



Pūraho

Mā te kaiako
Teacher notes

Levels 2 - 4



Pūraho is the sixth episode of the pūrākau series, He Kōrero. This is the retelling of historical events for Ngāi Tahu.

Glossary

moutere – island

utu – revenge, repay, respond

huna – hide

heketua – toilet

mōkai – servant, captive

hākari – feast

matau – fish hook

kōiwi – human bone

tonga – south

ana – cave

rapa – seek

Pūraho Summary

Ngāti Kurī were based in Te Whanganui-a-Tara but there were growing tensions emerging with neighbouring iwi.

Pūraho led his people to find a new home, and they settled at Kaihinu Pā in Te Waipounamu.

But, tragedy and conflict would follow Ngāti Kurī.

It was left to Marukaitātea the son of Pūraho to determine how Ngāti Kurī would respond.



Teacher Notes

Te Ao Tangata – Social Science curriculum+ 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.

- Internal iwi conflicts and dynamics
- Intertribal conflicts / tribal migration
- Utu/ repay, respond, avenge

Understand:

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

- Māori have been settling, storying, shaping, and have been shaped by these lands and waters for centuries. Māori history forms a continuous thread, directly linking the contemporary world to the past.

Know:

Rohe and local contexts

- Rohe historical contexts as defined by iwi and hapū and guided by the question What stories do local iwi and hapū share about the history of the people of this rohe?

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"> Ngāti Kurī historical stories – Ngāti Kuri moved to Te Waipounamu because of ongoing conflict with neighbouring iwi Ngāti Kahungunu. When they moved to Te Waipounamu, new conflicts developed with local iwi Ngāi Tara. Disrespect and utu between these two iwi resulted in battles, deaths and attacks on each other. 	<ul style="list-style-type: none"> What is utu and why do you think it happens? What are some stories about conflict from your iwi/ hapū/ rohe do you know? What are some of the issues that are raised in this pūrākau between Ngāti Kurī and Ngāi Tara? Why were some people of Ngāti Kurī upset with Marukaitētea's decisions? What was the result of this disagreement? Why did Ngāti Kurī migrate from the North Island of New Zealand to the South Island? 	<ul style="list-style-type: none"> Watch pūrākau episodes about Ngāti Kurī / Ngāi Tahu. Interact with the support material / activities in the Ako section of the pūrākau episodes. Create a quizlet, kahoot and/or Blooket to help learn and remember the names, roles and whakapapa of the people from the pūrākau. Research and learn about Ngāti Kurī, Ngāti Kahungunu, Ngāi Tara. Locate their tribal area on a map.
Years 4-6	<p><i>Whakapapa me te whanaungatanga</i> – Culture and Identity</p> <ul style="list-style-type: none"> The stories of Ngāti Kurī migration into Te Waipounamu. Stories that shaped Ngāti Kurī history, culture and identity. Inter-tribal conflicts and internal tribal conflict resulted in Ngāti Kuri expansion through Te Waipounamu. 	<ul style="list-style-type: none"> What stories do Ngāi Tahu / Ngāti Kurī hapū and iwi tell about their whakapapa and their and exploration? Who is Ngāi Tara and why did they feed Ngāti Kurī their own? What is utu and why is it important in this pūrākau? Who were the significant people in this pūrākau and why? 	<ul style="list-style-type: none"> Watch the He Kōrero Animation – Pūraho. Discuss possible experiences of different characters' points of view from the pūrākau. Research and explore different forms of conflicts and possible solutions or resolutions to these conflicts. Research Waitai and his significance to Ngāti Kurī's expansion throughout Te Waipounamu.
Years 7-8	<p><i>Tino rangatiratanga me te kāwanatanga</i> – Government and Organisation</p> <ul style="list-style-type: none"> Mana was central to all political and economic relationships in traditional Māori society and has continued to shape internal and external interactions. 	<ul style="list-style-type: none"> How was mana expressed and maintained? How did iwi interact with other iwi during peace and conflict times? How was conflict resolved? What relationship does mana and utu have? 	<ul style="list-style-type: none"> Explore the complexities of mana and tribal leadership. Explore historical intertribal conflicts. How have they been resolved? If not, how could they be resolved?

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.

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.



Before watching the animation

Discussion: Who is Ngāti Kurī, Ngāi Tahu, Ngāti Kahungunu and Ngāi Tara? In groups, talk about utu. In groups share ideas about what mana is. Share back.

Discuss or revisit characters and places from previous pūrākau that might relate to this pūrākau eg. 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 – 5](#).

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 on the 'What I know' and 'What I Want to Know' sheet.

The '[Who am I?](#)' resource could be used in rōpū/groups or as a matching activity.

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 the actions/ utu and decisions made by the characters from this pūrākau. What could they be thinking and saying? Use the [Picture Cards](#) to prompt discussion.

Helpful Links

[Kā Huru Manu](#)

[Google Earth](#)

He Kōrero:

[Teaching Resources](#)

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 place, the concepts of **utu, migration, tribal and intertribal conflicts**. 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>

Pūraho 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 – Internal Iwi Conflicts And Dynamics	<p>Why was Waitai and his followers not happy with Marukaitātea's decision not to take personal revenge on Te Rapa-a-te-Kurī?</p> <ul style="list-style-type: none"> What was Marukaitātea's reasoning for not taking personal revenge on Te Rapa-a-te Kuri? Was this a good decision, why/why not? What effect did this decision have on his iwi? <p>Marukaitātea had great mana and a great reputation. Why is this?</p>	<p>Discuss the decision that Marukaitātea made to not take personal revenge on Te Rapa-a-te-Kurī.</p> <ul style="list-style-type: none"> What effects did it have on him and his iwi? <p>Research Waitai and his decision to leave with his followers.</p> <ul style="list-style-type: none"> Create a map of their travels and adventures. Discuss what effects their departure had on the iwi. <p>In groups or as a whole class, discuss the utu that Marukaitātea gave to Te Rapa-a-te-Kurī. Was this utu effective? Explore other possibilities. What utu would you give him and why? Would the utu that you give him have further consequences for your iwi?</p> <p>Watch the pūrākau episode - Tapatapawhenua to learn more of Waitai and his followers' travels across Te Waipounamu.</p>	<p>Present a debate between Marukaitātea and Waitai to the class or a group. The audience can decide who has the best argument.</p> <p>Share and present a physical or digital map with information of Waitai's departure and travel.</p> <p>Create a poster or digital presentation to persuade others to disagree or agree with Marukaitātea's decision.</p>	<p>Reflect on the debate.</p> <ul style="list-style-type: none"> What would you say differently to improve your debate? <p>Encourage feedback.</p> <ul style="list-style-type: none"> Students to give feedback to others on their debate and who they agree with and why. Students to ask questions to map creators about Waitai's travel across Te Waipounamu.
Activity 2 – Intertribal Conflicts / Tribal Migration	<p>Ngāti Kurī had conflicts with other iwi that led to their migration to Te Waipounamu.</p> <p>While in Te Waipounamu, conflict between Ngāti Kurī and Ngāi Tara developed leading to death, battles and utu between these iwi.</p> <ol style="list-style-type: none"> How and why did the conflicts between Ngāti Kurī and the other iwi come about? What are some reasons people move to other suburbs, other towns, other islands and other countries? 	<p>Locate where Te Whanganui-a-Tara is on a map. Locate other significant places such as Kura Te Au, Raukawakawa, Kaihinu Pā and Mōioio. Google Earth visit. – Create a presentation.</p> <p>Play the Battleships game and the Utu activity from the Pūraho online resources. These reinforce the concept of winning and losing.</p> <p>Ngāti Kurī had conflicts with Ngāti Kahungunu and Ngāi Tara.</p> <ul style="list-style-type: none"> Design and create a plan to solve problems or conflicts. Create a mind map to map out the conflicts and the people involved. <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 ākongā moved before? Share thoughts and experiences.</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>Present a debate between Ngāti Kurī and Ngāti Kahungunu or Ngāi Tara to the class or a group. The audience can decide who has the best argument.</p> <ul style="list-style-type: none"> Identify facts and significant issues. 	<p>Evaluate the work and presentations. – P.M.I Evaluation</p> <p>Roleplay reflection.</p> <ul style="list-style-type: none"> How would you improve your roleplay? <p>Reflect on the debate.</p> <ul style="list-style-type: none"> What would you do/ say differently to improve your debate?

Pūraho lesson sequence – Māori history is the foundational and continuous history of Aotearoa New Zealand (Social Science)

Activity 3 – Utu/ repay, respond, avenge

Thinking

Utu is the payment, response or retribution given as a result of something that somebody has done. It is often seen as revenge or retribution for unforgivable or disrespectful acts.

Death, attacks or insults can be forms of utu.

If rules, laws or tikanga are broken who decides the consequences?

Learning Activities

Discuss the concept of utu and how it relates to 'Cause and Effect' or know that all actions have a consequence.

Make flow charts that identify possible consequences or effects resulting from particular actions.

- Make connections to modern day behaviours or behaviours seen in the playground.
- Use the flowchart to help develop a behaviour plan for the class or the school.

Discuss utu.

- How would you have dealt with the insults, death and attacks on your people if you were Marukaitātea?
- In today's society, how are insults, deaths and attacks on people dealt with?
- Play the Battleships game and the Utu activity from the Pūraho online resources. These reinforce the concept of winning and losing and utu.

Presentation

Present your flow chart or behaviour plan to the class or school.

Make a powerpoint or google slide presentation to share student understanding of utu.

Reflection and Review

Record ideas on chart for 'What I Know Now'.

Encourage student feedback.

- Students to give feedback on these presentations and the information provided. How could this be improved?

[Talking Dice activity.](#)

- Roll the dice and talk about what is happening in regards to utu. What happened before this moment? What happened after this?

Pūraho extension lesson

Extension – Dialects

Thinking

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

Sometimes you may see or hear a 'k' in a word where a 'ng' may be.

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 may know of?

Eg. 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 and play in pairs, groups or whole class a game where participants identify and connect kupu/ word or dialect to a specific iwi.

Discuss with your group different words you know of from different iwi.

E.g. The Ngāi Tahu word for clothes is weruweru and 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 2 kupu/words from different iwi or 2 words pronounced dialectually different from different iwi.

Presentation

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

In groups present your song, chant or simple poem with at least 2 kupu/words from different iwi.

Reflection and Review

Share with a buddy a new kupu māori /māori word you have learnt from the pūrākau. Can they guess the meaning? Take turns.

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