



Te Huataki

Mā te kaiako
Teacher notes

Levels 2 - 4



Te Huataki is the fifth episode of the pūrākau series, He Kōrero. This is the retelling of historical events for Ngāi Tahu.

Glossary

hau

- wind

moana

- sea/ocean

tikumu

- mountain daisy

karanga

- call

pōhā

- kelp bag to preserve kai

tītī

- muttonbird

inanga

- whitebait

kākahu

- clothing

Te Huataki Summary

Te Huataki was living in Te Whanganui-a-Tara. He married the daughters of Tiotio, another prominent chief and tohunga. One day whilst out fishing Te Huataki got blown off course and ended up in Te Waipounamu. He was welcomed by the iwi there and married into the tribe. Time passed, and fate would intervene again, with another fishing trip going awry, sending Te Huataki back to Te Whanganui-a-Tara. On returning, he knew that he might not be welcome. But his tales of the rich resources to be found in Te Waipounamu thrilled Tiotio and others, sparking their interest in exploring this new land.



Teacher Notes

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.

- Marriage, relationships and connections – peace, and alliances. This includes relationships between iwi, lands and resources.
- Intertribal conflicts resulting in tribal migration.
- Natural Resources – Tikumu leaves to make rain capes, manu, tuna and mahinga kai.

Understand:

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

- The Ngāi Tahu stories, history and movements.

Know:

Whakapapa me te whanaungatanga / Culture and Identity

- This context focuses on how the past shapes who we are today – our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

Tūrangawaewae me te kaitiakitanga – Place and Environment

- This context focuses on the relationships of individuals, groups, and communities with the land, water, and resources, and on the history of contests over their control, use, and protection.

Do:

Identifying and exploring historical relationships

- Explore the historical dynamics and connections of tribal and intertribal relationships.

Aotearoa New Zealand's Histories Curriculum

	Key knowledge	Key questions	Key learning experiences
Years 1-3	<p><i>Whakapapa me te whanaungatanga</i> – Culture and Identity</p> <ul style="list-style-type: none"> Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival. Ngāti Kuri migrated from the North Island of New Zealand to the South Island. 	<ul style="list-style-type: none"> What stories do hapū and iwi tell about their origins? Who are the leaders, main characters and significant places within this pūrākau? Why were the resources that Te Huataki discussed important? Why were the rangatira interested in Te Huataki's kōrero when he returned home? Why did Ngāti Kuri migrate from the North Island of New Zealand to the South Island? 	<ul style="list-style-type: none"> Watch pūrākau episodes about Ngāti Kuri / Ngāi Tahu. Explore history and facts about Ngāti Kuri / Ngāi Tahu migration to Te Waipounamu. Create a Quizlet, Kahoot and/or Blooket to help learn and remember the names, roles and whakapapa of the people from the pūrākau. Explore the different foods and resources Te Huataki discovered while living in Te Waipounamu.
Years 4-6	<p><i>Whakapapa me te whanaungatanga</i> – Culture and Identity</p> <ul style="list-style-type: none"> The stories and reasons of Ngāti Kuri whakapapa and migration trails into Te Waipounamu. <p><i>Tūrangawaewaeme te kaitiaki</i> – Place and Environment</p> <ul style="list-style-type: none"> People adapted their technologies and tools to the new environment of Aotearoa New Zealand. 	<ul style="list-style-type: none"> What stories do hapū and iwi tell about their whakapapa and their voyaging and exploration? Who was Te Huataki's biggest allie when he returned home and why? Why is kai significant in this pūrākau? How did Ngāti Kuri claim access to Te Waipounamu? 	<ul style="list-style-type: none"> Watch the He Kōrero Pūrākau – Te Huataki. Discuss possible experiences of arriving in a new and different land – the different climate, food, culture, and language. Research and explore where this pūrākau takes place Share ideas of how Māori adapted in new land with new resources.
Years 7-8	<p><i>Tūrangawaewaeme te kaitiaki</i> – Place and Environment</p> <ul style="list-style-type: none"> Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features. 	<ul style="list-style-type: none"> What practices of Māori transformed the natural environment? How did Māori express their kinship with and custodianship of the environment? How did naming features of the land express their connection with it? 	<ul style="list-style-type: none"> Explore the Māori sense of custodianship of the environment eg. whakapapa, manaakitanga, mauri, and kaitiakitanga. Explore naming as an expression of connection to places, features of the natural environment, flora, and fauna.

Te Ao Tangata – Social Sciences

Phase 1 (Yrs 0–3)

Understands:

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

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.

Do:

Te whakaaro huatau | Thinking conceptually

I can: define some social science concepts and explain how they relate to an investigation.

Phase 2 (Yrs 4–6):

Understands:

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

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.

Do:

Te whakaaro huatau | Thinking conceptually

I can: define and explain concepts that are relevant to what I am learning about, using relevant examples.

Phase 3 (Yrs 7–8):

Understands:

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

Know:

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

- People use different ways to sustain and evolve their culture and identity.

Te tūrangawaewae me te taiao | Place and environment

- People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences.

Do:

Te whakaaro huatau | Thinking conceptually

I can: make connections between concepts by exploring different contexts.



Before watching the animation

Discussion: Who has been to Te Whanganui-a-Tara? Who has been on a boat or ferry between Te Waipounamu and Te Whanganui-a-Tara? Do you know the name of the sea? Research and share experiences.

Explain that this story is related to Ngāi Tahu, talk about what hapū are, connect with people, events and place from animations 1 - 4

Use the [kāri pikitia/flash cards](#) resource to familiarise ākonga with the characters and places. What do they think is happening? What will the pūrākau be about?

While watching the animation

Watch once, then the second time through stop at intervals and list any pātai tamariki have for exploration, record ideas under the heading, 'What I want to know.'

While watching the animations, in small groups, discuss what the characters could be thinking and saying. Complete the [Speech Bubble activities](#) and share back.

Helpful Links

[Kā Huru Manu](#)

[Google Earth](#)

He Kōrero:

[Ngā rauemi tautoko](#)

A Strategy to Support Learning

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

1. Before watching the video, prepare a table like the example below and head the three columns with '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 together the places where the story takes places, the concepts of whanaungatanga, migration and natural resources. This is a good introduction to begin delving into the main ideas and events in the pūrākau. The kaiako can then record or the ākonga can record their ideas in the column, 'What I know.'
3. 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.'
4. While the ākonga are watching and exploring the pūrākau and after, 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>

Te Huataki lesson sequence

Māori history is the foundational and continuous history of Aotearoa New Zealand (Social Science)

	Thinking	Learning Activities	Presentation	Reflection and Review
Activity 1 – Whanaungatanga	<p>Brainstorm what ākonga know about whanaungatanga, pepeha and whakapapa?</p> <p>How do you make new friendships and/or form relationships?</p> <p>How was Te Huataki able to access new lands and resources?</p> <p>How was manaakitanga shown in the pakiwaituhi?</p>	<p>Discuss the whakapapa and relationships of the characters and settings.</p> <p>Learn and recite your pepeha. Make connections to others through whakapapa and pepeha.</p> <p>Create a flowchart to show the connections and relationships between main characters.</p> <p>Identify if any students have whakapapa to Ngāi Tahu, Ngāti Kuri, Ngāi Tūhaitara, Rangitāne or Ngāti Kahungunu. Where do you come from? Locate on a map.</p> <p>Discuss the main characters and their roles. Create character profiles.</p> <p>In groups discuss how marriage, relationships and connections help develop peace, alliances and connection to land.</p>	<p>Share your pepeha with others (class, school, friends, whānau).</p> <p>Create a poster or digital presentation of your pepeha.</p> <p>Present your understanding of the characters whakapapa and their relationships to others.</p>	<p>Make connections to others through sharing whakapapa and pepeha.</p> <p>Share at least 1 idea of how iwi accessed new land and resources.</p> <p>Think, pair, share activity.</p>
Activity 2 – Migration	<p>Why did Te Huataki and his people want to move away from Te Whanganui-a-Tara?</p> <p>What motivated the Ngāi Tahu leaders to want to move to Te Waipounamu?</p> <p>Why is it important to know where Ngāti Kuri migrated from?</p> <p>What are some reasons people move to other suburbs, other towns, other islands and other countries?</p>	<p>Locate where Te Whanganui-a-Tara is on a map. Locate other significant places such as Whātaimai, Raukawakawa, Kahurangi. Google Earth visit. – Create a presentation.</p> <p>Ngāti Kuri had conflicts with Ngāti Kahungunu. Design and create a plan to solve problems or conflicts.</p> <p>Research the histories of iwi that resided in Te Whanganui-a-Tara.</p> <p>Download the ‘My Amazing Place’ template to think about an imaginary place you and your people could migrate to.</p> <p>Build a raft or make model waka to race. Blow the waka across a pool or around an obstacle course.</p> <p>Play the ‘Te Huataki Board Game’ to learn about who went where and why and how they are all connected to one another.</p>	<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 to solve conflict between two groups.</p> <p>Have a waka design competition with these 4 categories</p> <ul style="list-style-type: none"> • best float • fastest waka • most creative waka • most durable design 	<p>Evaluate the work and presentations. – P.M.I Evaluation</p> <p>Use the Speech Bubble Activities to reflect on what the different characters might be saying.</p>

Te Huataki lesson sequence

Māori history is the foundational and continuous history of Aotearoa New Zealand (Social Science)

	Thinking	Learning Activities	Presentation	Reflection and Review
Activity 3 – Natural Resources	<p>Name the natural resources and foods Te Huataki identified when he talked with the other chiefs?</p> <p>Why are these foods and natural resources important?</p> <p>What is tikumu and what is it used for?</p>	<p>Discuss and research the different foods, plants and resources Te Huataki saw when he lived in Te Waipounamu.</p> <p>Create a mobile, use the template or collect your own natural resources to present.</p> <p>Research and wānanga the different birds, fish, plants and resources identified in the story. Eg. Research tikumu, how was it used? Find pictures and information.</p>	<p>Present your mobile.</p> <p>Visit a local awa, forest, beach or garden to take a photo of a natural resource, print and share.</p>	<p>Think, pair share activity.</p> <p>Record ideas on chart for 'What I Know Now'.</p>

Te Huataki extension lessons

	Thinking	Learning Activities	Presentation	Reflection and Review
Extension – Whakatauākī	<p>Have you heard of a whakatauākī or a whakataukī?</p> <p>What could the difference between these be?</p>	<p>In groups, identify and list some whakatauākī/whakataukī that you know whether in english or te reo māori.</p> <p>Explore key words from well known whakataukī/whakatauākī. What questions arise from ākongā?</p> <p>Learn Te Huataki's saying, 'Nā, he ara mōu. Ko tōku tuarā.' This translates as, 'My backbone will be a path for you.' Discuss together what this means to you.</p> <p>Learn the other whakatauākī from the He Kōrero series, Episodes 1, 2, 3 and 4.</p> <p>In groups make a matching game of some identified proverbs with english and te reo cards. Write 3 per group. Combine them to make a class set.</p>	<p>Create a short video of the ākongā showing their actions or hand game of the whakatauākī.</p> <p>Act out a scene incorporating a whakatauākī/whakataukī.</p>	<p>In pairs compose your own whakatauākī to share. Explain the context and words used. What can we learn from this whakatauākī?</p> <p>Create a hand game and/or actions to help learn the whakatauākī from Te Huataki.</p>
Extension – Dialects	<p>This pūrākau is about Ngāti Kurī and sometimes you may hear differences in words or phrases that are specific to some parts of the South Island.</p> <p>Sometimes you may see or hear a 'k' in a word where a 'ng' may be.</p> <p>What is dialect? Discuss what you think it is, what it could be or where you may have heard the term before.</p> <p>What are different regional language dialects that you may know of?</p>	<p>Identify some new kupu from the pūrākau.</p> <p>Discuss with your group different words you know of from different iwi, like a word in Ngāi Tahu is weruweru and other iwi may say kākahu.</p> <p>Select some words to explore from this pūrākau/video animation.</p> <p>In groups compose a song, chant or simple poem and include at least 2 kupu/words from different iwi.</p>	<p>In groups create a game or resource to connect a kupu to their iwi.</p> <p>In groups present your song, chant or simple poem with at least 2 kupu/words from different iwi.</p>	<p>Identify a word from a different iwi and explain where it is from.</p>

Te Huataki extension lessons

Extension – Wind

Thinking

Te Huataki was unexpectedly blown across Raukawakawa by strong winds.

Learn about different types of winds.

Understand the important role that the wind had in this pūrākau.

How did Māori use the wind to migrate to Aotearoa?

Learning Activities

Investigate Tāwhirimātea and the star, Ururangi. What is their connection to wind?

Investigate wind farms throughout Aotearoa.

Create waka with a sail. Blow using a straw to move these waka around a pool or course.

Make windmills, investigate wind instruments or create a kite.

Learn the directions the wind blows from. Research your local wind compass.

Learn a waiata that sings of hau / wind. Ask whānau for ideas.

Presentation

In groups tell a kōrero about Tāwhirimātea and or Ururangi.

Play your wind instrument or fly your kite.

Sing and present a waiata about wind to others.

Reflection and Review

Share 2 ideas about wind

Think / pair / share