



Hinerongo and Tūteurutira



Mā te kaiako
Teacher notes

Levels 2-4



Hinerongo and Tūteurutira is the seventh episode of the pūrākau series, He Kōrero. This is the retelling of historical events for Ngāi Tahu.

Glossary

wahapū – mouth of bay or river, estuary, harbour

tangi – cry

uta – ashore, land

mauhere – arrest, captive, prisoner

whakaaro – think, thought

tāhuna – beach, seaside

weruweru – clothing

tonga – south

Te Waipounamu – South Island

kāwai – lineage, line of descent

raki – north

Te Ika-a-Māui – North Island

Hinerongo and Tūteurutira Summary

After settling at Kaihinu Pā in Te Waipounamu, Ngāti Kuī faced conflict with Rangitāne. During a raid, they unknowingly captured Hinerongo, a Ngāti Māmoe woman from an important family. Realising her true identity, Tūteurutira, a Ngāti Kuī chief, took her back to her people. He worked with them to take vengeance, a risky move that turned into an opportunity for peace and alliances.



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:

- Intertribal marriage
- Intertribal conflicts (raids and battles)
- Ngāti Kuī migration into the Kaikōura coast

Understand:

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

- Māori have been settling, storying, shaping these lands and waters for centuries – and have been shaped by them in turn. 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, and stories woven into people’s collective and diverse identities. It recognises the dynamic nature of culture and identity, and the 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.

Aotearoa New Zealand's Histories Curriculum

	Key knowledge	Key questions	Key learning experiences
Years 1-3	<p><i>Whakapapa me te whanaungatanga – Culture and Identity</i></p> <ul style="list-style-type: none"> Ngāti Kurī historical stories – Ngāti Kurī had moved to Te Waipounamu and lived at Kaihinu Pā. They raided neighbouring Rangitāne iwi and captured prisoners and formed new relationships and allies. These relationships were strengthened through battles and marriage. This allowed Ngāti Kurī further access to land and resources and to establish pā throughout the Kaikōura coast. 	<ul style="list-style-type: none"> Where is the tribal area of Ngāti Kurī and how did they get there? Who are Tūteurutira, Te Rākaitauheke and Hinerongo and why are they significant in this pūrākau? What are some conflicts that you know your iwi/hapū/rohe has with another iwi/hapū/rohe? How does marriage or positive relationships between Ngāti Kurī and Ngāti Māmoe benefit each iwi? 	<ul style="list-style-type: none"> Watch the He Kōrero Animation – <i>Hinerongo and Tūteurutira</i>. Interact with the support material/activities in the Ako section of the pūrākau episodes. Research tribal areas/locations on maps of Aotearoa. Discuss, research and explain how marriage between tribes benefitted both tribes e.g., peace, allies, access to different lands and resources.
Years 4-6	<p><i>Whakapapa me te whanaungatanga – Culture and Identity</i></p> <ul style="list-style-type: none"> Ngāti Kurī resided at the top of Te Waipounamu at Kaihinu Pā. They had intertribal conflicts with local iwi and raided Rangitāne pā up the Wairau river. Ngāti Kurī and Ngāti Māmoe developed deeper relationships through alliances and marriage. This allowed Ngāti Kurī to access land and resources and establish pā throughout the Kaikōura coast. 	<ul style="list-style-type: none"> Why did Ngāti Kurī and Ngāti Māmoe have conflicts with Rangitāne? Who is Rangitāne, and where is their tribal area? What are the benefits of Tūteurutira and Hinerongo's marriage? Who were the significant people in this pūrākau and why? Where is Ngāti Kurī based now? 	<ul style="list-style-type: none"> Research the migration history of Ngāi Tahu/Ngāti Kurī. Investigate marriages between tribes and access to different and new lands and resources. Locate all of the different pā sites identified from this story on a map (Google Map). Locate the tribal boundaries of Rangitāne, Ngāti Kurī and Ngāti Māmoe.
Years 7-8	<p><i>Kōwhiringa ohaoha me te whai oranga – Economic Activity</i></p> <ul style="list-style-type: none"> Iwi and hapū experimented with new economic opportunities to enhance their mana and advance of their iwi. These opportunities were developed through marriage and alliances with other iwi. 	<ul style="list-style-type: none"> How did Ngāti Kurī advance their iwi into the east coast of Te Waipounamu? Why are intertribal marriage and relationships important? How do they contribute to peace and conflict? How was conflict resolved? Why did Ngāti Kurī raid Rangitāne? 	<ul style="list-style-type: none"> Investigate early Māori settlement along the Kaikōura coast and the Wairau river. E.g., Ngāti Kurī migration. Research how peace and alliances were established between tribes. Learn where the Ngāti Kurī tribal boundaries are.

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.

Haumi e hui e tāiki e!

- People participate in communities by acting on their beliefs and through the roles they hold.

Know:

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

- Relationships, language and culture shape identity.
- People in our area have come from a variety of places and some retain connections to those places.

Do:

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.
- Make observations about how people have acted in the past and how they act today.

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.

Haumi e hui e tāiki e!

- People participate in communities by acting on their beliefs and through the roles they hold.

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

- Identify the attitudes and values that motivated people in the past and compare them with attitudes and values of today.

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.

Haumi e hui e tāiki e!

- People participate in communities by acting on their beliefs and through the roles they hold.

Know:

Ngā ahurea me te tuakiri kiritōpū | Culture and collective identity

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

Within Aotearoa New Zealand's histories

- Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions.

Do:

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

- Make informed ethical judgements about people's actions in the past, basing them on historical evidence and taking account of the attitudes and values of the times, the challenges people faced, and the information available to them.

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 during their work tasks.

1. Before watching the video, prepare a table like the example adjacent 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 the places where the story takes place, the concepts of **migration, intertribal conflicts (raids and battles), and intertribal marriage (relationships and allies)**. This is a good introduction to the main ideas and events in the pūrākau. The kaiako 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, 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:

Who are Ngāti Kurī, Rangitāne and Ngāti Māmoē? Where are Kaihinu Pā and Kura Te Au, Wairau River, Te Kauri Pā, Te Kōwhai Pā, Te Parinui o Whiti, Te Rae o Kōhaka, Waipapa, Kaikōura coast, Kōtukunui, Puketea Pā, Waiau Toa and Matariki Pā? What are raids?

Discuss or revisit characters and places from previous pūrākau that might relate to this pūrākau e.g., other chiefs and places found in other pūrākau from the He Kōrero series.

Explain that this story is related to Ngāi Tahu, talk about what hapū are, connect with people, events and places from animations 1-6.

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 in the 'What I know' and 'What I want to know' columns.

While watching the animation

Watch once, then the second time through stop at intervals and list any pātai tamariki have for exploration. Record pātai in the 'What I want to know' column.

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

Helpful Links

[Kā Huru Manu](#)

[Google Earth](#)

Activity 1 – Intertribal marriage

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Tūteurutira from Ngāti Kurī married Hinerongo from Ngāti Māmoē. This marriage secured a relationship between Ngāti Kurī and Ngāti Māmoē. Land was given to them and this helped establish and embed Ngāti Kurī into the Kaikōura region.</p> <ul style="list-style-type: none"> • How did Tūteurutira and Hinerongo’s marriage allow Ngāti Kurī to establish themselves in the Kaikōura region? • What were other benefits to Tūteurutira and Hinerongo’s marriage? • How did Ngāti Māmoē benefit from their marriage? <p>Thinking critically - What if...</p> <ul style="list-style-type: none"> • Hinerongo was placed on Te Rākaitauheke’s waka when she was captured instead of Tūteurutira’s waka? • Ngāti Māmoē and Tūteurutira’s warriors lost the battle at Puketea Pā? 	<p>Discuss the purpose of marriage as a way to attain land and resources.</p> <ul style="list-style-type: none"> • Learn about different resources that different iwi have • Make a list of reasons why Tūteurutira and Hinerongo should or shouldn’t get married <p>Act out this pūrākau as a play, implementing the ‘Be Animators’ resource. Research Matariki Pā and its famous kūmara gardens. Contact and form a relationship with Takahanga Marae in Kaikōura and the Ngāti Kurī rūnanga.</p> <p>Watch other pūrākau from the He Kōrero episodes.</p> <ul style="list-style-type: none"> • Discuss how marriage and relationships allowed tribes to move and settle into different areas of Te Waipounamu. <p>Thinking critically - Rewrite the ending, explore other possible endings and scenarios.</p> <ul style="list-style-type: none"> • What if Hinerongo was placed on Te Rākaitauheke’s waka when she was captured instead of Tūteurutira’s waka? What happened next? • What if Ngāti Māmoē and Tūteurutira’s warriors lost the battle at Puketea Pā. Do Tūteurutira and Hinerongo still marry? What happens next? • What If? Online resource. 	<p>Present the reasons why Tūteurutira and Hinerongo should or shouldn’t get married. Have a vote and decide.</p> <p>Perform the play to an audience.</p> <p>Share ideas, thoughts and kōrero about Ngāti Kurī settling in the Kaikōura coast.</p> <p>Present research on pā, significant and important areas around Kaikōura pertaining to Ngāti Kurī.</p> <p>Thinking critically</p> <p>Share and present new and different endings for this pūrākau.</p>	<p>Reflect on the pros and cons of this marriage.</p> <ul style="list-style-type: none"> • What would you say differently to strengthen your argument? • Could you agree or disagree with another person’s reasoning? <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.

Activity 2 – Intertribal conflicts (raids and battles)

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Ngāti Kurī had raided Rangitāne pā up the Wairau River and had captured prisoners.</p> <p>They also supported Ngāti Māmoe in a battle against Rangitāne for the injustices Ngāti Māmoe had received from Rangitāne.</p> <ul style="list-style-type: none"> • What is a raid and what happens? • Where are the Wairau River, Rangitāne pā and Ngāti Māmoe pā? • Why were Ngāti Kurī raiding the Rangitāne pā? • Why did Tūteurutira decide to help Ngāti Māmoe battle Rangitāne and what was the result of his support? 	<p>Use or create a map that identifies the significant places from this pūrākau, e.g., Kaihinu Pā, Kura Te Au, Wairau River, Rangitāne Pā.</p> <p>Google Earth visit – Create a presentation.</p> <p>Use the support resources and activities from the He Kōrero pūrākau <i>Hinerongo and Tūteurutira</i> to engage in competitive activities. These reinforce the concept of winning and losing.</p> <ul style="list-style-type: none"> • Battleships – He Waka Tauā <p>Discuss the concept of utu and how it relates to ‘Cause and Effect’ – knowing that all actions have consequences. The consequences can be positive or negative.</p> <p>Ngāti Kurī had conflicts with Rangitāne.</p> <ul style="list-style-type: none"> • Create a timeline of the key events, the key people involved, the decisions and consequences from this pūrākau. Use the talking dice activity for ideas. 	<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>Play or display the activities in your class from the support resource.</p> <p>Share the timeline of events from this pūrākau with others.</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"> • What would you do differently to win?

Activity 3 – Ngāti Kurī migration into the Kaikōura coast

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Ngāti Kurī were able to settle in the areas around the Kaikōura coast because Tūteurutira married Hinerongo from Ngāti Māmoē.</p> <p>Because of their marriage and the support from Tūteurutira and his warriors, they were given land, pā and places to live around the Kaikōura coast.</p> <ul style="list-style-type: none"> • What are some reasons people move to other suburbs, other towns, other islands and other countries? • Why is it important to know where Ngāti Kurī migrated from? • Where are some of the areas along the Kaikōura coast where Ngāti Kurī lived and established their pā? 	<p>Create maps that identify all of the Ngāti Kurī pā and their significant areas.</p> <ul style="list-style-type: none"> • Complete a research project about one or some of these significant places in Kaikōura. <p>Plan a class trip. Go on a physical trip to visit some of the significant Ngāti Kurī pā and sites.</p> <p>Research migration/moving to a new place and the steps and barriers people encounter when they migrate or move to a new place. Have any ākonga moved before? Share thoughts and experiences.</p> <p>Use the learning resources and activities from the He Kōrero pūrākau <i>Hinerongo and Tūteurutira</i>.</p> <p>Create podcasts, stop animations, iMovies and Minecraft worlds to retain and share the kōrero of this pūrākau.</p>	<p>Present and display your map of Kaikōura in class.</p> <p>Class trip – create a presentation or video of 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 to interact with.</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>

Hinerongo and Tūteurutira extension lesson

Extension – Dialects

Thinking

This pūrākau is about Ngāti Kuri and sometimes you may hear differences in words or phrases that are specific to some parts of the South Island.

In particular, you may see or hear the letter 'k' in a word where you're used to seeing or hearing '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 know of?

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

Learning Activities

Identify some new kupu from the pūrākau. Use the kāri kupu/flash cards resource to build a vocabulary list. Complete the word search activity to learn kupu.

Create a game where participants identify and connect kupu/words or dialect to the relevant iwi. Play in pairs, small groups or as a class.

In groups, discuss words that you know of that are different across different iwi. E.g., the Ngāi Tahu word for clothes is weruweru while other iwi may say kākahu.

Select some words to explore from this pūrākau.

In groups compose a song, chant, simple poem or sentences that include at least two kupu/words from different iwi or two words pronounced differently by different iwi.

Presentation

In groups create a game or resource to connect a kupu to its iwi.

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

Reflection and Review

Find a buddy and share a new kupu Māori/Māori word that you have learnt from the pūrākau. Can they guess its meaning? Take turns.

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