



# Pūharakeketapu

Hei arataki i  
ngā rauemi

Whānau guide to  
learning resources



# Tirohanga Whānui Overview

He kōrero tēnei mō Marukaitātea.  
He rangatira nō Ngāti Kurī.  
Ko ōna hoa wāhine ko Waipūhā, ko  
Rongomaiwhāia. He tamāhine te  
tokorua nei nā Hikaraeroa, he rangatira  
ia nō Ngāti Kahungunu.  
Ko te taumautanga tētahi ara e hohou  
ai te rongo i waenga i ngā iwi.  
Ka hohou te rongo?  
Mātakina mai kia whai māramatanga.

This is a story about Marukaitātea, who  
was a famous Ngāti Kurī chief.  
Maru's wives Te Waipūhā and  
Rongomaiwhāia were the daughters  
of prominent Ngāti Kahungunu chief  
Hikaraeroa. Marriages were often a way  
of building relationships between iwi,  
to help keep the peace.

Will there be peace?  
Watch to find out.

## Marau / Curriculum

*Nāia ngā honongaitua ki ngā marau  
Online curriculum links*

### Te Reo / Language

### Te Reo / Māori Curriculum guidelines

### Ngā Takanga o Te Wā / Aotearoa NZ Histories

- Whakapapa, whanaungatanga / culture and identity
- Tino Rangatiratanga, Kāwanatanga / Government and organisation
- Tūrangawaewae, Kaitiakitanga / Place and environment
- Kōwhiringa ohaoha, whai oranga / Economic activity

### Tikanga ā iwi / Social sciences

- Identity, culture and organisation
- Place and environment
- Continuity and change

### Pūtaiao / Science

- The Material World

Extra Curriculum links to Te Marautanga o Aotearoa and  
The New Zealand Curriculum

### Hauora / Health and Physical Education

### Hangarau / Technologies

### Ngā Toi / The Arts

### Pāngarau / Maths

## Whakatauki

“Nōku te kori, kia kori  
mai hoki koe”

*Let me make the first move and  
follow me carefully*

– Nā Marukaitātea

## Ngā Ariā Matua / Learning Themes

- Marriage, relationships and connections have a role in keeping peace
- Tohunga are experts. Māori have many different tohunga. People seek a tohunga to gain guidance, support and to learn from
- Revenge, response or retaliation are forms of utu.
- Explore iwi kōrero and ways they can be retold. Some versions within hapū and iwi could differ.
- Develop and strengthen Te Reo Māori and mātauranga Māori

## I mua Before

- Discuss and become familiar with the vocabulary within the animation. Flash cards activity.
- Explain that this story is related to Kāi Tahu, talk about what hapū are, connect with people, events and place from [animations 1-3](#)
- Locate where Te Whanganui-a-Tara is on a map, locate the other significant places such as Te Wairarapa, Whātaïtai, Ngāti Kahungunu. [Google Earth visit](#).
- Identify if any students have whakapapa to Kāi Tahu, Ngāti Kuri, Ngāi Tūhaitara or Ngāti Kahungunu. Who has been to Te Whanganui-a-Tara?
- Discussion: What is whakapapa? Introduce Marukaitātea and his connection to Te Rākaitauheke, his wives, tamariki and Hikaraeroa.
- Learn the whakatauaāki: “Nōku te kori, kia kori mai hoki koe.”
- People entered marriage with others from different iwi, even when those iwi didn't have the best relationship. How do you think this may fit in with the pūrākau?

## Kei waenga During

- Watch the full animation once
- Second time through, stop the animation at short intervals to discuss: who, what, where, when, why and how
- Discuss the main characters and their roles. How are the characters connected to one another?
- List any pātai tamariki have for exploration. e.g. I would like to know.... I wonder .... Where is ... How did .... Who was ...
- Record key vocabulary from the animation and build a list of kupu and phrases to support further writing of ideas
- Which character can you relate to? Use the character study sheet to explore each character.
- Discuss Marukaitātea. How was he feeling when he wanted to return to his whānau after his uncle killed Tapu? Poihau kōrero activity / Thought bubble activities. How did he feel watching Ngāti Kahungunu warriors training and taunting him.
- Discuss and research tohunga.

## A muri After

- Visit Kāi Tahu websites to find more relevant information such as [Kā Huru Manu](#). Research other Māori iwi stories, compare and contrast. Inquiry (think, create, share)
- Complete the cloze activity and pangakupu to reinforce themes and for comprehension.
- Create a class [Quizlet](#), [Kahoot](#) and/or [Booklet](#) based on this story, key concepts and vocabulary
- Research, wānanga, discuss the tāniko and various kākahu/ clothing to represent the different characters. What would they traditionally have been made of? Tāniko design activity.
- Rewrite the ending. What might happen if the ending was different?
- Interact in groups or whole class with the kāri kori/action cards. Can you create a sequence of movements to demonstrate and teach others so they learn the korikori. In small rōpū, you can add on and create the sequence together. Play i kī mai a Haimona (Simon Says) to reinforce the whakatauaāki: “Nōku te kori, kia kori mai hoki koe”
- Write predictions: Just like Tūhiku, share what is going to happen next. What do you think may happen in the next pūrākau to follow on from this?
- Write pao, karakia, waiata, stories or statements to share this pūrākau and key ideas with others.

# NGĀ ARIĀ MATUA / KEY LEARNING THEMES

Below are three themes that have emerged from this pūrākau. As you watch the pūrākau animations, make note of these themes that present themselves and have class or group discussions around what these themes mean. Included in the themes listed below are some starter questions to help initiate some discussion.

You may even identify different themes within this animation to discuss and analyse.

## Tohunga

Tohunga are experts. Māori have many different tohunga. The tohunga in this pūrākau, Pūharakeketapu, has the ability to predict the future.

People seek a tohunga to gain guidance, knowledge and support.

1. If you were a tohunga, what would you like to be a tohunga of?
2. Do you know any tohunga/experts?
3. What training, knowledge or skill does a tohunga who can predict the future need?

## Marriages, relationships and connections have a role in keeping peace

Ngāti Kurī developed relationships through the marriage of Marukaitātea to Waipūha and Rongomaiwhāia, the daughters of prominent Ngāti Kahungunu chief Hikaraeroa. Marriages were often a way of building relationships between iwi to help keep the peace, form alliances and develop connections.

Because Maru's uncle, Te Rākaitauheke had killed a Ngāti Kahungunu chief called Tapu, the relationship between Ngāti Kurī and Ngāti Kahungunu had become dangerous. Hikaraeroa and his son Tūmapuhiārangi both recognised Maru as he approached the pā to be reunited with his whānau and they extended their protection over him. This allowed Maru to enter the pā unharmed and be reunited with his whānau.

1. How do different groups of people form peace between each other today?
2. How do you make new friendships?
3. What are some of your favourite things to do with your friends?
4. Why do we need friends?
5. Why did iwi marry into another iwi?

When Maru presented the bodies of Kahumataroa and Marainaka to Hikaraeroa, and Tūmapuhiārangi, he said "I will eat of you, and you will eat of me." Perhaps this offer was Maru's attempt to protect his whānau, by mitigating the utu Kahungunu would seek for the loss of so many warriors. It also helped towards maintaining peace between their two iwi.

## Utu

Revenge, response or retaliation are forms of utu. Maru knew that going to his Ngāti Kahungunu father-in-law's pā in the Wairarapa to retrieve his family would be dangerous. Ngāti Kahungunu were wanting utu / revenge for the death of one of their leaders, Tapu who was killed by the great Ngāti Kurī warrior Te Rākaitauheke.

Maru knew that Ngāti Kahungunu had many warriors and the utu would lead to a large battle.

1. Why did Ngāti Kahungunu want utu?
2. How did Maru resolve the problem and re-establish peace?
3. How do you deal with conflict?
4. What is a peaceful way to resolve a problem today?
5. Why does Maru say he feels it isn't safe for them to live there anymore and they need to move on?

# Nāia ētahi ngohe e hono ana ki ngā marau huhua

## Cross-curricular learning opportunities

**Te Reo** | English   **Tikanga ā-iwi** | Social Sciences   **Ngā Takanga o Te Wā** | NZ Histories Curriculum   **Ngā Toi** | Arts  
**Pūtaiao** | Science   **Hauora** | Health   **Pāngarau** | Maths   **Hangarau Matihiko** | Digital Technologies

Sequence the kōrero and retell.

Colouring in sheets to familiarise with characters and settings.

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

Significant places and people in Māori history.

Create Stop Animations and i-movies to retain and share the kōrero.

Online books retell the story in the students' own words.

Double print copies of the images and play memory, snap or fish.

Create korikori sequences like the warriors and their peruperu as they were training for battle. Watch and do. Keep in time.

Rewrite the story into your own words.

Learn the key vocabulary and what they mean. Practise using these kupu and phrases.

Tito waiata - write a waiata or poem about this pūrākau to remember the key people and events.

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

Design and make a board game.

If you could interview any of the characters, what would you ask? Who would you interview?

Interviews - Have students or teachers impersonate characters from the kōrero and get the other students to interview these characters.

Create a map that shows all of the significant places in this story ([Ka Huru Manu](#)).

Write songs, poems etc. that identify the main events within this story.

Write a play or create puppets to re-enact, perform to others.

Create physical art pieces eg. paint, crayon, sculptures etc of scenes from the story.

Taupatupatu / debate - different perspectives. Change subject to relate to your learners.

Design and create kākahu. Think about tāniko, korowai and adornments. What resources could you use?

Predict: What might happen next?

How do you deal with conflict resolution? Discuss. Share a useful strategy and present.

EOTC: Haerenga/class trip to visit the physical sites or take a virtual trip via Google Earth.

# He Kete Whakaaro

Suggested before viewing and follow up activities across levels 1 – 4 to reinforce the learning and delve deeper

## Kaurukutia Pikitia

– colouring in sheets

9 x pikitia

*Hei mahi whakaaroaro*

## Kāri Pikitia

– Picture Cards

X16 pikitia

*He mahi whakaraupapa /  
story sequence. He mahi  
takirua / retelling*

## Whakakī Āputa

Hei mahi me ngā  
whakautu/answer sheet

*Aroā – comprehension  
Reinforce kupu and  
message*

## Kāri Kori – action cards

1 set of kāri kori

*Be creative with these cards  
to explore ‘lead and do’*

## Ngā Ngohe Ipurangi

– Online Activities

*Use the online activities that  
are linked to learn, play and  
reinforce your knowledge of  
this pūrākau*

## Kimi Kupu – word find

1 x mā te tuakana  
1 x mā te taina

*whakautu/answers incl.  
An activity to reinforce  
vocabulary*

## Pangakupu –

crossword

*An activity to reinforce  
vocabulary and concepts*

## Mātai Kiripuaki

– character study

*A template to explore  
characteristics, attributes  
and actions of a  
character*

## Tāniko

– tāniko designs

*Templates provided to  
explore tāniko patterns.  
Create own tāniko*

## Whakapapa

*Learn about and share  
your whakapapa. Learn  
phrases to say where you  
are from and who is in your  
whānau. Extension: share  
characteristics.*

## Kari Kupu – flash cards

1 set of vocab cards

*Kupu & tikanga  
There are 12 kupu to learn  
to build vocabulary and  
meaning*

## Poihau Kōrero 1/2

– Thought bubble 1/2

*Think about how the  
characters were feeling  
at specific times. How did  
they feel? What would  
they have said?*

## He Kīanga/He Puna Kupu

*Build vocabulary and  
explore language features  
from the pūrākau including  
idioms and proverbial  
sayings*

## Titirei

*Learn about different  
taonga to adorn the  
head/hair. Templates  
provided*

## Ngā Ariā Matua

– Key themes

*Research, inquire, be  
curious about the  
relationships, utu and  
tohunga past and present*

# Reo ā-iwi

Some kupu from the Kāi Tahu dialect

## NG → K

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

You may see and/or hear kupu pronounced with a 'k' in place of 'ng'

### Hai tauira:

Kāi Tahu = Ngāi Tahu

Kāti Māmoe = Ngāti Māmoe

rika = ringa



Ētahi atu kupu ka rangona i te pūrākau nei:

You will hear these kupu too:

<b>koi</b>	kei
<b>rāia</b>	i mōhio <b>rāia</b> a Maru
<b>kera</b>	kōtiro
<b>aki</b>	tama
<b>hākui</b>	māmā
<b>hākoro</b>	pāpā
<b>weruweru</b>	kākahu