



Makō at Ōpōkihi

He kōrero hai
tautoko i te kaiako
Teacher notes

Overview

This is an animation of a Māori story about Makō, a Māori chief from the Ngāti Kurī iwi (tribe) of Te Waipounamu (South Island).

Ngāti Kurī are an iwi that live in Kaikōura.



Marautanga / Curriculum Contexts

Ngā Takanga o Te Wā: New Zealand History

- Iwi histories / Māori stories
- New Zealand Land Wars

Tikanga ā-iwi: Social Science

- Locate where this story took place on a map of New Zealand. Perhaps take a look or a tour of this location on Google Earth or Google Maps.

Māori

- Learn Māori vocabulary
- Learn Māori places
- Explore whānau and leadership
- Language exploration
- Rewrite the ending
- Questions and answers

Ngā Toi: Arts

- Create a play that reenacts how Makō's brother tricked Ngāti Māmoē to leave their pā
- Compose a waiata that recalls the event/battle that happened

Hangarau / Matihiko: Technology

- Create a 3D model of Makō's pā or the pā from Ngāti Māmoē (Minecraft, Lego, papier-mâché)

Suggested Teaching Purposes

- Learning about Māori histories and stories - Ngāi Tahu kōrero, Ngāi Tahu pūrākau
- Learn Māori vocabulary
- Research Māori tribal leaders
- Explore local stories and ways they can be retold

Kaitiakitanga

Recognise our role as guardians of our natural environment and historical narratives for future generations.
Whakataukī:

Mō tātou, ā, mō kā uri a muri ake nei
For us and our children after us.

I mua / Before

- Discuss and become familiar with the vocabulary within the animation. Flash cards activity
- Explain that this story is related to Ngāi Tahu
- Locate where Kaikōura is on a map
- Identify if any students have whakapapa to Ngāti Kurī, Ngāti Māmoe, Ngāi Tahu
- Discussion: Who has eaten crayfish?
- Who's ever seen a seal?

I waenga / During

- Stop the animation halfway through.
Discuss: who, what, where, when, why, how
 - The characters and their roles
 - Any pātai tamariki have
 - Predict what may happen next

I muri / After

- Visit Ngāi Tahu websites to find more relevant information:
 - <https://ngaitahu.iwi.nz/te-runanga-o-ngai-tahu/papatipu-runanga/kaikoura/kaikoura-history/ngai-tahu-kaikoura-history/>
 - <https://ngaitahu.iwi.nz/te-runanga-o-ngai-tahu/papatipu-runanga/kaikoura/>
 - <https://ngaitahu.maori.nz/>
 - <https://www.kahurumanu.co.nz/>
- Research other Māori Iwi stories
- Inquiry (Think, Create, Share)
- Cloze activity
- Create a class [quizlet](#) and/or [Kahoot](#) based on this story
- What does indigenous mean?

He Kete Whakaaro

Suggested follow up activities across levels to reinforce the learning and delve deeper

Junior

Sequencing of events

- Discuss the main events from this story. Using the image cards, sequence the story and retell.

Compare and contrast

- Investigate a pā and compare it to a castle. What are the similarities and differences?
- Describe the great reputation of Makō. How did he get his reputation?

Create and share

- Build a pā from recycled materials.
- Make a costume to hide under.

Middle

Change the ending

- Rewrite the ending to give this story a new twist.
- Research—*inquiry approach*
Why would Ngāti Kurī want to take control of Peketā Pā?

Compare and contrast

- Create character profiles of the main characters from this story.
- Describe what you would imagine their characteristics would be.

Uiui

- If you could interview Makō what would you ask?

Senior

Adaptation

- Students can create their own story about how they became the leader of a new tribe.
- Remember to identify *where, when, why, what, who* and how you became the leader.

Research—*inquiry approach*

- Students are to research a local chief and/or a local tribe. They are to identify the boundary for this local tribe and to explore the *pepehā* (tribal connection to the local surrounding area).

Compare and contrast

- Compare how Ngāti Kurī tricked Ngāti Māmoē to other stories of how battles were won through trickery, e.g., the Trojan Horse.

Battles

- Research a battle that has taken place within New Zealand. There have been many great battles that have taken place throughout New Zealand in the past.

Create and share

- Utilise digital technologies to share this *kōrero*.

Cross Curricular Links / Activities across all year levels

Te Reo | English

Tikanga ā-iwi | Social Sciences

Ngā Toi | Arts

Pūtaiao | Science

Hauora | Health

Te Takanga o Te Wā | Aotearoa NZ Histories

Sequence events

Colouring in sheets

Place names and the names and roles of significant people from the story

Significant places and people in Māori history

Stop animations

Online books retell the story in the students' own words

Rewrite the story into your own words

Online books

Write songs about this story

Create a physical or virtual map of the area where this story is located

Create a short video

Write songs or poems that identify the main events within this story

Write a play, re-enact, perform this story to others

Create physical art pieces, e.g., paint, crayon, sculptures of scenes from the story

EOTC: Haerenga/class trip to visit this physical site

Taupatupatu—
different perspectives

**The answer is:
Peketā Pā**

What are five pātai/
questions that give
that answer?

What if?

What if there were no seals?
How would he hide?

What if there were no weapons?

What if the pā was down on low ground?

What from the story could you make **bigger**?

What would you **add** in to the story?

If you could **replace** something with
something else what would it be?



NG - K

I ētahi wā ka kite, ka rongō koe i te mita o Kāi Tahu, mō te 'ng' he 'k' kē.

Hai tauira:

Kāi Tahu = Ngāi Tahu

Kāti Māmoe = Ngāti Māmoe

rika = ringa