

Araiteuru Ngā Utanga o te Waka



Mā te kaiako
Teacher notes

Levels 2–4



Ngā Utanga o te Waka is the pūrākau of the ancestral waka Araiteuru and its journey to bring kūmara and other resources from Hawaiki to Aotearoa and Te Waipounamu. The journey experiences loss, success and transformation of land. This is the retelling of historical events for Ngāi Tahu.

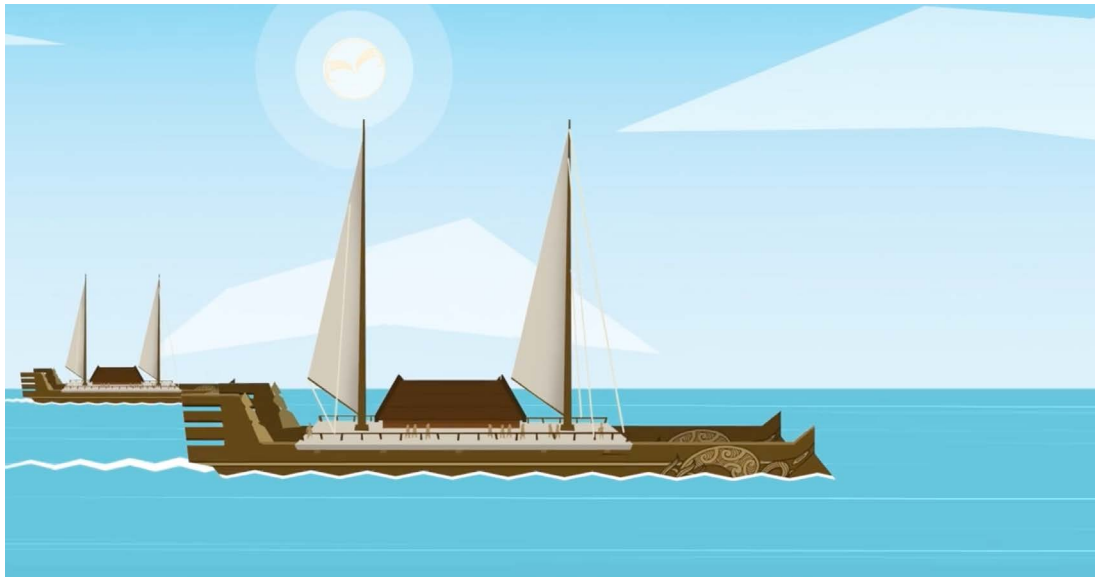
Ngā Utanga o te Waka

The great waka atua Araiteuru plays an important part in the tribal traditions of Te Waipounamu.

Araiteuru successfully crossed Te Moana-nui-a-Kiwa and brought kūmara and many other resources from Hawaiki back to these shores.

Araiteuru's journey resulted in new land features being formed and the introduction of new resources to Aotearoa and Te Waipounamu.

However, it did come at a cost.



Teacher Notes

Te Ao Tangata – Social Science curriculum and Aotearoa New Zealand's Histories Curriculum:

Me tiro whakamuri, kia anga whakamua.

If we want to shape Aotearoa New Zealand's future, start with our past.

Themes from this episode that connect to Te Ao Tangata – Social Science Curriculum and the Aotearoa NZ Histories Curriculum.

- Historical relationships and connections of Māori and Polynesia.
- Travelling throughout the Pacific and to Aotearoa and Te Waipounamu.
- Introduction of kūmara, taro and other cargo to Aotearoa and Te Waipounamu.

Understand:

Māori history is the foundational and continuous history of Aotearoa New Zealand.

- Māori have been settling, storying and shaping, and in turn have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past.

Know:

Ngā ahurea me te tuakiri kiritōpū / Culture and collective identity.

- Focus on how the past shapes who we are today, familial links and bonds, networks and connections, the importance of respect and obligation, stories woven into people's collective and diverse identities. It recognises the dynamic nature of culture and identity and social and cultural importance of community practices, heritage, traditions, knowledge and values.

Do:

Te whakaaro arohaehae mō ngā wā o mua / Thinking critically about the past

- Constructing narratives about the past helps to sequence events and identify historical relationships.

Te Ao Tangata – Social Sciences

Phase 1 (Yrs 0–3):

Understands:

E kore au e ngaro; he kākano i ruia mai i Rangīātea

- Māori history is the foundational and continuous history of Aotearoa New Zealand.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

Know:

Ngā ahurea me te tuakiri kiritōpū / Culture and collective identity

Within Aotearoa New Zealand's histories

- Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.

Te tūrangawaewae me te taiao / Place and environment

Within Aotearoa New Zealand's histories

- Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer questions about the past.

Te whakaaro arohaehae mō ngā wā o mua / Thinking critically about the past

- Retell a story from the past and talk about how other people might tell it differently.

Phase 2 (Yrs 4–6):

Understands:

E kore au e ngaro; he kākano i ruia mai i Rangīātea

- Māori history is the foundational and continuous history of Aotearoa New Zealand.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

Know:

Ngā ahurea me te tuakiri kiritōpū / Culture and collective identity
Within Aotearoa New Zealand's histories

- The stories of groups of people from different periods in our history convey their reasons for and experiences of migration. These stories have shaped their culture and identity in Aotearoa New Zealand.
- Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Use appropriate, relevant sources (e.g., oral stories and written research).
- Use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer questions about the past.

Te whakaaro arohaehae mō ngā wā o mua / Thinking critically about the past

- Construct a historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently.

Phase 3 (Yrs 7–8):

Understands:

E kore au e ngaro; he kākano i ruia mai i Rangīātea

- Māori history is the foundational and continuous history of Aotearoa New Zealand.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

Know:

Te tūrangawaewae me te taiao / Place and environment

Within Aotearoa New Zealand's histories

- Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Gather information from primary and secondary sources, considering their reliability and identifying their limitations.
- Use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. Recognise that sources may not fully answer questions, and that the answers are themselves interpretations.

Aotearoa New Zealand's Histories Curriculum

Key knowledge

Key questions

Key learning experiences

Years
1-3

*Whakapapa me te whanaungatanga /
Culture and identity*

- Māori are tangata whenua. They have stories about their origins and arrival.

*Tūrangawaewae me te kaitiakitanga /
Place and environment*

- Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.
- Many of the names of geographical features and places tell stories.

- Where is Hawaiki?
- Why were Araiteuru and Mānuka built?
- How did kūmara and taro come to Aotearoa and where did they come from?
- Where did the waka Araiteuru visit when it came to Aotearoa and Te Waipounamu?
- Where was kūmara planted in Aotearoa and Te Waipounamu when it arrived here?
- Why were kūmara planted at specific places around Aotearoa and Te Waipounamu?

- Watch the He Kōrero animation Araiteuru – Ngā Utanga o te Waka
- Interact with the support material and activities relating to this pūrākau.
- Research and learn the stories of the waka Araiteuru, Mānuka and other ancestral waka.
- Locate on a map the significant places that are identified in the pūrākau.
- Discuss waka migration and travel throughout the Pacific including to and from Aotearoa and Te Waipounamu.
- Investigate old and new waka hourua.

Years
4-6

*Whakapapa me te whanaungatanga /
Culture and identity*

- Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

- What other stories tell of Māori ancestors and their journeys around Te Moana-nui-a-Kiwa and Aotearoa?
- Who were the significant people and places in this pūrākau? Can you identify these and locate these places?
- How is the journey of the waka Araiteuru important to tribes of Aotearoa and Te Waipounamu?
- How are the people of the Pacific connected and related?

- Research the Polynesian migration throughout the Pacific including to and from Aotearoa. What are some similarities and differences?
- Investigate old and new waka hourua.
- Investigate local and national Māori place names and their whakapapa.
- Learn about Araiteuru and create a map that details its journey and story.
- Visit the landmarks identified from this pūrākau.
- Learn, create and share this pūrākau with others. Include visuals and relevant information to support your learning.

Years
7-8

*Tūrangawaewae me te kaitiakitanga /
Place and environment*

- Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.

- How do Māori express their connections with the land and environment?
- How do pūrākau connect Māori to the land, moana, environment and past?
- What objects, cargo and features from Araiteuru's journey to Te Waipounamu can still be seen today?

- Investigate different pūrākau and their significance to the local and national environment and land features.
- Investigate tūtohu whenua of Aotearoa and Te Waipounamu and their significance and relevance to tangata whenua and iwi.

A Strategy to Support Learning

This is an effective strategy to ignite learners to be curious about and engage with the pūrākau while they are watching the video and during their work tasks.

1. Before watching the video, prepare a table like the example below, with the headings 'What I know', 'What I want to know' and 'What I know now.' This activity helps to organise the students' ideas.
2. Before watching the video and engaging with the support resources, the kaiako and ākonga should discuss the places where the story unfolds, and the concepts of historical relationships and connections of Māori and Polynesia, and how Araiteuru plays an important part in the tribal traditions of Te Waipounamu and how different landmarks were created throughout Te Waipounamu.
3. This is a good introduction to begin delving into the main ideas and events in the pūrākau. The kaiako or the ākonga can record their ideas in the column, 'What I know.'
4. Following that, they can discuss what they want to know or explore further from the pūrākau. Record ideas and questions in the column 'What I want to know.'
5. While the ākonga are watching and exploring the pūrākau, document new ideas and lessons in the column 'What I know Now.' This is an effective way to review and reflect on learning.

<i>What I know</i>	<i>What I want to know</i>	<i>What I know now</i>

Before watching the animation

Discussion:

What is a waka hourua / double-hulled waka?

Discuss ancestral waka that came to Aotearoa from Polynesia.

Where is Rangiātea and Taputapuātea and how are these places significant to Māori?

Where is Hawaiiki?

Where did kūmara and taro come from and why were they brought to Aotearoa and Te Waipounamu?

What other cargo could have been on the waka?

How do pūrākau help identify, explain and retain significant events, deeds, places and history?

Explain that this story is related to Ngāi Tahu. Talk about and become familiar with the different areas, tribal and land features pertinent to Ngāi Tahu.

Use the picture cards resource to familiarise ākonga with the characters and places. What do they think is happening? What will the pūrākau be about? Record ideas or questions on the 'What I know' and 'What I Want to Know' sheet.



Glossary

Araiteuru – waka that brought kūmara and taro to Aotearoa and Te Waipounamu

kūmara – sweet potato

taro – starchy root vegetable

Mānuka – waka that failed to bring kūmara and taro to Aotearoa

Aotearoa – North Island, New Zealand

Te Waipounamu – South Island, New Zealand

Te Moana-nui-a-Kiwa – Pacific Ocean

Rangiātea – An ancestral homeland of Māori

Taputapuātea Marae – An ancestral Polynesian marae in Rangiātea

While watching the animation

Watch once without interruptions. The second time, pause the animation at intervals and ask tamariki if they have any questions. List their questions under the heading 'What I want to know.'

While watching the animations in small groups, pause and predict what could happen next.

Helpful Links

[Kā Huru Manu](#)

[Google Earth](#)

[He Kōrero: Ngā rauemi tautoko](#)

[Ngāi Tahu resources](#)

Activity 1 – Historical relationships and connections between Māori and Polynesia

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Māori from Aotearoa and Te Waipounamu have physical and cultural ancestry with Polynesia and the Pacific.</p> <p>Māori share similar language, beliefs customs, stories and physical features and many other connections with other Pacific Island cultures.</p> <ul style="list-style-type: none"> Were Araiteuru and Mānuka built in Aotearoa and/or Te Waipounamu? Where is Hawaiki and how did the crew of Araiteuru and Mānuka know how to get there? How are Māori related to other Polynesians? <p>Thinking critically – What if...</p> <ul style="list-style-type: none"> The crew of Araiteuru and Mānuka were not welcomed to Rangiātea and Taputapuātea Marae? The crew aboard Araiteuru and Mānuka could not communicate, relate to or connect with the other people throughout the Pacific? 	<p>Discuss and research how Māori from New Zealand are related and connect to other Pacific Island cultures.</p> <ul style="list-style-type: none"> Learn and compare the similarities and differences between Māori of New Zealand and other Polynesian languages and cultures. Learn about Polynesia and migration throughout the Pacific. <p>Research different island cultures throughout the Pacific.</p> <p>Investigate how different cultures in the Pacific refer to themselves as Māori, Maoli or Maohi.</p> <p>Investigate where and what is Hawaiki. Watch Scotty Morrison’s documentary “Origins”.</p> <p>Thinking critically – Explore other possible scenarios</p> <ul style="list-style-type: none"> How would you communicate with other people of the same culture if there was a language barrier? How would you convince another Pacific Island culture that you are also Polynesian if they did not originally believe you? What If? scenario cards to facilitate class discussion. 	<p>Present (via a debate or research presentation) the reasons why Māori from New Zealand are related and/or connected to other Pacific Island cultures.</p> <p>Share similarities and differences of Polynesians in different settings.</p> <p>Present research and study enquiries to explain where and what Hawaiki is. Use kōrero and evidence to support your research.</p> <p>Thinking critically</p> <p>Share how you would communicate with other people of the same culture if there was a language barrier between you and them.</p>	<p>Reflect on how effective the communication activity was with the language barrier.</p> <ul style="list-style-type: none"> What did you do to communicate? How did you communicate? Was it difficult or easy? What would you do differently next time? <p>Encourage feedback.</p> <ul style="list-style-type: none"> Students to give feedback to others on their reasons, research and ideas. Share how these reasons, research and ideas could be improved.

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Great double-hulled, open ocean, voyaging waka were used to travel to, from and around the Pacific.</p> <p>This led to migration and regular travel throughout the Pacific.</p> <ul style="list-style-type: none"> • What were the names of other waka that travelled from the Pacific to Aotearoa and Te Waipounamu? • What features does a waka need to travel across Te Moana-nui-a-Kiwa? <p>Thinking critically</p> <ul style="list-style-type: none"> • Why did travel throughout the Pacific stop? 	<p>Use a map (or create one) that locates the significant places from this pūrākau, e.g., Aotearoa, Te Waipounamu, Hawaiki, Te Moanui-a-Kiwa, Rangiātea, Taputapuātea Marae, Kaikōura, Muriwai, Matakaea.</p> <p>Google Earth visit. Create a presentation.</p> <ul style="list-style-type: none"> • Who were some of the crew members aboard Araiteuru and Mānuka, including the captain and navigator? • Build a model of a double-hulled, ocean voyaging waka (waka hourua). <p>Discuss, research and investigate the different Polynesian double-hulled, open ocean, voyaging waka from across Polynesia. Learn about Polynesian navigation, e.g., star compass. Find out about Tuia 250 by following these links:</p> <p>NZ history Tuia encounters Tuia Report</p> <p>Research migration / moving to a new place and the steps and challenges people encounter during these processes. Have any ākongā moved before? Share thoughts and experiences.</p> <p>Thinking critically – Explore other possible scenarios</p> <ul style="list-style-type: none"> • How could travel throughout the Pacific be improved? • What if travel throughout the Pacific was impossible? 	<p>Present a map of the locations from the pūrākau. Include explanations of each location and its significance to the pūrākau.</p> <p>Role-play a scene where the waka are travelling through the Pacific.</p> <p>Discuss or display the activities in your class from use of the support resources.</p> <p>Share and display research about Polynesian waka and migration throughout the Pacific.</p>	<p>Self reflection: I presented my map showing at least two locations from the pūrākau and explained how it relates to the pūrākau.</p> <p>Role-play reflection.</p> <ul style="list-style-type: none"> • How would you improve your role-play? <p>Reflect on strategies when playing the games from the support resources.</p> <ul style="list-style-type: none"> • Reflect on how effective the display or research was for other learners.

Activity 3 – Introduction of kūmara, taro and other cargo to Aotearoa and Te Waipounamu

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Araiteuru successfully brought kūmara, taro and other cargo from Hawaiki to Aotearoa and Te Waipounamu.</p> <ul style="list-style-type: none"> • What are some reasons why kūmara, taro and other cargo were brought to Aotearoa and Te Waipounamu? • Where are some of the areas in Aotearoa and Te Waipounamu where kūmara were planted? • Why were kūmara planted and grown in specific places around Aotearoa and Te Waipounamu? • What are the significance of kūmara, taro and other cargo within this story of Araiteuru? • What would have happened if kūmara and taro were not brought or grown in Aotearoa and Te Waipounamu? 	<p>Create a map that identifies all places where kūmara were planted and cargo was lost overboard from the Araiteuru waka.</p> <p>Plan a class trip. Go on a physical or virtual trip to visit some of these significant places, e.g., Ōmihi, Ōaro, Moeraki.</p> <p>Research and investigate where kūmara comes from.</p> <p>Research and investigate how kūmara arrived in the Pacific.</p> <p>Grow kūmara and taro. Investigate the different varieties of kūmara and taro. Identify what is needed to grow, transport and replant vegetables in new places.</p> <p>Think about how to share the kōrero of this pūrākau. Create podcasts, stop motion animations, iMovies, Minecraft worlds, waiata or other ways to retain the knowledge and share this information.</p>	<p>Present and display your map of Aotearoa and Te Waipounamu identifying where kūmara was planted.</p> <p>Class trip – create a presentation or video summarising your trip. Have students share their learning and their trip presentation with whānau and your kura.</p> <p>Present research to whānau.</p> <p>Present and display support resources in class.</p> <p>Share podcasts, animations and creations online with friends and whānau.</p>	<p>Evaluate the work and presentations (PMI evaluation).</p> <p>Encourage student feedback.</p> <ul style="list-style-type: none"> • Students to give feedback on these presentations and the information provided. How could this be improved? <p>Have friends and whānau give feedback on podcasts, stop animations, iMovies and Minecraft worlds.</p>

Ngā Utanga o te Waka – Extension Lesson

Extension – Dialects

Thinking

This pūrākau is about an ancestral waka of Te Waipounamu that brought kūmara and other cargo to Aotearoa and Te Waipounamu.

Identify the words or phrases that are specific to some parts of the South Island.

Sometimes you may see or hear a 'k' instead of 'ng'.

What is dialect? Discuss what you think it is, what it could be or where you may have heard the term before.

What are different regional language dialects that you may know of?

E.g., Ngāi Tahu, Ngāi Tūhoe, Taranaki.

Learning Activities

Identify some new words from the pūrākau. Create a vocabulary list or create flashcards, word searches for these new words.

Play a game in pairs, groups or with whole class, where participants identify and connect kupu/words or dialect to a specific iwi.

Discuss with your group different words you know of from different iwi, e.g., the Ngāi Tahu word for a double-hulled waka is waka unua.

Select some words from this pūrākau to explore further.

In groups compose a song, chant, simple poem or sentences that include at least two kupu/words from different iwi or two words with dialectical differences between iwi.

Presentation

In groups create a game or resource to connect a kupu to the iwi it originates from.

In groups present your song, chant or simple poem with at least two kupu/words from different iwi.

Reflection and Review

Share with a buddy a new kupu Māori /Māori word you have learnt from the pūrākau. Can they guess the meaning? Take turns.

Identify a word from a different iwi and explain where it is from.