text focuses on weaponry training sessions conducted in Tūhoe called Te Matarua. These training sessions were for Tūhoe only to teach Tūhoe tikanga and language.

<p>Te momo reo tuhi Language style</p>	<ul style="list-style-type: none"> • He Tuhinga Whakaahua (<i>Descriptions</i>) <ul style="list-style-type: none"> – He tuhinga whakaahua whānui (<i>General descriptions</i>)
<p>Ētahi āhuatanga o tēnei momo reo tuhi Features of this language style</p>	<ul style="list-style-type: none"> • He kupu ingoa (<i>Nouns</i>) Hei tauira: <ul style="list-style-type: none"> – He nui ngā tohunga o Tūhoe i whakaako pia ki ngā marae... (wh. 25) – Ko tētahi o ngā tino kaupapa nui, ko te whakaako i te mau rākau ... (wh. 25) – ... ko tōna wharepuni te tuarā o āna mahi. (wh. 28) • He kupumahi (<i>Verbs</i>) Hei tauira: <ul style="list-style-type: none"> – I mua i te mau i te rākau, ka whakaihonui ngā pia ... (wh. 26) – Ka whakaakona ngā kōrero o Te Waonui a Tāne, e rongo ai te pia i ngā momo tangi o te tinana. (wh. 28) • He kupu ā-kaupapa (<i>Words and expressions specific to an area of knowledge</i>) Hei tauira: <ul style="list-style-type: none"> – Pia – pou tuatahi Tauira – pou tuarua Taura – pou tuatoru Aka-taura – pou tuawhā ... (wh 27.)

I te Ākonga e Pānui ana i te Pukapuka

During Reading

He Ngohe

Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero o *Te Wharekura* 93 ka taea e te pouako te whakamahi kia tutuki ai ētahi whāinga whakaako. Ka taea anō e te pouako te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākonga.

Here are some ideas for learning activities that may be used after reading the articles in *Te Wharekura* 93 which teachers may use to help them achieve teaching objectives. These ideas can be adapted as required to suit the learning objectives and needs of the students.

Ngohe 1

Activity 1

Pānuihia ngā whārangi 2–3, kātahi ka whakautu i ēnei pātai:

Read pages 2–3 then answer the following the questions:

	Pātai	Whakautu
1	He aha tētahi o ngā pūkenga i akona ki ngā pia?	Ko te aro atu ki te tinana o te hoariri kia whakatau wawe ai āna nekehanga tētahi o ngā pūkenga i ākona ki ngā pia.
2	He aha tētahi tohu o te tinana e whakaatu ana ki te pia ka kurua ia e te hoariri?	Ko ngā waewae e tata ana o te hoariri ki te pia. Ko ngā pakihwi me ngā kōnui o ngā waewae.
3	He aha te whakamāramatanga o tēnei kōrero, "He waewae taumaha, he kiri mākū".	Ka taumaha ngā waewae o te tangata mau rākau, ka pōturi rawa, ka mākū tōna kiri i ōna toto.
4	He aha ngā rākau pai mō ngā pakanga tata?	Ko ngā rākau poto ngā rākau pai mō ngā pakanga tata.

Ngohe 2

Activity 2

Pānuihia ngā whārangi 25–31, kātahi ka whakautu i ēnei pātai:

Read pages 25–31, then answer the following the questions:

	Pātai	Whakautu
1	He aha tēnei mea "Te Matarua"?	He wānanga rākau a Te Matarua.
2	Ki hea ngā wāhi whakaako ai te wānanga o Te Matarua?	Ki ngā kūiki, ki ngā pātiki, ki muri hoki i ngā kāinga ngā wāhi whakaako ai te wānanga o Te Matarua
3	He aha Te Whare Pātahi?	Ko Te Whare Pātahi tētahi whare wānanga i roto i ngā rangi-tūehu o ngā tokotoko atua o Io Taketake. E ono ngā kaitiaki o tēnei whare e whakaahuru ana i ngā tikanga tako i te rākau.

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Ngohe 3

Activity 3

Rangahaua tētahi o ēnei rākau: te mere; te tī rākau; te kotiate: te wahaika. Mā ia ākonga e tuhi kōrero mō te rākau kua rangahaua e ia. Kohia ngā kōrero, kātahi waihangatia tētahi whakaaturanga ā-rohiko, tētahi pukapuka rānei.

Research one of these weapons: mere; tī rākau; kotiate; wahaika. Have students write about the weapon that they have researched. Collate all the information and create a computerised presentation or a book.

Ngohe 4

Activity 4

Ākina ngā ākonga kia rangahau i tētahi tipuna Māori mō tōna ake iwi, tētahi tipuna rongonui nō iwi kē rānei. Ko ētahi tauira pea ko Hongi Hika, ko Hone Heke, ko Rangiteaorere, ko Tūhoe-Pōtiki, ko Rewi Maniapoto, ko Te Kooti Arikirangi. Mā ia ākonga e tuhi kōrero mō taua tipuna me āna mahi, me te pānga ki te iwi, ki te whenua rānei. Kohia ngā kōrero, ā, waihangatia tētahi whakaaturanga ā-rohiko, tētahi pukapuka rānei.

Students research an ancestor from their iwi or a famous person from another iwi, for example Hongi Hika, Hone Heke, Rangiteaorere, Tūhoe-Pōtiki, Rewi Maniapoto, and Te Kooti Arikirangi. Students write a story on the ancestor and what they did, and how their actions have impacted on their iwi or on the country. Collate all the information and create a computer presentation or a book.

Ngohe 5

Activity 5

Mahi takirua. Whiria tētahi tuhinga mai i te pukapuka. Ohia manomanotia te take o te tuhinga nei. Waihangatia tētahi whakaaturanga ā-pikitia e āta whakamārama ana i ngā ariā matua o te tuhinga. Mā ngā ākonga e whakamārama ā rātou whakaaturanga ki te akomanga.

Work in pairs. Select an article from the book. Brainstorm the purpose of the text. Create a pictorial presentation that shows the main ideas of the article. Students show their presentation to the class.

Ngohe 6

Activity 6

Mahi ā-akomanga. Whakaako ētahi āhei mau tī rākau, tētahi o ngā momo patu rānei ki te akomanga.

Class activity. Teach tī rākau (or another weapon) and some of its associated movements to the class.

Ngohe 7

Activity 7

Mahi ā-rōpū/ Ākona te waiata "*E Papa Waiari*". Mā ia rōpū e hanga mai kia rima ngā nekehanga e hāngai ana ki te waiata ka whakaako ki te katoa.

Group exercise. Learn the song "*E Papa Waiari*". Each group will make up five movements to go with the song and teach them to the class.

Ngohe 8

Activity 8

Pānuihia ngā whārangi 25–31. Kia oti te pānui, āta whakamāramatia mai ki āu ake kupu:

- ngā kupu hou

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- te ngako o te momo haka me te taunakitanga i whakaaro pērā ai koe.

Read pages 25–31. After carefully reading the text, explain in your own words:

- new vocabulary
- the attributes of that form of haka and the reasons why you have chosen those.

Ngohe 9

Activity 9

Mahi ā-rōpū. Ohia manomanotia tētahi pūrākau mō ngā atua Māori. Ka tango mai i ngā ariā matua, ka titoa tētahi haka poto. Mā te rōpū tonu e whakatau he aha tērā momo haka. Ka mutu, waihangatia mai ētahi nekehanga ā-patu. Hopukia te haka me ngā whakamāramatanga hoki ki te mīhini hopu reo.

Group task. Brainstorm a story about Māori atua. Take the main ideas and compose a short haka. The group can decide what type of haka it is. When completed, add actions. Record your haka and the explanations.

Ngohe 10

Activity 10

Mahi ā-rōpū. Ohia manomanotia tētahi iwi e kaha nei ki te whakanui i tō rātou reo, tikanga rānei. Waihangatia mai tō ake whakaaturanga ā-pikitia e āta whakamārama ana i ngā ariā matua. Mā ngā ākongā e whakamārama ā rātou whakaaturanga ki te akomanga.

Anei ētahi pātai hei āwhina:

- Ko wai te iwi?
- Nō hea rātou?
- He aha tā rātou tikanga e whakanuia ana e rātou?
- Nā wai te kaupapa i whakaara?
- Ko wai te rōpū whakahaere i te kaupapa?

Group work. Brainstorm a tribe involved in revitalising their language or tikanga. Create your own pictorial presentation which captures the main ideas. Students explain their presentation to the class.

Use the following questions as a guide:

- Who is the tribe?
- Where are they located?
- What are they revitalising?
- Who supports the kaupapa?
- Which group is organising this?

I Muri i te Pānui Pukapuka

After Reading

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

Possible assessment and extension activities.

1. Ākina ngā ākongā kia matapaki i ngā pātai nei:
 - He aha ngā akoranga matua ka mau i a tātou mai i tēnei pukapuka?
 - He aha ngā pātai i tuhia e koe i mua i tō pānui i te pukapuka nei?
 - Kua whakautua ō pātai? Ki te kore, rapua he whakautu mā tētahi atu huarahi, arā, i te whare pukapuka, i te ipurangi, i ō whanaunga rānei.

Students discuss the following questions:

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

2. Tautohutia ngā tauria o te tuhinga tūhono i roto i te pukapuka, ā, whakamārama atu ki ngā ākongā ka pēhea te tuhinga tūhono e āwhina ai i te kaipānui ki te whai i te whakaaro o te kaituhi. Hei tāpiri atu, me whakamārama atu ki ngā ākongā mā te whakamahi i ngā momo tauria maha o te reo tūhono ka hono ai te tuhinga ki te kaituhi kia pārekareka ai ngā kōrero.

Identify the collective expressive text in the book and talk to the students about how this helps the reader to identify with the feelings of the writer. You could also talk about how the use of writing that expresses a collective identity reconnects the story to the writer and makes writing sound more interesting.

He Hokinga Whakamuri hei Kōkiringa Whakamua

Ideas for Reflecting in Learning and Planning Next Learning Steps

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

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

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

Students interview an elder about a legend concerning warfare that they learned when they were young. Then present their report either as a speech or a computer presentation.

Ngā Rauemi

Resources

Te Ipurangi

Tangata Rongonui

www.nzhistory.net.nz/media/photo/rewi-maniapoto

www.rangiteaorere.com/history.htm

www.teara.govt.nz/en/1966/hongi-hika/1

www.teara.govt.nz/en/1966/te-kooti-rikirangi-te-turuki/1

www.teara.govt.nz/en/biographies/1h23/1

www.teara.govt.nz/en/biographies/1t60/1

Ngā Rākau a Tūmatauenga

www.teara.govt.nz/en/riri-traditional-maori-warfare/3

www.newzealandexposed.com/maori-weapons.html

<http://folksong.org.nz/epapa/index.html>

www.tepuia.com/wananga_carving_maori_carved_weapons.htm

www.nzhistory.net.nz/media/photo/traditional-maori-weapons

www.youtube.com/watch?v=zwg08OUPgR4

Ngā Tohutoro

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He Mihi

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