



Araiteuru Tūtohu Whenua

Mā te kaiako
Teacher notes

Levels 2–4



Tūtohu Whenua is the pūrākau of the Ancestral Waka Araiteuru and its journey to bring kūmara and other resources from Hawaiki to Aotearoa and Te Waipounamu. The Ngāi Tahu story of Araiteuru traces its journey to Te Waipounamu and identifies the newly-formed land features that were created as it moved further south.

This is the retelling of historical events for Ngāi Tahu.

Tūtohu Whenua

The great waka atua Araiteuru plays an important part in the tribal traditions of Te Waipounamu.

Araiteuru successfully crossed Te Moana-nui-a-Kiwa and brought kūmara and many other resources from Hawaiki back to these shores. Araiteuru's journey resulted in new land features being formed and the introduction of new resources to Aotearoa and Te Waipounamu.

However, it did come at a cost.



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.

- Historical relationships and connections of Māori and Polynesia e.g., travelling throughout the Pacific, including to Aotearoa and Te Waipounamu
- The role of Araiteuru in the tribal traditions of Te Waipounamu
- How different landmarks were created throughout Te Waipounamu

Understand:

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

- Māori have been settling, storying and shaping, and in turn 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:

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, stories woven into people's collective and diverse identities. It recognises the dynamic nature of culture and identity and 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.

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.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

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.

Te tūrangawaewae me te taiao / Place and environment

Within Aotearoa New Zealand's histories

- Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer questions about the past.

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.

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.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

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.
- Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to and relationships with the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Use appropriate, relevant sources (e.g., oral stories and written research).
- Use historical sources, giving deliberate attention to mātauranga Māori sources, to gather evidence to answer questions about the past.

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

- Construct a historical sequence of related events and changes, show how long ago they happened, and say how other people might construct the sequence differently.

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.

Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka tangata

- Interactions have an impact on societies and environments.

Know:

Te tūrangawaewae me te taiao / Place and environment

Within Aotearoa New Zealand's histories

- Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.

Do:

Te kohikohi, te tātari, me te whakamahi mātāpuna / Collecting, analysing, and using sources

- Gather information from primary and secondary sources, considering their reliability and identifying their limitations.
- Use historical sources with differing perspectives on the past, giving deliberate attention to mātauranga Māori sources. Recognise that sources may not fully answer questions, and that the answers are themselves interpretations.

Aotearoa New Zealand's Histories Curriculum

Key knowledge

Key questions

Key learning experiences

Years
1-3

*Whakapapa me te whanaungatanga /
Culture and identity*

- Māori are tangata whenua. They have stories about their origins and arrival.

*Tūrangawaewae me te kaitiakitanga /
Place and environment*

- Tangata whenua are deeply connected to the local area. Naming places was key to establishing and maintaining mana and tūrangawaewae.
- Many of the names of geographical features and places tell stories.

- Where is Hawaiki?
- Why were Araiteuru and Mānuka built?
- How did kūmara and taro come to Aotearoa and where did they come from?
- Where did the waka Araiteuru visit when it came to Aotearoa and Te Waipounamu?
- Who are the crew members from Araiteuru who became landmarks in Te Waipounamu?
- Who is the most famous crew member from Araiteuru and what did he become?

- Watch the He Kōrero animation Araiteuru – Tūtohu Whenua.
- Interact with the support material and activities relating to this pūrākau.
- Research and learn the stories of sea-voyaging waka such as Araiteuru and Mānuka.
- Locate on a map the significant places and landmarks that are identified in the pūrākau.
- Visit the landmarks identified in the pūrākau.
- Investigate and research the significant places and landmarks identified in this pūrākau.

Years
4-6

*Whakapapa me te whanaungatanga /
Culture and identity*

- Māori voyaging through the Pacific was deliberate and skilful and brought with it Pacific whakapapa and cultural identities. These identities were transformed over the centuries through adaptations to, and relationships with, the environment, and through the formation of hapū and iwi that eventually occupied Aotearoa New Zealand.

- Who were the significant people and places in this pūrākau? Can you identify these and locate these places?
- How is the journey of the waka Araiteuru important to tribes of Aotearoa and Te Waipounamu?
- How are the people of the Pacific connected and related?
- How are places and landmarks named?
- What are some well-known local, national or global landmarks?
- What is a landmark or feature and how are these important to Māori?

- Research the Polynesian migration throughout the Pacific and to and from Aotearoa. What are some similarities and differences?
- Investigate old and new waka hourua.
- Investigate local and national Māori place and landmarks. Research their names and whakapapa.
- Learn about Araiteuru and the places it visited in Aotearoa and Te Waipounamu.
- Visit the landmarks identified from this pūrākau.
- Learn, create and share this pūrākau with others. Include visuals and relevant information to support your learning.

Years
7-8

*Tūrangawaewae me te kaitiakitanga /
Place and environment*

- Māori cared for and transformed te taiao, and expressed their connection to place by naming the land and its features.

- How have Māori connected to the environment in this pūrākau and why?
- What is the purpose of retelling this story for future generations?

- Learn and research Aoraki and Araiteuru.
- Investigate tūtohu whenua of Aotearoa and Te Waipounamu and their significance and relevance to tangata whenua and iwi.

A Strategy to Support Learning

This is an effective strategy to ignite 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 below, with the headings '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 unfolds, and the concepts of historical relationships and connections of Māori and Polynesia, and how Araiteuru plays an important part in the tribal traditions of Te Waipounamu and how different landmarks were created throughout Te Waipounamu.
3. This is a good introduction to begin delving into the main ideas and events in the pūrākau. The kaiako or the ākonga can record their ideas in the column, 'What I know.'
4. 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.'
5. 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

What is a waka hourua / double-hulled waka?

Discuss ancestral waka that came to Aotearoa from Polynesia.

Where is Rangīātea and Taputapuātea and how are these places significant to Māori?

Where is Hawaiki?

Discuss Te Waipounamu and the locations and names of different mountains, rivers and landmarks.

Discuss the purposes of pūrākau. How do pūrākau help us?

Explain that this story is related to Ngāi Tahu. Talk about and become familiar with the different areas, tribal and land features pertinent to Ngāi Tahu.

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.



Glossary

Araiteuru – waka that brought kūmara and taro to Aotearoa and Te Waipounamu

kūmara – sweet potato

taro – starchy root vegetable

Mānuka – waka that failed to bring kūmara and taro to Aotearoa

Aotearoa – North Island, New Zealand

Te Waipounamu – South Island, New Zealand

Te Moana-nui-a-Kiwa – Pacific Ocean

Rangīātea – An ancestral homeland of Māori

Taputapuātea Marae – An ancestral Polynesian marae in Rangīātea

While watching the animation

Watch once without interruptions. The second time, pause the animation at intervals and ask tamariki if they have any questions. List their questions under the heading 'What I want to know.'

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

Helpful Links


[Kā Huru Manu](#)

[Google Earth](#)

[He Kōrero: Ngā rauemi tautoko](#)

[Ngāi Tahu resources](#)

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Māori from Aotearoa and Te Waipounamu have physical and cultural ancestry with Polynesia and the Pacific.</p> <p>Māori share similar language, beliefs, customs, stories and physical features, and many other connections with Pacific island cultures.</p> <ul style="list-style-type: none"> Were Araiteuru and Mānuka built in Aotearoa and/or Te Waipounamu? Where is Hawaiki and how did the crew of Araiteuru and Mānuka know how to get there? How are Māori related to other Polynesians? <p>Thinking critically - What if...</p> <ul style="list-style-type: none"> Māori and other Pacific cultures have the same traditions? Māori DNA and heritage were different to every other culture on earth? 	<p>Discuss and research how Māori from New Zealand are related and connect to other Pacific Island cultures.</p> <ul style="list-style-type: none"> Learn and compare the similarities and differences between Māori of New Zealand and other Polynesian languages and cultures. Learn about Polynesia and migration throughout the Pacific. Create model waka hourua. <p>Learn about Polynesian navigation e.g., star compass. Find out about Tuia 250 by following these links:</p> <p>NZ history Tuia encounters Tuia Report</p> <p>Create a play to act out this pūrākau.</p> <p>Investigate how different cultures in the Pacific refer to themselves as Māori, Maoli, Maohi.</p> <p>Investigate where and what is Hawaiki. Watch Scotty Morrison’s documentary called “Origins”</p> <p>Thinking critically – Explore other possible scenarios</p> <ul style="list-style-type: none"> How would you communicate with other people of the same culture if there was a language barrier? How would you convince another Pacific Island culture that you are also Polynesian if they did not originally believe you? What If? online resource. Could Māori be part of another culture and not Polynesian? (Create a new culture). 	<p>Present (via a debate or research presentation) the reasons why Māori from New Zealand are related and/or connected to other Pacific cultures.</p> <p>Share similarities and differences of Polynesians in different settings.</p> <p>Present research and study enquiries about where and what Hawaiki is. Use kōrero and evidence to support your research.</p> <p>Thinking critically</p> <p>Share how you would communicate with other people of the same culture if there was a language barrier between you and them.</p> <p>If Māori were part of another culture, create a presentation explaining this culture and how Māori arrived to Aotearoa and Te Waipounamu.</p>	<p>Reflect on how effective the communication activity was with the language barrier.</p> <ul style="list-style-type: none"> What did you do to communicate? How did you communicate? Was it difficult or easy? What would you do differently next time? <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.

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Araiteuru travelled throughout the Pacific and to Aotearoa and Te Waipounamu. Its journey to Te Waipounamu and the experiences of its crew and cargo are part of the history and stories of Te Waipounamu.</p> <ul style="list-style-type: none"> Where did Araiteuru travel? Why was Araiteuru built? How are the places that Araiteuru visited remembered? <p>Thinking critically</p> <ul style="list-style-type: none"> Araiteuru didn't make it to Te Waipounamu? Araiteuru was not built? Araiteuru failed to bring kūmara to Aotearoa and Te Waipounamu? 	<p>Use a map (or create one) to locate the significant places from this pūrākau, e.g., Aotearoa, Te Waipounamu, Hawaiki, Te Moana-nui-a-Kiwa, Rangiātea, Taputapuātea Marae, Muriwai, Matakaea.</p> <p>Create a map of the journey of Araiteuru throughout the Pacific, and finally to Aotearoa and Te Waipounamu.</p> <p>Write a journal or diary from the perspective of a crew member on board Araiteuru.</p> <ul style="list-style-type: none"> Who were some of the crew members aboard Araiteuru and Mānuka, including the captain and navigator? Build a model of a double-hulled, ocean voyaging waka (waka hourua). <p>Discuss, research and investigate the different Polynesian double-hulled, open ocean voyaging waka from across Polynesia.</p> <p>Thinking critically – Explore other possible scenarios</p> <ul style="list-style-type: none"> What if Araiteuru had turned around and did not make it to Te Waipounamu? How big must Araiteuru have been in order to carry crew members like Aoraki and his family? 	<p>Present a map of the locations from the pūrākau. Include explanations of each location and its significance to the pūrākau.</p> <p>Google Earth visit. Create a presentation.</p> <p>Role-play a scene where the waka are travelling through the Pacific or arriving at different locations in Aotearoa or Te Waipounamu. Think about what was seen, heard, smelt, tasted and what things may have felt like.</p> <p>Discuss or display the activities in your class from the support resources.</p> <p>Create art pieces that depict Araiteuru with the different crew members on board or art to show different landmarks.</p> <p>Create an art piece that depicts what Te Waipounamu would look like if Araiteuru did not make it to Te Waipounamu.</p>	<p>Role-play reflection.</p> <ul style="list-style-type: none"> How would you improve your role-play so the message is clear and concise? <p>View your art piece and reflect on whether you have shown one or more landmarks or different crew members on board Araiteuru.</p> <div style="text-align: center;">  <p>Āhua pai He pai Kua tutuki</p> </div>

Thinking	Learning Activities	Presentation	Reflection and Review
<p>Crew members and cargo from Araiteuru were lost overboard during stormy conditions and were turned into different landmarks and features in Te Waipounamu. These were then named after the crew members and cargo.</p> <ul style="list-style-type: none"> How and why are places given their name? Who names them? What is significant about naming a place? What are landmarks or land features? Do the landmarks from the pūrākau look like crew members from Araiteuru? <p>Thinking critically - What if...</p> <ul style="list-style-type: none"> No crew members or cargo fell overboard? 	<p>Investigate the names of local, national and global place names or the names of different landmarks. Is there a reason for their name?</p> <p>Plan a class trip. Go on a physical or virtual trip to visit some of the significant places from the pūrākau, e.g., Maukatere, Aoraki.</p> <p>Research and investigate the different landmarks from the pūrākau.</p> <p>Create and identify the location of these landmarks on a map.</p> <p>Create art depicting the different landmarks.</p> <p>Write stories, waiata and poetry describing the different landmarks.</p> <p>Create podcasts, stop motion animations, iMovies and Minecraft worlds that detail how these landmarks were created.</p>	<p>Create a presentation or display showing the investigation of how local, national or global places got their name and the meaning behind the name.</p> <p>Class trip – create a presentation or video summarising your trip. Have students share their learning and their trip presentation with whānau and your kura.</p> <p>Present and display your map of Aotearoa and Te Waipounamu identifying the different landmark locations.</p> <p>Present and display support resources in class.</p> <p>Share podcasts, animations and creations online with friends and whānau.</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 motion animations, creations, iMovies and Minecraft worlds.</p>