He hītori-ā-iwi – An iwi history

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| **Level 7: Te Aho Arataki Marau mō Te Reo Māori**  **(Te Reo Māori in the New Zealand Curriculum)** |

**Ngā kai o roto:**

1. Kupu hou
2. Building Blocks
3. Wāhanga pānui – He paku kōrero mō te iwi o Te Aupouri
4. Wāhanga rangahau
5. Wāhanga tuhituhi

**Mā te kaiako: Using this resource**

**1. Introducing kupu hou**

The students should be aiming to learn at least 20 new kupu per week. Use a wide range of methods to introduce and teach vocabulary. Remember teaching and learning vocabulary in context is the more effective than teaching words in isolation such as in a list.

Do in class quizzes with the words. Competition inspires the rangatahi.

They may want to learn this set using quizlet. - <http://quizlet.com/38935310/hitori-a-iwi-ako-panuku-flash-cards/>

When you write examples on the board try to utalise the kupu. The more they use the kupu in their kōrero and tuhituhi, the better.

**2. Introducing new grammar**

This resource uses “building blocks” activities to practise new grammar. The building blocks have multiple functions:

(a) to give learners practice in using and learning new vocabulary

(b) to strengthen reading and writing skills as the students have to identify words and structures

(c) to give learners opportunity to practice new language structure.

**NOTE:** Please teach each structure before getting the students to do the activities. The buidling blocks are not very effective if the students are just doing them as random tasks.

**3. Reading skills**

The activities in this resource give practice in a range of skills, particularly comprehension. Futher reading on iwi history can be found in: <http://www.teara.govt.nz/mi/iwi>

**4. Research and writing**

The research and writing activities have been designed to help students to improve their essay skills in preparation for the external examinations.

**NOTE:** This resource has been developed as a guideline only and should not be considered to be a complete teaching and learning programme itself. Teachers are encouraged to use the parts that are relevant to their programmes and supplement the activities in this resource with good teaching and additional learning opportunities.

**Kupu Hou: Reo Māori-Reo Pākehā**

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| ahi kā, ahi kā roa | *long burning fires of occupation* | rangahau | *research* |
| āhuatanga | *aspect* | rangatira | *chief* |
| arā | *that is, in other words* | rangimārie, maungārongo | *peace* |
| ārahi | *lead, guide* | raruraru, mate | *problem* |
| ariki | *paramount chief* | rawa | *resource, wealth* |
| aua | *those (mentioned before)* | rere, tahuti | *flee, run away* |
| e kiīa ana te kōrero | *it is said* | rohe | *area, boundary* |
| hanga | *build* | rohe pōtae | *tribal territory* |
| hanga(ia) | *build* | rongonui | *famous* |
| hāngai | *relevant, coincide* | rōpū | *group* |
| hapori | *society* | taenga mai | *arrival* |
| hei tā / e ai ki | *according to* | tāhuhu kōrero | *history* |
| heke | *to migrate, migration* | take | *reason, issue* |
| heoi anō | *however* | take(a) (i takea mai) | *originate* |
| hiahia | *need, want* | taki(na) | *to recite* |
| hītori | *history* | takiwā | *region* |
| hōrapa | *spread* | tau / tatū | *to settle* |
| huri noa | *throughout* | taua | *that (mentioned before)* |
| i ahu mai | *stemmed from* | taua, tauā | *war party* |
| i ngā tau tata nei | *in recent times* | tīmatanga, tīmatatanga | *beginning* |
| i taua wā | *at that time* | tohunga | *spiritual expert* |
| kāore i te mōhiotia | *it is not known* | tupu, tipu | *grow* |
| kāwai | *line of descent* | tupuna/tipuna | *ancestor* |
| kōrero ā-iwi | *tribal history* | tūpuna/tīpuna | *ancestors* |
| kōrero o mua | *hitory* | tūrangawaewae | *place to stand, your tribal hub* |
| kōrero tuku iho | *knowledge passed down* | tūturu | *original, be fixed, permanent, real, true* |
| mā runga | *on (transport)* | uri | *descendant* |
| māia | *brave* | utu | *revenge* |
| mana | *authority, integrity* | wāhi | *place* |
| mehemea, mēnā | *if* | wehe | *depart, leave* |
| mei kore ake | *if it wasn’t for* | wehenga | *departure* |
| moe | *marry* | whai mana | *to possess great mana* |
| nāwai rā | *after some time* | whai oranga | *to pursue prosperity* |
| ngana | *strive* | whakaae | *agree* |
| nō muri, i muri i tērā, i muri iho | *after that* | whakaeke | *attack* |
| nō reira | *so, therefore* | whakahirahira | *important* |
| noho | *live (in an area), stay* | whakamārama | *explain* |
| nuka | *deceit, deceive* | whakamātau | *try* |
| ope taua, ope tauā | *war party* | whakapapa | *genealogy* |
| oranga | *wellbeing* | whakatū(ria) | *establish* |
| pā | *village* | whakatupuranga,  whakatipuranga | *generation* |
| pakanga | *war* | whakawhanake | *develop, improve* |
| pepeha | *tribal saying* | whawhai | *fight* |
| pīrangi | *want* |  |  |

**Kupu Hou: Reo Pākehā—Reo Māori**

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| according to | *hei tā / e ai ki* | live (in an area), stay | *noho* |
| after some time | *nāwai rā* | long burning fires of occupation | *ahi kā, ahi kā roa* |
| after that | *nō muri, i muri i tērā, i muri iho* | marry | *moe* |
| agree | *whakaae* | need, want | *hiahia* |
| ancestor | *tupuna/tipuna* | on (transport) | *mā runga* |
| ancestors | *tūpuna/tīpuna* | original, be fixed, permanent, real, true | *tūturu* |
| area, boundary | *rohe* | originate | *take(a) (i takea mai)* |
| arrival | *taenga mai* | paramount chief | *ariki* |
| aspect | *āhuatanga* | peace | *rangimārie, maungārongo* |
| at that time | *i taua wā* | place | *wāhi* |
| attack | *whakaeke* | place to stand, your tribal hub | *tūrangawaewae* |
| authority, integrity | *mana* | problem | *raruraru, mate* |
| beginning | *tīmatatanga, tīmatanga* | reason, issue | *take* |
| brave | *māia* | region | *takiwā* |
| build | *hanga* | relevant, coincide | *hāngai* |
| build | *hanga(ia)* | research | *rangahau* |
| chief | *rangatira* | resource, wealth | *rawa* |
| deceit, deceive | *nuka* | revenge | *utu* |
| depart, leave | *wehe* | so, therefore | *nō reira* |
| departure | *wehenga* | society | *hapori* |
| descendant | *uri* | spiritual expert | *tohunga* |
| develop, improve | *whakawhanake* | spread | *hōrapa* |
| establish | *whakatū(ria)* | stemmed from | *i ahu mai* |
| explain | *whakamārama* | strive | *ngana* |
| famous | *rongonui* | that (mentioned before) | *taua* |
| fight | *whawhai* | that is, in other words | *arā* |
| flee, run away | *rere, tahuti* | those (mentioned before) | *aua* |
| genealogy | *whakapapa* | throughout | *huri noa* |
| generation | *whakatupuranga,*  *whakatipuranga* | to migrate, migration | *heke* |
| group | *rōpū* | to possess great mana | *whai mana* |
| grow | *tupu, tipu* | to pursue prosperity | *whai oranga* |
| history | *hītori* | to recite | *taki(na)* |
| history | *tāhuhu kōrero* | to settle | *tau / tatū* |
| hitory | *kōrero o mua* | tribal history | *kōrero a iwi* |
| however | *heoi anō* | tribal saying | *pepeha* |
| if | *mehemea, mēnā* | tribal territory | *rohe pōtae* |
| if it wasn’t for | *mei kore ake* | try | *whakamātau* |
| important | *whakahirahira* | village | *pā* |
| in recent times | *i ngā tau tata nei* | want | *pīrangi* |
| it is not known | *kāore i te mōhiotia* | war | *pakanga* |
| it is said | *e kiīa ana te kōrero* | war party | *ope taua, ope tauā* |
| knowledge passed down | *kōrero tuku iho* | war party | *taua, tauā* |
| lead, guide | *ārahi* | wellbeing | *oranga* |
| line of descent | *kāwai* |  |  |

**BUILDING BLOCKS: … ai**

**Hei whakamārama**

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| Haere mai ki konei noho **ai.**  *Come over here* ***and*** *sit down.* | I hūnuku a Hēmi ki Ōtautahi rapu mahi **ai.**  *Hēmi moved to Chistchurch* ***to*** *look for work.* |
| Haere ki te kītini taka kai **ai** mā tātou.  *Go to the kitchen* ***and*** *prepare a kai for us.* | I haere rātou ki te māra hauhake kumara **ai**.  *They went to the garden* ***to*** *harvest kumara.* |

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| I | haere  tere | mai | ōku  tōku  ō mātou  tō mātou | ariki  tipuna  tupuna  tūpuna  tīpuna  waka | i | Hawaiki  Rangiātea  Rarotonga  Tahiti | ki Aotearoa  ki Kāwhia  ki te Tairāwhiti  ki Hokianga  ki Te Tauihu o te Waka a Māui  ki konei | whai oranga ai.  whakatū kāinga ai.  noho ai.  rapu whenua ai. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **Kupu Hou:** tere – sail |
| 1. My ancestor came from Tahiti to Hokianga to pursue prosperity. |
| 2. Our ancestors came here from Rarotonga to Aotearoa to look for land. |
| 3. Our canoe sailed to the East Coast from Hawaiki. |
| 4. Our paramount chief sailed from Rangiātea to the top of the South Island to establish a village. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:** Whakakīia ngā āputa ki te kupu tika

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| ngā | whenua | ki | ko | kōrero | mō |

Anei ngā kupu e ngaro ana**:**

E ai ki ngā \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, i haere mai ō mātou tūpuna i Rarotonga \_\_\_\_\_\_\_\_\_\_\_\_\_ Aotearoa whai oranga ai\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tō rātou iwi me ā rātou uri.

He nui \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ take i hiahia ai rātou ki te hūnuku mai ki tēnei \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, engari ko te take nui \_\_\_\_\_\_\_\_\_\_\_\_\_\_ te whenua.

**BUILDING BLOCKS: I … taenga (atu) ki …**

**Hei whakamārama**

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| **I tōna taenga atu ki** Ahipara, ka haere tōtika ia ki tātahi.  ***On his/her arrival in*** *Ahipara, he/she went straight to the beach.* |
| **I te taenga o** Waru mā ki te kura, ka mihi rātou ki tō rātou kaiako.  ***On the arrival of*** *waru and the others to school, they greeted their teacher.* |
| **I tō mātou taenga** ki te marae, ka kohi moni mātou hei koha mā te whānau.  ***On our arrival*** *at the marae we collected money as a koha for the family.* |

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| I | tō rātou  tōna  te | taenga atu  taenga  taenga mai o Tihe mā  taenga mai | ki | Aotearoa  Kāwhia  te Tairāwhiti  Hokianga  Te Tauihu o te Waka a Māui  Taranaki  konei | ka | huri  tīmata | rātou  ia  tō mātou ariki  a Tihe  ngā tāne  ngā wāhine | ki te | whakatō kai hei whāngai i t e iwi.  whakawātea whenua hei whakatū kāinga mō te iwi.  kimi i tētahi wāhi pai hei kāinga mō te iwi.  kimi wai māori hei wāhi inu, hei pātaka kai, hei kauranga hoki mō te iwi.  kimi kai mā rātou.  tope rākau hei hanga whare.  kimi i tētahi mea pai hei mahi whāriki, hei mahi kupenga hoki. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **Kupu hou:** taenga mai – arrival | kimi – look for, find | whakatō kai – to plant food | whakawātea – to clear | whakatū – establish | tope – to fell| kupenga - net |
| 1. On his arrival to Kāwhia the woman turned to search for something suitable for making mats and fishing nets. |
| 2. On the arrival of Tihe and the others to Hokianga they started to look for a suitable place to establish a home for the people. |
| 3. On their arrival in Taranaki they turned to find fresh water, so the people could drink, the people could source food and a place for them to bathe. |
| 4. On their arrival to the east coast, the men started to plant food to feed the people. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:**  Whakamāoritia ngā kupu Pākehā i te rerenga kōrero i raro iho nei. Tuhia mai anō kia Māori ai te whakatakotoranga.

I tōna **arrival** ki New Zealand, ka **started** ia ki te **look for** i ētahi **birds** pai hei kai māna. Ka **went** ia ki **in** i te **forest**. I reira ka **saw** ia i tētahi manu **big.** He moa taua **type** manu. Nā te nui o te moa, ka **very scared** a Wiremu. **But**, i te kitenga o te moa i a Wiremu ka tahuti atu **him**.

Tuhia te mea tika ki raro nei:

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**BUILDING BLOCKS: Nā te …**

**Hei whakamārama**

**Nā te** makariri o te hau, ka noho mātou ki roto i tō mātou akomanga kai ai.

***Because of*** *how cold the wind was, we ate in our classroom.*

**Nā** tōna kaha ki te oma ka toa ia i ngā rēhi omaoma o te kura.

***Because*** *of how good he is at running he won the school running races.*

**Nā** tōna kaingakau ki te pūtaiao, ka haere ia ki te whare wānanga ako ai.

***Because*** *of his love for science he went to university to study.*

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| Nā te  Nā | Makariri  wera  nui o ngā kai  tokoiti  kaha  tōna aroha | o  i  mō | taua  ngā | wāhi,  wahine o taua iwi,  tāne  wahine | kāore  i  ka  ki te  ka | noho  whakatū  ngā taro  moe  hopu manu  moe | I  te iwi  kāinga te iwi  ngā tāne  kāore te iwi  tahi | tupu.  ki reira.  i reira.  ki ngā wahine o iwi kē.  i matekai.  rāua. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **Kupu hou:** hopu – catch | tupu – grow |
| 1. Because of his love for that woman, they married. |
| 2. Because of how cold that place was, the taro didn’t grow. |
| 3. Because of how few women there were the men married women from other tribes. |
| 4. Because of how hot that place was, the people stayed there. |

**HEI MAHI 2:** Noho nanu ana tēnei rerenga kōrero. Whakatikahia, kia rite ki te rerenga kōrero Pākehā i raro nei.

Because of how good the hot pools were for cooking food, the people stayed there.

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| ki | tao | reira | te | pai | o | waiariki | hei | kai | ka | noho | te | iwi | Nā | ngā |

Tuhia te rerenga tika ki raro nei

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**BUILDING BLOCKS: Ahakoa …**

**Hei whakamārama**

**Ahakoa** te uaua o te whakamātautau, ka oti tonu i a ia.

***Regardless*** *of how difficult the test was, she still finished it.*

**Ahakoa** tōna aroha mutunga kore mō tōna ipo, ka mōhio ia me hoki ia ki te kāinga āwhina ai i ōna mātua.

***Despite*** *his undying love for his sweetheart, he knew he must return home to help his parents.*

**Ahakoa** te nui o ngā kaitākaro o te tīma o Waimate, ka wepua tonuhia rātou e te tīma o Hokitika.

***Regardless*** *of the size of the players in the Waimate team, they still got whipped by Hokitika.*

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| Ahakoa | ngā  te  tō  rātou | taumahatanga  pai  makariki  kaha | i  o  ki te | whawhai  runga  te  tā rātou  ngā | i  noho  takurua  ka | ka  ki  a  hinga | rātou  noho  Aotearoa | ka  tonu  i | tutuki  rātou  tangi  taua | i a rātou  ki  tonu  pakanga | tā rātou  tērā/taua  rātou  nui | whāinga.  wāhi.  mō tō rātou whenua tupuna.  ki te hoariri. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **KUPU HOU:** taumahatanga – weight | tutuki – achieve | whāinga – goal | hinga – lose, fail, fall | pakanga – battle | hoariri – enemy |
| 1. Despite how cold the winters were, they remained in that place. |
| 2. Despite how good their lives in New Zealand, they still cried for their ancestral lands. |
| 3. Despite the weight (pressures) on them, they achieved their goals. |
| 4. Despite their great fighting ability, they still lost that big battle with the enemy. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:** Whakakīia ngā āputa ki ngā kupu tika.

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| mō | reira | rāua | whanaunga | Ahakoa | ngā | whai |

**Anei ngā kupu e ngaro ana:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tōna aroha \_\_\_\_\_\_\_\_\_\_\_ te puhi ātaahua o Ngāi Tara, ā, he rangatira \_\_\_\_\_\_\_\_\_\_\_\_\_\_mana ia, kāore \_\_\_\_\_\_\_\_\_\_\_\_\_mātua o te wahine nei i whakaae ki tō rāua piringa. Nō\_\_\_\_\_\_\_\_\_\_\_\_ i tētahi pō, ka rere atu \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ki Taranaki. I reira ngā \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ o te rangatira nei.

**HEI MAHI 4:** Whakapākehātia te rerenga kōrero ki raro nei.

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**BUILDING BLOCKS: … kia kore ai … e …**

**Hei whakamārama**

E whakawai ana ia i te māra **kia kore ai** ngā tomato e mate.

*He is watering the garden* ***so that*** *the tomatos* ***don’t*** *die.*

I kai rātou i ngā āporo **kia kore ai** rātou e hiakai.

*They ate the apple* ***so*** *they* ***wouldn’t*** *get hungry.*

I toua e Tīmoti te ahi **kia kore ai** tātou e makariri.

*Tīmoti stoked the fire* ***so*** *we* ***wouldn’t*** *get cold.*

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| I | whakatō kai  tahu ahi  moe tahi  whakatū taiapa  huri a ia | rātou  ngā wahine  rāua  hei manu  ngā tāne | kia kore ai | te tangata kino  ngā tamariki  ō rāua iwi  rātou  te hoariri | e | hiakai.  mate i te makariri o te pō.  kuhu ki te pā.  whawhai.  hopu i a ia. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **Kupu hou:** tahu – to light | kuhu – enter | whakatū – to erect | hopu – catch |
| 1. They planted food so they wouldn’t go hungry. |
| 2. The women lit fires so the children wouldn’t get cold. |
| 3. They (2) married so their tribes would stop fighting. |
| 4. She turned into a bird so the bad person wouldn’t catch her. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

Ia **day** , ia **day** ka **look** a Hone ki tāna māra, ā, ka kite **him** ka haere mai **some** tāngata i te pō ki te tāhae i **his** kumara, nā reira ka whakatū **fence** ia kia kore ai ngā hianga e **steal again**i āna kumara.

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**HEI MAHI 4:** Whakapākehātia te rerenga kōrero.

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**BUILDING BLOCKS: Me i kore ake …**

**Hei whakamārama**

**Me i kore ake** tō matua ka toromi ahau.

***If it wasn’t*** *for your dad I would’ve drowned.*

**Me i kore ake** tō kaha ki te karo i te hoariri, ka hinga tātou.

***If it wasn’t*** *for your sidestepping ability, we would’ve lost.*

**Me i kore ake** te pukumahi o ō tāua mātua, kua pōhara tāua.

***If it wasn’t*** *for our parents diligence, we would be poor.*

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| Me i kore ake | a Wiremu  ō tātou kaumātua  ō rātou whaea  tō mātou ariki  tō tātou tohunga | hei tautoko  hei whakaako  hei ārahi  hei taka kai  hei taki karakia | i a rātou  mā ngā ākonga  i a mātou  i a tātou  mō tātou | ka | noho kuare  kōtiti  hinga  hiakai tonu  tōremi | tō rātou kaupapa.  mātou.  rātou.  tātou. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

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| **Kupu hou:** ārahi – lead | taki – recite | noho kūare – remain ignorant | tōremi – drown | kōtiti – go astray |
| 1. If it wasn’t for our elders teaching us we would remain ignorant. |
| 2. If it wasn’t for our tohunga reciting a karakia, we would’ve all drowned. |
| 3. If it wasn’t for their mothers preparing food for the students, they’d still be hungry. |
| 4. If it wasn’t for Wiremu’s support for them, their kaupapa would have not succeeded. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:**Noho nanu ana tēnei rerenga kōrero. Whakatikahia te rerenga kōrero ki ngā kupu e whai ake ana:

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| --- |
| tō | ārahi | i | ake | tātou | ariki | kōtiti | hei | i | a | tātou | ka | tātou | Me | kore |

Tuhia te mea tika ki raro nei:

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**HEI MAHI 4:** Whakapākehātia te rerenga kōrero:

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**BUILDING BLOCKS: Nāna … i …  
Hei whakamārama**

**Nāna** tō tātou whare **i** whakatū.

***He*** *built our house.*

**Nāna** te waka i tārai mai i tētahi kauri nui o te ngahere.

***He*** *created the canoe from one of the giant kauri of the forest.*

**Nāna** te kaupapa i kōkiri.

***She*** *drove the kaupapa forward.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Nāna | āna uri  te kaupapa  tōna iwi  te kai  te pā | i | ārahi  whakaako  kōkiri  whakatū  tiki | hei hāpai  ki te  hei tiaki  i roto i  hei whāngai | te pakanga.  whakatō kai.  i tōna iwi.  i tōna hapū.  i āna tamariki. |

**HEI MAHI 1:** Use the structure on the previous page to translate the following sentences into Māori.

|  |
| --- |
| **Kupu hou:** Kōkiri – to drive, to push forward | tiaki – protect, look after | māia – brave | ope taua – war party | whakangungu – train | whakaeke – attack |
| 1. He led his people into battle. |
| 2. She taught her descendants how to plant food. |
| 3. She drove the kaupapa forward to uplift her people. |
| 4. He got the food to feed his children. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:** Whakakīia ngā āputa ki ngā kupu tika:

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| --- |
| o | i | ngā | tangata | Nāna | a |

He tangata rongonui, he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_māia hoki a Hauriri. Nāna tōna ope taua \_\_\_\_\_\_\_ whakangungu ki te whakaeke i ngā pā tūwatawata \_\_\_\_\_\_\_te hoariri. \_\_\_\_\_\_\_\_\_\_ hoki te hokonga o \_\_\_\_\_\_\_\_\_\_\_\_\_ whenua i aukati.

**HEI MAHI 4:** Whakapākehātia taua rerenga kōrero:

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**BUILDING BLOCKS:** I (passive verb) e …

**Hei whakamārama**

**I** tunu**a** te paraoa **e** Whaea Āwhina.

*The bread* ***was baked******by*** *Whaea Āwhina.*

**I** tope**a** ngā rākau **e** ngā tamatāne.

*The trees* ***were felled******by*** *the boys.*

**I** mauhere**tia** ngā tangata hara **e** te pirihimana.

*The criminals* ***were jailed by*** *the policeman.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I | tākina  rarangahia  hangaia  huripokia  pōwhiritia  ārahina | te karakia  ngā whāriki  ngā whare  te oneone  te manuhiri  te iwi | e | te  ngā  tō rātou | tohunga.  kuia.  tāne.  taitamatāne.  kaumātua.  rangatira. |

**HEI MAHI 1:** Use the structure above to translate the following sentences into Māori.

|  |
| --- |
| **Kupu hou:** huripoki(a) – to turn over | oneone – dirt |
| 1. The people were lead by their rangatira. |
| 2. The visitors were welcomed by the elders. |
| 3. The houses were built by the men. |
| 4. The soil was turned by the boys. |

**HEI MAHI 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**HEI MAHI 3:** Noho nanu ana tēnei rerenga kōrero. Waihangatia tētahi rerenga kōrero ki ngā kupu e whai ake ana:

|  |
| --- |
| ngā | kuia | whāriki | e | rarangahia | I | ngā |

Tuhia te rerenga tika ki raro nei:

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**HEI MAHI 4:** Whakapākehātia te rerenga kōrero ki runga rā:

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**HE MAHI PĀNUI: HE PAKU KŌRERO MŌ TE IWI O TE AUPŌURI**

Ko Te Kao tōku kāinga, tōku here tangata.

Ko Tawhitirahi tōku maunga, te iringa kōrero o ngā mātua tūpuna.

Ko Pārengarenga tōku moana, he puna roimata,

mō rātou kua riro ki tua o te ārai.

Ko Pōtahi tōku marae, tōku tūrangawaewae.

Ko Waimirirangi tōku wharehui, te kaitiaki,

te kaimanaaki i te tini, i te mano.

Ko Te Toko o Te Arawa, ko Tūtūmaiao ōku wāhi tapu

e takoto nei ōku kāwai tangata.

Ko Te Awapoka tōku awa, te huarahi o ngā roimata ki te puna.

Ko Te Aupōuri tōku iwi, tōku mana, tōku tapu, tōku ihi.

**He tīmatanga kōrero**

Ko Te Aupōuri tētahi o ngā iwi e rima o Muriwhenua, arā, ko tētahi o ngā iwi o Te Hiku o te Ika a Māui. Ehara te iwi nei i te iwi nunui pērā i a Ngāpuhi me Ngāti Porou, engari he iwi rangatira tonu. He iwi kaha tēnei ki te mau ki tō rātou reo rangatira me ō rātou tikanga hoki. Nō reira, he aha ngā kōrero mō te iwi nei, mō Te Aupōuri? I ngā kōrero e whai ake nei ka kōrerohia ētahi o ngā āhuatanga o te iwi nei, arā, ngā tūpuna, te ingoa o Te Aupōuri, te marae, te whakapono, te pokapū o Te Aupōuri a Te Kao me te ohanga.

**Ngā tūpuna**

He maha ngā tūpuna rongonui o te iwi nei pērā i a Kupe te ariki nui o te waka o Mata-whao-rua; a Te Ngaki te ariki o Tāwhiri-rangi, a Nukutawhiti te ariki o Ngā-toki-mata-whao-rua; a Ruanui-a-Tāne o te waka o Māmari rāua ko tāna wahine a Manawa-a-rangi; a Whakatau o te waka Mahuhu-ki-te-rangi, a Pōhurihanga o te waka Kurahaupō rāua ko tāna wahine a Maike; a Tū-moana o te waka Tinana rātou ko tāna wahine a Pare-waha-ariki, ko Kahukura-ariki; a Te Parata o te waka Māmaru rāua ko tāna wahine a Kahu-tia-nui; a Tōhē rāua ko te Kura-a-rangi; a Tū-mata-hina rāua ko Tangi-rere; a Rāhiri rātou ko Āhua-iti, ko Whakaruru; a Ueoneone rāua ko Reitū; a Kairewa rāua ko Waimirirangi; a Toa Kai rātou ko Tū-kotia, ko Tarawhati; a Hāiti-tai-marangai rātou ko Puna, ko Tū-whakatere; a Tū-te-rangi–a-tohia rāua ko Tū-poia; a Moko-hōrea rāua ko Uru-te-kawa.

Nā ēnei tūpuna ko ngā whānau rangatira o Te Aupōuri: tuatahi ko te whānau o Mōre Te Korohunga rāua ko Te Awa. I ahu mai te ingoa o Te Aupōuri i te wā e ora ana ngā tamariki a te tokorua nei, arā, a Kupe rātau ko Whēru, ko Te Ikanui, ko Te Kakati me te Uruhāpainga. Tuarua, ko te whānau o Ihupango rāua ko te Amongaariki Te Tuarua. Tokorua ā rāua tamāhine, arā ko Tihe rāua ko Kōhine. He tupuna whakahirahira rawa atu a Te Amongaariki Te Tuarua ki Te Aupōuri, nō te mea ko ia te tupuna ariki o ngā whenua o Te Kao me ngā whenua ki te tonga o te Whanga o Pārengarenga.

1. Why was Te Amongaariki so important to Te Aupōuri? Write your answer in te reo Pākehā.

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**2. Whakapākehātia tēnei kōrero:** ‘i te wā e ora ana ngā tamariki o te tokorua nei’

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**3. Negate this sentence :** He tupuna whakahirahira a Te Amongaariki ki te iwi o Te Aupouri.

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**Tēnā pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

**I ahu mai te ingoa ‘Te Aupōuri’ i hea?**

I ahu mai te ingoa o Te Aupōuri i tētahi āhuatanga kino i tū ki Pawarenga i te wā e ora ana ngā tamariki a Mōre Te Korohunga rāua ko Te Awa, a Kupe, rātou ko Whēru, ko Te Ikanui, ko Te Kakati, ko Te Uruhāpainga. I tētahi rā, i muri tata i te kōhurutanga o Kupe, ka whakaekea te hapū o Ngāti Te Awa i te pā o Makora. I tahua e Ngāti Te Awa tētahi ahi nui. Ka uhia te whanga o Whangapē ki te au pōuri. Nā te mātotoru o te au, kīhai i taea e tō rātou hoariri te kite i a rātou, ā, ka āhei te iwi ki te rere whakateraki mā te whanga o Whangapē ki te whenua o tō rātou whaea i Muriwhenua. Nā, koiana te iwi i tapaina ai ki te ingoa ‘Te Aupōuri’.

|  |
| --- |
| āhuatanga – situation | kōhurutanga – murder | tahu(a) – to light | uhi(a) cover | whanga –harbour | au – smoke | pōuri – dark | mātotoru – thick | whakateraki – northwards | tapa(ina) – to name |

4. Kimihia tētahi rerenga e ōrite ana ki tēnei: Kāore i roa i muri mai.

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5. Kimihia tētahi rerenga e ōrite ana ki tēnei: i takea mai.

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6. Negate this sentence:Ka āhei te iwi ki te rere whakateraki.

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7. Explain the function of the ‘Ki te’ in the sentence ‘Ki te au pōuri’.

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8. Explain in detail the series of events mentioned in the passage above:

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**Tēnā pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake nei:**

**Te whānau o Ihupango rāua ko Te Amongaariki Te Tuarua**

Tokorua ngā tamāhine a Ihupango rāua ko Te Amongaariki Te Tuarua. Ko Tihe rāua ko Kōhine ō rāua ingoa. I moe te tama a Te Awa rāua ko Mōre, arā, a Te Korehunga a Ikanui, i a Tihe rāua ko Kōhine. Ko ēnei ngā tino tūpuna o Te Kao, arā, te pokapū o Te Aupōuri.

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| pokapū – hub |

9. What would be considered odd by today’s standards about the relationship between Ikanui, Tihe and Kōhine?

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10. What kupu in the passage means ‘that is’ or ‘that being’.

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|  |

11. Negate this sentence:Ko ēnei ngā tino tūpuna o Te Kao.

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**Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

**Te Marae**

Kotahi anake te marae o Te Aupōuri. Ko Pōtahi te ingoa. I tapaina pēneihia te marae, nō te mea, i ngā rā o mua ka takoto te tūpāpaku ki tērā wāhi mō te pō kotahi. Ko Waimirirangi Haere ki te rā te ingoa o te Whare Tupuna. He tupuna rongonui a Waimirirangi nō te Taitokerau. I te wā i whakatūria ai te whare rā, ehara taua whare i te whare tupuna, he hōro kē, arā he wāhi hui, he wāhi kanikani, he wāhi mātakitaki pikitia hoki. Heoi anō, nāwai rā ka huri hei whare tūpuna. Ināianei ka whakamahia taua whare mō ngā kaupapa o te iwi o Te Aupōuri. Ko Rongopātūtaonga te ingoa o te wharekai. Nō Tainui taua tupuna.

12. Negate the following sentences:

He wāhi hui.

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|  |

He wāhi kanikani.

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|  |

He wāhi mātakitaki pikitia.

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13. What was the wharenui used for?

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**Pānuihia tēnei kōrero ka whakautu ai i ngā pātai:**

**Te Whakapono**

I tērā atu rau tau ka tae ngā mihingare ki Te Kao. Ka kauhau ngā minita ki te iwi o reira, ā, nāwai rā ka kaha ū te iwi rā ki ngā mātāpono o te Karaitianatanga. I taua wā ko te Hāhi Mihingare anake te hāhi i reira, engari nāwai rā, ka tae mai te māngai a Tahu Pōtiki Wiremu Rātana, ā, ka huri ētahi o te iwi o Te Aupōuri ki tōna hāhi, arā ko te hāhi Rātana. Ka tae hoki te hāhi Rā Whetū ki Te Kao. Ahakoa te iti o te tāone o Te Kao, e toru ōna Whare Karakia.

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| ū – take hold | mātāpono – principles | hāhi – church |

14. What three religious denominations were mentioned in the passage?

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| --- |
| i) |
| ii) |
| iii) |

15. Negate this sentence: Ka tae mai te māngai.

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**Pānuihia tēnei rerenga kōrero ka whakautu ai i ngā pātai:**

**Te Kao**

I ahu mai te ingoa o Te Kao i tētahi kōhatu whero kei te taha hauāuru o te awa o Awapoka, kāhore i te tino tawhiti i te wāhi e tū ai te Kura o Te Kao. Nā te whakahirahira o taua kōhatu ki te iwi o Te Aupōuri, ka tapaina taua rohe whānui ki te ingoa ‘Te Kao’. Ka mahana haere te kōhatu i te rā, ā, ka mau tonu te kōhatu ki taua mahana i te pō. Ka panga te iwi i ā rātou kūmara ki runga i te kōhatu rā hei mahi kao. Ko te kao hei kai mā ngā kaimahi, mā ngā tira haere hoki.

Ko Te Kao te ingoa o te pokapū o Te Aupōuri, otirā, he wāhi whakahirahira anō huri noa i Te Kao, arā ko Wairahi, ko Kaikihikihi, ko Te Ahu, ko Te Repo me Tangoake.

16. He aha te rerenga kōrero e ōrite ana ki tēnei: ‘E pātata ana ki’?

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17. Kimihia tēnei rerenga*:* Because of the importance.

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|  |

18. Explain in te reo Pākehā how Te Kao got its name.

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19. Explain the function of the word ‘haere’ in the sentence ‘ka mahana haere te kōhatu i te rā’

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**Pānuihia tēnei kōrero ka whakautu ai i ngā pātai:**

**Te ohanga**

Kāhore i nui ngā mahi i Te Kao i ēnei rā. I ngā rā o mua, he iwi ahuwhenua, he iwi hī ika, he iwi kai manu, he iwi kohi kai hoki te iwi o Te Aupōuri. Kāore i nui ngā take mō te moni i reira i aua wā. Heoi anō rā nā ngā ture hou o te kāwanatanga pēnei i ngā tāke kaunihera i utaina ki runga i ō rātou whenua, ka raru ētahi o ngā whānau. Ka haere ētahi o ngā uri o Te Aupōuri ki ngā tāone noho ai, mahi ai. He tokomaha ngā uri o te iwi nei i tuku moni ki ō rātou whanaunga, ki ō rātou mātua hei āwhina i a rātou ki te utu i ā rātou nama.

Kōtahi te toa i Te Kao i ēnei rā. He toa hoko kai, he toa hoko kākahu hoki. Heoi anō rā, he tino rongonui taua toa mō te nui o ngā aihikirimi ka hokona atu.

He kaha tonu ētahi o ngā whānau o Te Kao ki te whakatō kai me te hī ika. Heoi anō rā, he maha hoki ngā kai ka hokona i te Pak’n’save o Kaitaia me te toa o Te Kao.

Ko tētahi o ngā mahi nui ki te rohe o Te Kao ko te mahi i ngā ngahere o te iwi, arā te whakatō me te tope rākau paina. Me i kore ake te mahi nei ka noho pōhara ētahi o ngā whānau.

|  |
| --- |
| Tāke kaunihera – Rates | uta(na) – to place | ahuwhenua – agriculture | ture – law | raru – struggle | tuku – to send |

20. Which sentence says: ‘there was no great need’

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|  |

21. Negate this sentence: Ka haere ētahi o ngā uri o Te Aupōuri ki ngā tāone noho ai, mahi ai.

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22. What led to the major changes of how people lived in Te Kao? Answer in te reo Pākehā.

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23. What is one of the main forms of employment in Te Kao?

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**He kōrero whakamutunga**

Nā, ahakoa ngā raru i pā ki te iwi nei o Te Aupōuri i ngā ture o te kāwanatanga, ka noho tonu tēnei iwi he iwi whai mana. He kaha te hiahia o te iwi nei kia whai oranga ngā uri katoa, ahakoa te aha.

Nō reira, ki te tae atu koe ki Muriwhenua, ā, ka tae atu koe ki Te Kao, ko tērā te pokapū o Te Aupōuri, Ngā uri o Ikanui.

**NGĀ WHAKAUTU: He paku kōrero mō te iwi o Te Aupouri**

1. Why was Te Amongaariki so important to Te Aupōuri?

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| Because she was the paramount chieftainess of the lands of Te Kao and the lands to the south of the Pārengareanga habour. This is the place which became Te Aupōuri’s hub. |

2. Whakapākehātia tēnei kōrero: ‘i te wā e ora ana ngā tamariki o te tokorua nei’

|  |
| --- |
| When this couple’s children were alive |

3. Negate this sentence : He tupuna whakahirahira a Te Amongaariki ki te iwi o Te Aupouri.

|  |
| --- |
| Ehara a Te Amongaarangi i te tupuna whakahirahira ki Te Aupōuri |

4. Kimihia tētahi rerenga e ōrite ana ki tēnei: Kāore i roa i muri mai.

|  |
| --- |
| I muri tata i |

5. Kimihia tētahi rerenga e ōrite ana ki tēnei: i takea mai

|  |
| --- |
| I ahu mai |

6. Negate this sentence: Ka āhei te iwi ki te rere whakateraki.

|  |
| --- |
| Kāore te iwi i āhei ki te rere whakateraki |

7. Explain the function of the ‘Ki te’ in the sentence ‘Ki te au pōuri’

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| --- |
| It means ‘with’ |

8. Explain in detail what the series of events mentioned in the passage were about

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| Not long after Kupe was murdered, Ngāti Awa was attacked in Makora pā. They lit a a big fire which sent a think cloud of smoke over the Whangapē Harbour. The smoke screen enabled Ngāti Awa to escape via Whangapē harbour without being seen by the enemy. They fled to Muriwhenua. This is why the iwi was then called Te Aupōuri. |

9. What would be considered odd by todays standards about the relationship between Ikanui, Tihe and Kōhine?

|  |
| --- |
| He had two wives and they were sisters. |

10. What kupu in the passage means ‘that is’ or ‘that being’?

|  |
| --- |
| Arā. |

11. Negate this sentence: Ko ēnei ngā tino tupuna o Te Kao.

|  |
| --- |
| Ehara ēnei i ngā tino tūpuna o Te Kao. |

12. Negate the following:

|  |  |
| --- | --- |
| **He wāhi hui.** | Ehara i te wāhi hui. |
| **He wāhi kanikani.** | Ehara i te wāhi kanikani. |
| **He wāhi mātakitaki pikitia.** | Ehara i te wāhi mātakitaki pikitia. |

13. What was the wharenui used for?

|  |
| --- |
| Meetings, dancing and watching movies |

14. What three religious denominations were mentioned in the passage?

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| --- |
| Mihingare |
| Rātana |
| Rā Whetū |

15. Negate this sentence: Ka tae mai te māngai.

|  |
| --- |
| Kāore te māngai i tae. Ka kore te māngai e tae. |

16. He aha te rerenga kōrero e ōrite ana ki tēnei:‘E pātata ana ki’?

|  |
| --- |
| Kāhore i te tino tawhiti. |

17. Kimihia tēnei rerenga: Because of the importance

|  |
| --- |
| Nā te whakahirahira |

18. Explain in te reo Pākehā how Te Kao got its name?

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| --- |
| Te Kao got its name from the reddish rock on the west side of Te Awapoka, not far from Te Kao school. The rock was heated up by the sun during the day and retained the heat at night. People placed kūmara on the rock to make kao. The Kao was used to feed the workers and travellers |

19. Explain the function of the word ‘haere’ in the sentence ‘ka mahana haere te kōhatu i te rā’.

|  |
| --- |
| It explains the process of the rock ‘getting’ warmer. |

20. Which sentence says ‘there was no great need’

|  |
| --- |
| Kāhore i nui ngā take |

21. Negate this sentence: Ka haere ētahi o ngā uri o Te Aupōuri ki ngā taone noho ai, mahi ai.

|  |
| --- |
| Kāore ētahi o ngā uri o Te Aupouri i haere ki ngā taone noho ai, mahi ai. |

22. What lead to the majors changes of how people lived in Te Kao?

|  |
| --- |
| The government introduced rates which meant people had to pay the council. Many people could not afford the rates so many of the Aupouri people moved to the towns to look for work. Some sent money back to their relations and parents. People needed money to survive rather than solely relying on subsistence economy. |

23. What is one of the main forms of employment in Te Kao?

|  |
| --- |
| The forestry |

**HE MAHI KUPU HOU:** Tuhia te kupu tika i te pou tuatoru ki te pou o waenganui

|  |  |  |
| --- | --- | --- |
| ***āhei*** |  | ancestors |
| ***āhuatanga*** |  | such as |
| ***ahuwhenua*** |  | paramount chief |
| ***anake*** |  | alive |
| ***arā*** |  | important |
| ***ariki*** |  | that is, that being, in other words |
| ***hāhi*** |  | harbour |
| ***hōro*** |  | south |
| ***kauhau*** |  | situation, aspect |
| ***kāwanatanga*** |  | murder |
| ***kīhai*** |  | attack |
| ***kōhatu*** |  | village |
| ***kōhurutanga*** |  | cover |
| ***mātāpono*** |  | thick |
| ***mātotoru*** |  | didn’t |
| ***mihingare*** |  | able |
| ***minita*** |  | northwards |
| ***nama*** |  | to name |
| ***nāwai rā*** |  | hub |
| ***ora*** |  | corpse |
| ***pā*** |  | to erect |
| ***paina*** |  | hall |
| ***panga*** |  | missionary / anglican |
| ***pērā*** |  | to preach / speech |
| ***pokapū*** |  | minister |
| ***raru*** |  | after a while |
| ***tāke kaunihera*** |  | take hold / adhere |
| ***tapa(ina)*** |  | principals |
| ***tonga*** |  | only |
| ***tuku*** |  | church |
| ***tūpāpaku*** |  | stone, rock |
| ***tūpuna*** |  | to place |
| ***ture*** |  | agriculture |
| ***ū*** |  | law |
| ***uhi(a)*** |  | government |
| ***whakaeke(a)*** |  | rates |
| ***whakahirahira*** |  | struggle / problem |
| ***whakateraki*** |  | send |
| ***whakatō*** |  | bill / account |
| ***whakatū(ria)*** |  | to plant |
| ***whanga*** |  | pine |

**HE MAHI KUPU HOU:** Ngā whakautu

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| --- | --- |
| ***tūpuna*** | ancestors |
| ***pērā*** | such as |
| ***ariki*** | paramount chief |
| ***ora*** | alive |
| ***whakahirahira*** | important |
| ***arā*** | that is, that being, in other words |
| ***whanga*** | harbour |
| ***tonga*** | south |
| ***āhuatanga*** | situation, aspect |
| ***kōhurutanga*** | murder |
| ***whakaeke(a)*** | attack |
| ***pā*** | village |
| ***uhi(a)*** | cover |
| ***mātotoru*** | thick |
| ***kīhai*** | didn’t |
| ***āhei*** | able |
| ***whakateraki*** | northwards |
| ***tapa(ina)*** | to name |
| ***pokapū*** | hub |
| ***tūpāpaku*** | corpse |
| ***whakatū(ria)*** | to erect |
| ***hōro*** | hall |
| ***mihingare*** | missionary / anglican |
| ***kauhau*** | to preach / speech |
| ***minita*** | minister |
| ***nāwai rā*** | after a while |
| ***ū*** | take hold / adhere |
| ***mātāpono*** | principals |
| ***anake*** | only |
| ***hāhi*** | church |
| ***kōhatu*** | stone, rock |
| ***panga*** | to place |
| ***ahuwhenua*** | agriculture |
| ***ture*** | law |
| ***kāwanatanga*** | government |
| ***take kaunihera*** | rates |
| ***raru*** | struggle / problem |
| ***tuku*** | send |
| ***nama*** | bill / account |
| ***whakatō*** | to plant |
| ***paina*** | pine |

**HE MAHI RANGAHAU:** TE WĀHANGA TUHI

Ko wai te ingoa o te iwi/hapū e rangahaua ana e koe?

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Kei tēhea / ēhea wāhi o te motu tēnei iwi / hapū?

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I haere mai ngā tūpuna o tēnei iwi / hapū ki Aotearoa mā runga i tēhea/ēhea waka?

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Ko wai ngā ariki, ngā rangatira, ngā tāngata rongonui rānei o tēnei iwi / hapū?

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Tuhia te pepeha o tēnei iwi / hapū

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I noho tēnei iwi / hapū ki wāhi kē i ngā rā o mua? Mehemea ko ‘āe’ tō whakautu, ko hea taua/aua wāhi?

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He aha ngā kai i kaingia e te iwi i ngā rā o mua?

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He iwi pakanga, he iwi rangimārie rānei tēnei iwi / hapū? Mehemea he iwi pakanga, ka whawhai rātou ki a wai?

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He aha ngā raru i pā ki te iwi /hapū i ngā rā o mua?

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I mau te iwi nei ki ō rātou whenua i muri i te hainatanga o te Tiriti o Waitangi? Mehemea ‘kao’ e hia ngā eka (acre) i ngaro i a rātou?

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He pēhea te iwi/hapū i ēnei rā? Whakaarohia ēnei āhuatanga: te ohanga (economy), ngā rawa (wealth), ngā marae, ngā āhuatanga mahi, te mātauranga, te reo Māori, te whakapono te aha atu rānei.

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Tirohia te mapi ki raro nei. Whakakarangia (colour in) te rohe o tō iwi. Mā te Google pea koe e āwhina.



**Te Mahi Tuhituhi**

Tuhia he kōrero mō te iwi/hapū i rangahaua e koe.

Write and essay about the tribe/subtribe that you have researched. Aim for a minimum of 300 words.

**Māhere Aromatawai / Assessment Schedule**

Ko ngā Taunakitanga / Evidence Statement

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ngā Whakatau** | | | | | | | | |
| **Kāore i**  **whiwhi** | The response demonstrates little or no usage of te reo Māori.  The response does not use basic vocabulary or language features in te reo Māori.  The response is unrelated to the question topic.  The response does not convey the gist or general recognition of basic language features.  The response does not use writing conventions, grammar, or punctuation.  The length is insufficient. | | | | | | | |
| **Paetae** | The written passage utilises te reo Māori in general.  Utilises basic vocabulary and language features consistently in te reo Māori with some errors.  Is relevant / related to the question or topic being addressed.  Conveys the gist / general picture / essence, although the response may show inconsistencies in the use of language.  Utilises writing conventions such as macrons, with basic grammar and punctuation in general.  The length of the writing meets sufficiency. | | | | | | | |
| **Kaiaka** | The written passage utilises te reo Māori consistently.  Utilises appropriate vocabulary and language features consistently in te reo Māori, despite lack of detail.  Makes clear points / reference / argues to the question or topic being discussed, despite lack of detail.  Consistently maintains clarity of intent, despite some errors.  Utilises writing conventions such as macrons, with consistent grammar and punctuation.  The length of the writing is adequate. | | | | | | | |
| **Kairangi** | **The written passage utilises te reo Māori comprehensively**.  **Utilises comprehensive vocabulary and language features consistently in te reo Māori, despite minor errors**.  **Substantially develops** **/** **connects ideas** **/** **points to the question** **/** **topic in detail, despite minor errors**.  **Demonstrates perception** **/** **insight** **consistently, despite minor errors**.  **Demonstrates a comprehensive understanding of writing conventions such as macrons, and correct grammar and punctuation, despite minor errors**.  **The length of the writing is comprehensive and concise**. | | | | | | | |
| **KIW 1** | | **KIW 2** | **P 3** | **P 4** | **KK 5** | **KK 6** | **KR 7** | **KR 8** |
| 4 / 6 | | 5 / 6 | 4 / 6 | 5 / 6 | 4 / 6 | 5 / 6 | 4 / 6 | 5 / 6 |

**KIW** = No response; no relevant evidence.

**Ngā Whakatau Iho – Overall Sufficiency**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Kāore i Whiwhi** | **Paetae** | **Kaiaka** | **Kairangi** |
| **Score range** | 0 – 2 | 3 – 4 | 5 – 6 | 7 – 8 |