

Mā te Pouako Te Papatipu 1

Ngā Manu Tukutuku

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

Ko te huinga pukapuka Te Papatipu he kohinga kōrero nō neherā, nō ēnei rangi tonu e hāngai ana ki te hunga rangatahi. E hāngai ana ngā pukapuka Te Papatipu ki ngā ākonga kei ngā tau 9–10. Ko te arotahinga o tēnei putanga ko ngā manu tukutuku.

The Papatipu series is a collection of historical and contemporary stories intended for an adolescent audience. Te Papatipu is intended for students in years 9–10. This issue focuses on ngā manu tukutuku.

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 Te Taumata ā-Motu ka Taea
- 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 tēnā paki, i tēnā paki.

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
- align the text to school literacy programmes
- extend the contexts and uses of the text with examples of learning activities
- highlight learning strategies which reinforce the language skills and knowledge focused on in 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 the 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 appropriate for their class programme.

Te Taumata	Te Wāhanga Ako	Te Whenu	Te Whāinga Paetae
4	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whakamahi i ētahi rautaki rangahau mō te huhua o ngā take.
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 rānei.
5	Te Reo Māori	ā-Tā (Rautaki Reo)	Ka whaihua āna rautaki rangahau, ka tika hoki tana whakamahi i ngā rauemi rangahau.

Hononga ki Te Taumata ā-Motu ka Taea

Links to the National Certificate of Educational Achievement

E tautohu ana tēnei tūtohi i ngā paearu e tuituia ana i roto i tēnei 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. Kua tuhia tēnei pukapuka hei tautoko i ngā pouako e whakaako ana i Te Reo Māori.

The table below identifies the standards that are supported in this journal. The activities are aligned to the achievement standards and support the assessment specifications for pānui and tuhituhi. This journal is designed to support teachers of Te Reo Māori.

Paerewa Paetae <i>Achievement Standard</i>	Taumata <i>Level</i>	Whiwhinga <i>Credits</i>	Aromatawai <i>Assessment</i>	Ngohe <i>Activities</i>
Te Reo Māori				
<i>Pānui kia mōhio ki te reo o tōna ao</i> AS910781	1	6	Aromatawai ā-waho External	1, 4-5
<i>Waihanga tuhinga auaha, i te reo o tōna ao</i> AS91089	1	6	Aromatawai ā-roto Internal	2-9
<i>Tuhi i te reo o tōna ao</i> AS91087	1	6	Aromatawai ā-roto Internal	2-9

He Tirohanga Whānui me ngā Āhuatanga Reo

Overview of the Articles and their Language Features

E toru ngā tuhinga i roto i te pukapuka *Te Papatipu* 1. Kei ngā whārangi e whai ake nei he whakarāpoptotanga o ia kōrero. Kua tohua te momo reo tuhi, 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 three articles in the journal *Te Papatipu* 1. The following pages provide a brief overview of each article. They show the type of writing, features of that style, and some examples from each article. The intention is that students will be able to explore the range of writing styles and their features.

He Huarahi Ako

Teaching and Learning

He Whāinga Ako

Teaching Purposes

Kia tautoko i ngā ākonga ki te:

- whakawhanake i ō rātou mōhio e pā ana ki te orokohanga o ngā momo manu tukutuku
- tautohu i ngā momo āhuatanga reo o ngā tuhinga taki
- whakawhanake i ō rātou rautaki whakamārama kia taea ai e rātou 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 whakatau, me te tautohu i te pūtake me te whakaaro o te kaituhi.

To support students to:

- develop their knowledge about the origins and types of manu tukutuku
- identify language features of explanatory narratives
- develop comprehension strategies so that they are able to identify the main points of a story, and to put them in sequential order
- develop comprehension strategies to make connections, ask questions, to infer, and to identify the author's purpose and point of view.

He Horopaki Ako

Contexts for Learning

Ko ētahi whakaaro mō ngā horopaki ako, ko:

- te whakapapa o ngā manu tukutuku
- ētahi kōrero o nehe e hāngai ana ki ngā manu tukutuku
- ētahi whakataukī e hāngai ana ki ngā momo mahi a ngā manu tukutuku
- te hanga manu tukutuku.

Contexts for learning could include:

- whakapapa of manu tukutuku
- historic information associated with manu tukutuku
- proverbs associated with using manu tukutuku
- making manu tukutuku.

I Mua i te Pānui Pukapuka

Before Reading

1. Ohia manomanotia ngā mōhioatanga o ngā ākonga e pā ana ki ngā manu tukutuku. Whakarōpūhia ngā āhuatanga o te manu tukutuku ka tautohutia e ngā ākonga.

Brainstorm what students already know about manu tukutuku. Group features of the manu tukutuku which the students have identified.

2. Ohia manomanotia ngā mōhioatanga o ngā ākonga e pā ana ki ngā manu tukutuku. Ka tuhia ētahi pātai mō te kaupapa e hiahia ana koe ki te mōhio.

Brainstorm what students already know about manu tukutuku. Write some questions on the topic that you would like to know about.

3. Pānuihia kia rua, nui ake rānei ngā pūrākau ā-iwi e hāngai ana ki ngā manu tukutuku. Rangahaua ngā tairitenga me ngā rerekētanga o te manu tukutuku i waenganui i ngā pūrākau ā-iwi. Kia rua, nui ake rānei ngā pūrākau ā-iwi ka rangahaua.

Read two or more tribal stories about manu tukutuku. Research the similarities and differences of the manu tukutuku in the tribal stories. Research two or more tribal stories.

4. Whakamāramahia ētahi āhuatanga o te tuhinga taki ki ngā ākonga, ā, whakaaturia ētahi tauira o ēnei āhuatanga ki a rātou. Hei tauira: te reo raupapa, te reo tautahi, me ngā kupumahi.

Explain some features of recount texts to the students, and give them some examples. For example: sequencing expressions, first person voice, and verbs.

Ngā Manu Tukutuku (wh. 2–17)

nā Keri Kaa

He Whakarāpopototanga

E whitu ngā kōrero poto i roto i tēnei wāhanga. E whakamārama ana i ngā manu tukutuku nō Aotearoa, nō Te Moana-nui-a-Kiwa, nō Rēkohu hoki. Ka horapa i āna mahi huhua i ēnei wāhi. He pakiwaitara hoki i tēnei wāhanga e whakamārama ana i ngā mahi o te manu tukutuku i ngā wā o nehe.

Summary

There are seven short articles in this section. These describe the manu tukutuku from Aotearoa, the Pacific Ocean, and also the Chatham Islands. They describe their uses in these places. There is also a story explaining the traditional use of the manu tukutuku.

Te momo reo tuhi

Language style

- He Tuhinga Taki (*Recounts*)
 - He taki whaiaro (*Personal recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo tohu wāmua (*Past tense expressions*)
Hei tauira:
 - **I te tau 1965**, i haere au ki te mātakitaki i tētahi kapa ura ... (wh. 4)
 - ... i haere ki roto i ngā Kura Tuarua o Pitoone, i Pōneke, **i te tau 1972**. (wh. 4)
 - **I ngā wā o neherā**, he tino mahi te whakarere manu tukutuku i ngā wāhi katoa o Te Moana-nui-a-Kiwa. (wh. 10)

He Ngohe

Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero, ka taea e te pouako te whakamahi kia tutuki ai āna whāinga whakaako. Ka taea anō e te pouako te rāwekeweke ēnei whakaaro kia hāngai ake ki ngā whāinga ako me ngā hiahia o ngā ākongā.

Here are some activities aligned with the text, which teachers can use to meet their teaching objectives. Teachers can adapted these ideas to align with the learning objectives and needs of the students.

Ngohe 1

Activity 1

Mahi ā-rōpū. Pānuihia ngā kōrero. Whiria ngā whakaaro matua i ngā kaupapa matua, arā, Aotearoa, Te Moana-nui-a-Kiwa, me Rēkohu. Whakaraupapahia ērā kōrero ki tā te tuhinga. Ka mutu tērā, me whakaatu ngā kōrero ki te akomanga.

Group exercise. Read the articles. Pick out the main ideas under the key sections, that is Aotearoa, Te Moana-nui-a-Kiwa, and Rēkohu. Arrange these in sequence as presented in the book and present these ideas to the class.

Ngohe 2

Activity 2

Ranghaua kia rua ngā momo pūrākau mō ngā manu tukutuku. Kātahi ka mahi takitoru ngā ākongā ki te tuhi whakaari e hāngai ana ki tētahi o ngā pūrākau, ka whakaatu ki te akomanga.

Research at least two manu tukutuku stories. Then students work in groups of three to write a short play based on one of the stories, and show it to the class.

Ngohe 3

Activity 3

Rangahau ā-Ipurangi i ētahi kōrero manu tukutuku mai i ngā iwi o ngā ākonga. Tautohutia ngā kaupapa matua o ia kōrero. Tuhia he whakarāpopototanga mō ia kaupapa matua, ka whakaatu ki te akomanga. Tautohutia ngā kaupapa matua e ōrite ana i roto i ngā tuhinga katoa.

Research manu tukutuku on line, focusing on the tribal areas of the students. Write the key ideas from each story. Write a summary for each key idea, then share with the class. Identify common themes across the stories.

Te Manu Tukutuku (wh. 18–25)

nā Stephanie Tibble, nāna anō i whakamāori

He Whakarāpopototanga

He tuhinga taki tēnei mō Manu Kāwana. I tipu ake ia e hanga manu tukutuku ana. Nā tōna kuia rāua ko tōna ake māmā ia i whakaako ki ngā āhuatanga o te hanga manu tukutuku. Koia hoki te Kaihautū o te wāhanga Māori o te whare pupuri taonga o Te Manawa. He kōrero tēnei mō ngā mahi a Manu e pā ana ki ngā manu tukutuku.

Summary

This is a recount text about Manu Kāwana. He grew up making manu tukutuku. His nanny and mother taught him all aspects of making manu tukutuku. He is the Director of the Māori section of Te Manawa museum. This story discusses the work of Manu related to manu tukutuku.

Te momo reo tuhi

Language style

- He Tuhinga Taki (*Recounts*)
 - He taki whaiaro (*Personal recount*)

Ētahi āhuatanga o tēnei momo reo tuhi

Features of this language style

- He reo tohu wāmua (*Past tense expressions*)
Hei tauira:
- **Nō taua wā i** hoki au ki te whakaako ... (wh. 24)
 - **I te tau 1997**, i riro i ahau te tūranga Kaiwhakaako Māori ... (wh. 24)

He Ngohe

Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero ka taea e te pouako te whakamahi kia tutuki ai āna 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 activities aligned with the text, which teachers can use to meet their teaching objectives. Teachers can adapted these ideas to align with the learning objectives, and needs of the students.

Ngohe 1

Activity 1

Rangahaua tētahi tangata rongonui mō te hanga manu tukutuku. Waihangatia mai tāu korero mō taua tangata e whakamahi ana i te anga o te tuhinga me ngā momo kupu, hei tauira. Kātahi ka whakaaturia te kōrero nei mā tētahi whakaaturanga ā-rorohiko.

Research a person renowned for making manu tukutuku. Write a biography using the format and vocabulary as an example. Then present the information as a computer-assisted presentation.

Ngohe 2

Activity 2

Pānuihia te kōrero. Waihangatia mai tētahi tuhinga aroā mā tō hoa. Whakaarohia kia 10 ngā pātai. Hei tauira:

- Nō hea a Manu?
- I tipu ake ia i hea?
- He aha ngā whāinga o Manu mō te tau e heke mai nei?

- E ai ki a Manu, he aha te tino take kua eke ia ki te taumata mō te hanga manu tukutuku?

Ka oti te tuhinga aroā whakawhitihia kia whakautu i ngā pātai, kātahi whakawhitihia anō kia mākahia e tō hoa. Waihangatia kia kotahi te tuhinga aroā mō te akomanga mā te whakamahi i ngā tuhinga aroā katoa.

Read the text. Design a comprehension test for one of your friends. Think of 10 questions.

For example:

- Where is Manu from?
- Where did he grow up?
- What is Manu aiming to achieve next year?
- What does Manu believe is the reason he has reached the heights of making manu tukutuku?

When finished, students swap tests, answer the questions, and then mark each other's responses. Create a single test from all questions for the class.

Te Manu Taratahi (wh. 26–32)

nā Manu Kāwana, nā Kiri Henry i whakamāori

He Whakarāpopototanga He tuhinga tohutohu tēnei e whakamārama ana i te hanga manu taratahi. <i>Summary</i> This is an instructional text explaining how to make manu taratahi.	
Te momo reo tuhi <i>Language style</i>	<ul style="list-style-type: none">• He Tuhinga Tohutohu (<i>Instructional text</i>)<ul style="list-style-type: none">– He tohutohu mō te mahi i tētahi mahi (<i>Instructions for how to carry out a task.</i>)
Ētahi āhuatanga o tēnei momo reo tuhi <i>Features of this language style</i>	<ul style="list-style-type: none">• He whakahau kupumahi hāngū (<i>Passive verb commands</i>) Hei tauira:<ul style="list-style-type: none">- Ka tīmatahia te hono ki te tōpito Y (wh. 31)- Honoa te raupō tuatahi ki te tapa toetoe. (wh. 31)- Herea te wāhanga tuatahi ki te tapa toetoe kei te tōpito A (wh. 31)- Ka whītikia ngā taihonotanga e whā (wh. 30)

He Ngohe

Learning Activities

Anei ētahi ngohe e hāngai ana ki ngā kōrero ka taea e te pouako te whakamahi kia tutuki ai āna 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 activities aligned with the text, which teachers can use to meet their teaching objectives. Teachers can adapted these ideas to align with the learning objectives, and needs of the students.

Ngohe 1

Activity 1

Tāngia tētahi pikitia e whakaatu ana i ngā kōrero matua mō te manu taratahi.

Design a poster outlining all key information about manu taratahi.

Ngohe 2

Activity 2

Āta pānui i ngā tohutohu, kātahi tuhia ōu ake tohutohu mō te hanga manu taratahi.

Read carefully through the instructions and then re-write your own simple instructions explaining how to make a manu taratahi.

Ngohe 3

Activity 3

Rangahaua tētahi manu tukutuku. Waihanga mai he pukapuka mōhiohio e pā ana ki tērā manu tukutuku.

Research a manu tukutuku. Write a pamphlet about that manu tukutuku.

Ngohe 4

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Activity 4

Hangaia tētahi manu taratahi.

Make a manu taratahi.

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 ākonga.

Below are some possible assessment and extension activities pouako could use.

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

Encourage students to discuss the following questions:

- What are the main things we have learned as a result of reading this book?
 - What were the questions or ideas 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.
- Tautohuria ngā tauira o te reo whakaahua i roto i te pukapuka, ka whakamārama atu ki ngā ākonga ka pēhea te reo whakaahua e āwhina ai i te kaipānui ki te whai i te whakaaro o te kaituhi. Hei tāpiri atu, me whakamārama atu ki ngā ākonga mā te whakamahi i ngā momo tauira maha o te reo whakaahua e whakapai te aronga o ngā kōrero.

Identify the descriptive text in the book and talk to the students about how this type of text helps the reader to identify with the feelings of the writer. You could also talk about how the use of descriptive language makes writing sound more engaging.

He Hokinga Whakamuri hei Kōkiringa Whakamua

Ideas for Reflecting on Learning and Planning Next Learning Steps

- Ākina ngā ākonga kia rangahau i tētahi manu tukutuku mai i Aotearoa me tāwāhi hoki.

Encourage students to research other manu tukutuku from Aotearoa and overseas.

- Me uiui e ia ākonga tētahi pakeke mō te āhua o te manu tukutuku i a rātou e tipu ake ana, me ako rānei i tētahi pūrākau e hāngai ana ki te manu tukutuku. Kātahi ka whakaatu mai i te pārongo mā te whaikōrero, mā te whakaaturanga ā-rorohiko rānei.

Have students interview an elder about manu tukutuku and how they were used when they were young, or get them to learn a pūrākau that has something to do with the manu tukutuku. Then students present their information either as a speech or a computer-assisted presentation.

Ngā Rauemi

Resources

Te Ipurangi

Te Ara: www.teara.govt.nz/en/kites-and-manu-tukutuku/1

Ngā Kete wānanga o Otautahi: <http://christchurchcitylibraries.com/Maori/Kites/>

Te Papa Tongarewa: www.tepapa.govt.nz/wings/matauranga.htm

NZETC: <http://nzetc.victoria.ac.nz/tm/scholarly/tei-BucMate-t1-body-d9-d3-d10.html>

NZ History: <http://history-nz.org/kite.html>

You Tube: (Te hanga Manu Tukutuku)

www.youtube.com/watch?v=C-f4MVvcmLk

www.youtube.com/watch?v=I97VA_qgd2YNga Pukapuka

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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.

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