**ACTIVITY: Māori knowledge of animals – comprehending texts**

|  |  |
| --- | --- |
| **Activity idea**  In this activity, students use literacy skills and strategies to locate information across a series of articles that feature Māori knowledge of animals.  By the end of this activity, students should be able to:   * locate information in the text * interpret the information to answer literal and inferential questions * use content vocabulary. |  |

**For teachers**

***Introduction/background***

This activity supports literacy skills such as vocabulary development, comprehension and writing in the science classroom.

It uses information from the following resources:

* [Māori knowledge of animals](https://www.sciencelearn.org.nz/resources/3294-maori-knowledge-of-animals), which includes the interactive [Māori knowledge of animals](https://www.sciencelearn.org.nz/image_maps/131-maori-knowledge-of-animals)
* [Kurī](https://www.sciencelearn.org.nz/resources/3290-kuri)
* [Kiore](https://www.sciencelearn.org.nz/resources/3307-kiore)
* [Ngā manu a Tānemahuta](https://www.sciencelearn.org.nz/resources/3308-nga-manu-a-tanemahuta), which includes the interactive [Ngā manu a Tānemahuta](https://www.sciencelearn.org.nz/resources/3308-nga-manu-a-tanemahuta)
* [Ngā ika a Tangaroa](https://www.sciencelearn.org.nz/resources/3309-nga-ika-a-tangaroa)
* [Ngārara – te aitanga a Punga](https://www.sciencelearn.org.nz/resources/3302-ngarara-te-aitanga-a-punga)
* [Te aitanga pepeke](https://www.sciencelearn.org.nz/resources/3310-te-aitanga-pepeke)

Alternatively, a complete version of the text is available as a [PDF](https://www.sciencelearn.org.nz/system/documents/files/000/001/261/original/M%C4%81ori_Knowledge_of_Animals_v2.pdf?1709761856).

***What to do***

Consider the most appropriate means for students to access the information needed to complete the activities in the [student handout](#bookmark=id.26in1rg). The PDF is a complete version of the text, so all of the information is one document. The illustrated articles and interactives present the text in shorter formats but require students to read across multiple resources.

The student handout is in Word, so you can edit the document to suit student needs. Feel free to add or remove missing word sentences or short-answer questions.

***Missing word sentences – answers***

|  |  |
| --- | --- |
| 1. glides 2. wing-flapping 3. toroa 4. seabirds (shearwaters, petrels, prions and others) 5. howled | 1. extinct 2. jumping 3. mimicry 4. nocturnal 5. whales (tohorā) |

***Short-answer questions – answers***

1. Kurī and kiore were the two mammals purposely brought across the Pacific Ocean to Aotearoa by the voyaging ancestors of Māori. Both were an important protein food source and of traditional, cultural and spiritual significance within te ao Māori.
2. Iwi encouraged and managed kiore as food resources by establishing rāhui kiore – special reserves.
3. Toroa have salt glands and ducts connected to their bills that act as desalination systems, which makes them able to drink seawater. Their salt secretions are commemorated in a distinctive weaving pattern used in cloaks, mats and wall panels called roimata toroa – albatross tears.
4. Kōtare were attacking the sparrows that the Acclimatisation Society of Whanganui had gone to great efforts to introduce from Europe and Australia.
5. The six guardian animals of the iwi of Whangaruru were two sharks, a stingray, a shag, a morepork and a dog, collectively known as mana.
6. Whakataukī about whales compare them with rangatira. Te kāhui parāoa (a gathering of sperm whales) indicates a group of chiefs. He paenga pakake (beached whales) refers to fallen chiefs on a battlefield.
7. In whakapapa terms, ngārara are the progeny of Punga, son of Tangaroa. His progeny were said to be ugly and repulsive so they are named te aitanga a Punga.
8. Rātā showed remorse for not following tikanga and for having disrespect for the natural world. This was a sign of forgiveness.
9. Whakapapa is the organising principle of reality in te ao Māori. Frameworks of knowledge and relationships are based on whakapapa.

**Acknowledgement**

This activity was developed in collaboration with Professor Georgina Tuari Stewart (Ngāti Kura, Ngāpuhi-nui-tonu, Pare Hauraki), Auckland University of Technology, and Dr Sally Birdsall, University of Auckland, with funding and support from the Ministry for Primary Industries – Manatū Ahu Matua and the Australian and New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART).

**For students**

Use the following resources to locate information needed to complete the tasks:

* [Māori knowledge of animals](https://www.sciencelearn.org.nz/resources/3294-maori-knowledge-of-animals), which includes the interactive [Māori knowledge of animals](https://www.sciencelearn.org.nz/image_maps/131-maori-knowledge-of-animals)
* [Kurī](https://www.sciencelearn.org.nz/resources/3290-kuri)
* [Kiore](https://www.sciencelearn.org.nz/resources/3307-kiore)
* [Ngā manu a Tānemahuta](https://www.sciencelearn.org.nz/resources/3308-nga-manu-a-tanemahuta), which includes the interactive [Ngā manu a Tānemahuta](https://www.sciencelearn.org.nz/resources/3308-nga-manu-a-tanemahuta)
* [Ngā ika a Tangaroa](https://www.sciencelearn.org.nz/resources/3309-nga-ika-a-tangaroa)
* [Ngārara – te aitanga a Punga](https://www.sciencelearn.org.nz/resources/3302-ngarara-te-aitanga-a-punga)
* [Te aitanga pepeke](https://www.sciencelearn.org.nz/resources/3310-te-aitanga-pepeke)

***Missing word sentences***

1. The toroa is named for the way it \_\_\_\_\_\_\_\_ above the waves.

1. Manu as a group are known by a name that means the \_\_\_\_\_\_\_\_ children of Tāne.
2. Taranaki iwi wear a white \_\_\_\_\_\_\_\_ feather in the hair as a symbol of peace.
3. Tītī is a generic name for a number of \_\_\_\_\_\_\_\_ that visit the shores of Aotearoa.
4. Early European travellers to Aotearoa reported that the kurī \_\_\_\_\_\_\_\_ but did not bark.
5. The huia and the moa are two names of \_\_\_\_\_\_\_\_ manu.
6. The name aitanga pepeke refers to bent legs and \_\_\_\_\_\_\_\_ ability.
7. Tūī have the ability to imitate sounds, also called \_\_\_\_\_\_\_\_.
8. Rūrū are \_\_\_\_\_\_\_\_ predators, which means they come out at dusk to hunt.
9. The \_\_\_\_\_\_\_\_ are regarded as the largest of the children of Tangaroa.

***Short-answer questions***

1. Name the animals purposefully brought to Aotearoa by the ancestors of Māori.
2. How did iwi encourage and manage kiore as food resources?
3. What is the significance of the name roimata toroa given to a weaving pattern?
4. Why was a bounty for killing kōtare introduced in the 1870s?
5. What were the six guardian animals of the iwi of Whangaruru and what were they collectively known as (four-letter word)?
6. What do some whakataukī about whales compare them to?
7. In whakapapa terms, who are the progeny of Punga, whose descendants were said to be ugly and repulsive?
8. Why did the aitanga pepeke and manu offer to build Rātā a waka after twice raising the tree?
9. Explain why whakapapa is a central Māori concept.