

Nelly in Aotearoa: Tangata Whenua

In this second episode of Nelly in Aotearoa, Nelly the kuaka | godwit learns about ocean voyages made by the tūpuna of tangata whenua. In four episodes, especially developed for years 1-3 learners, Nelly explores aspects of Aotearoa New Zealand's histories. Teaching support material helps you link each video to your classroom context.



The context of Whakapapa me te whanaungatanga | Culture and identity focuses on how our past shapes who we are today – our familial links and bonds, our networks and connections, our sense of obligation, and the stories woven into our collective and diverse identities.

These ideas are reflected in the video: [Nelly in Aotearoa – Tangata Whenua](#). This video can be used as a hook to introduce ākongā in years 1-3 to the topic of origin stories of tangata whenua.

The activities in these teaching support materials offer rich learning experiences related to Whakapapa me te whanaungatanga | Culture and identity. They are arranged in sections related to Activating prior knowledge, Inquiry, and Using learning to create.

Select from and adapt these activities to suit the learning needs of ākongā. Look for ways to make meaningful connections with critical local histories.

Understand Big ideas

Through building knowledge about contexts and drawing on inquiry practices, I am beginning to understand that:

- Māori history is the foundational and continuous history of Aotearoa New Zealand
- colonisation and settlement have been central to Aotearoa New Zealand's histories for the past 200 years
- the course of Aotearoa New Zealand's histories has been shaped by the use of power
- relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories.

Know Contexts

Māori are tangata whenua. They were the first people of this land and have stories about their origins and arrival.

Do Inquiry practices

In my learning in Aotearoa New Zealand's histories, I can:

- retell a story from the past and talk about how other people might tell it differently
- use historical sources, giving deliberate attention to mātauranga Māori sources, to help answer my questions about the past
- make observations about how people have acted in the past and how they act today.

Understand

The big ideas of Aotearoa New Zealand's histories

Know

National, rohe, and local contexts

Do

Thinking critically about the past and interpreting stories about it

the learning that matters

Key questions in the curriculum document

- What stories do hapū and iwi tell about their origins?

Learning experiences

Explore examples of:

- kōrero pūrākau that are widespread (for example, Rangī and Papa, Māui) and those that are unique to local iwi.

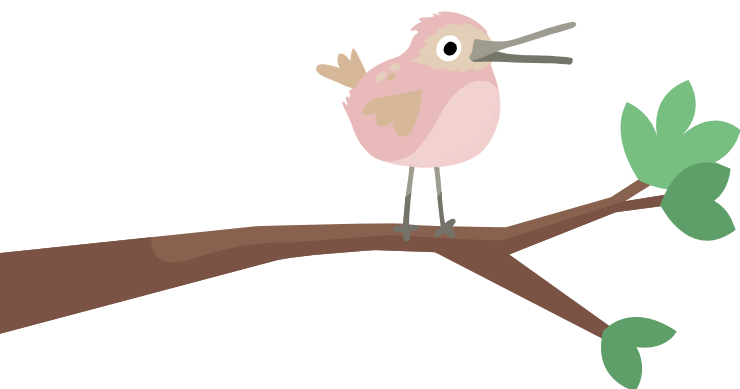


Nelly in Aotearoa – Tangata whenua

In the animated film *Nelly in Aotearoa – Tangata whenua*, Nelly the kuaka | godwit learns about the ocean voyages and waka that brought many people to Aotearoa.

The video can be used to introduce or clarify vocabulary and concepts that will be useful as ākongā explore the context of origin stories of tangata whenua, for example, *tūpuna*, *whakapapa*, *waka*, and *navigate*.

Before watching the film, ask ākongā to listen for ways that people travelling to Aotearoa found their way here and how they knew they were close to land.



Rewatch the video and choose when to pause and discuss, according to the interests and needs of your ākongā, for example:

II 0:50

- Nelly says “tangata whenua are the first people of this land”. What do you think this means?
- Share ideas about the meaning of waka hourua and make connections with the word rua.

II 1:10

- How is the waka hourua different from other types of waka you have seen?
- Tāne says that whole families and animals voyaged on the waka hourua. Discuss what it might have been like to be a child on one of the many voyages.

II 1:20

- Check that ākongā know what the words iwi, hapū and whakapapa mean. If ākongā are not familiar with these terms, explain that an iwi is a large group of people who have a shared ancestor and identify with a particular region, hapū are smaller groups within an iwi, and (in this context) whakapapa describes the links between a person and their ancestor.
- Share ideas about how Pacific navigators might have used the stars, moon, winds, and ocean currents to find their way?
- How do you think Nelly uses the sun to navigate?

II 2:27 Tāne says Māori were the first people here, and many whakapapa back to the people who came on the waka hourua. Ask:

- Do all iwi whakapapa to the people who came on waka hourua?
- What other stories do you know about the first people to arrive in Aotearoa New Zealand?

You may like to return to the video at the end of the learning cycle to reflect on what ākongā have learned about origin stories. For example:

- What could we tell Nelly about origin stories that relate to our rohe?

Background information for teachers

- Iwi have varied stories about their origins and arrival. Many, but not all, iwi whakapapa to Kupe. Many, but not all, iwi whakapapa to the people who arrived on waka that came from Hawaiki over hundreds of years, for example, *Aotea*, *Te Arawa*, *Kurahaupō*, *Mātaatua*, *Tainui*, *Tākitimu*, and *Tokomaru* and others.
- Kōrero pūrākau are often origin stories that explain how natural phenomena occur. Some pūrākau are common throughout Aotearoa New Zealand, such as Ranginui and Papatūānuku. Others are specific to a certain rohe, such as Kāi Tahu pūrākau about Rākaihautū.



Activating prior knowledge

The following activities can be used to find out what ākonga already know and build initial knowledge. Select some activities to suit the needs and interests of your ākonga.

Show ākonga a map of the Pacific, asking them to identify Aotearoa New Zealand. Ask them to draw a picture of a waka that could carry people long distances across the ocean. Ākonga can return to this image after learning about waka hourua to see whether their understanding of ocean-going waka has changed or developed.

Older ākonga could be asked to draw an image of people first discovering Aotearoa New Zealand. Talk about the images and notice whether ākonga understand:

- that Māori were the first inhabitants of Aotearoa New Zealand
- the difference between ocean-going waka and waka developed in Aotearoa New Zealand, for example, ocean-going waka had sails while waka developed in Aotearoa New Zealand were powered by paddling
- that some iwi have different origin stories and not all include waka
- key differences about the past, such as differences in clothing or technology.

Create a word wall and invite ākonga to write down words related to the people who discovered Aotearoa New Zealand.

Create a wonder wall and write down things ākonga wonder about the people who discovered Aotearoa New Zealand.



Inquiry

The following activities can be used to explore connections people have with early voyaging and ways they maintain these connections. Select some activities to suit the needs and interests of your ākonga.

Potential inquiry questions

- What are the origin stories of the different iwi in our rohe (area)?
- How are the origin stories of iwi in our rohe evident in place names and stories?
- How do origin stories of iwi differ from one another? How are many similar?

Use images

[Do 3] In this activity, ākonga use pictures of waka hourua to make observations about the technology Pacific voyagers used to travel across the Pacific.

Display images of waka hourua from the reusable content in the *Connected* article [The Long Pause \(Level 3, 2019\)](#). You may like to supplement these images with drawings or images of ocean-going waka available online. If available in your school library, pages 6 and 7 of *Aotearoa: The New Zealand story* (Penguin Group (NZ) Puffin, 2017) by Gavin Bishop are also useful.



Discuss the purpose of different parts of the waka. A detailed version of a labelled waka hourua is available on the [Science Learning Hub Pokapū Akoranga Pūtaiao: Waka hourua](#) webpage. Introduce some key terms, for example, papa noho (deck), hoe tere (steering paddle), rā matua (mainsail) and hiwi (hull). Work together to create a labelled image of a waka hourua for the classroom wall.

Explore local stories

[Do 1] In this activity, ākonga use visual representations of their rohe to retell stories of local or regional significance in order to build their understanding that Māori history is the foundational and continuous history of Aotearoa New Zealand.

Research the origin stories that are specific to your rohe, for example, see these stories from Te Ara Encyclopaedia of New Zealand:

- [Māui](#)
- [Kupe and the wheke](#)
- [Toitehuatahi](#).

Investigate sayings, stories, and place names that are associated with these ancestors. The [Toitū Te Whenua Land Information New Zealand: He Korero Pūrākau Mo Ngā Taunahanahatanga a Ngā Tūpuna](#) webpage provides information on sites associated with Kupe, Paikea, Rākaihautū and Tōhē.

Offer ākonga playdough or Minecraft to create a visual representation of the landscape in the rohe, and use this as the basis for retelling local stories.

Picture books

In this activity, ākonga use picture books as a source to develop their historical knowledge of navigation across the Pacific.

If available in your school library, read up to page 9 of *The Adventures of Tupaia* by Courtney Sina Meredith and Mat Tait (Allen and Unwin and Auckland War Memorial Museum, 2019).

Make connections between the ways Tupaia and Nelly the kuaka used natural phenomena such as wind currents, stars or other birds to guide their journey to Aotearoa.

Artwork

[Do 2] In this activity, ākonga use a sculpture as a historical source to learn how an artist tells stories from the past.

Watch [Love Taupō: The story behind the creation of the Mine Bay Maori rock carvings](#) to learn about Matahi Whakataka-Brightwell's artwork on Lake Taupō. Tell ākonga to look out for answers to the following questions as they watch:

- Why did Matahi make this artwork?
- How did he make it?
- What traditional techniques did he use?
- What does the artwork represent?

Display a still image of the artwork and discuss the different elements described in the video.



QFSE Media. *File:01 New Zealand Lake Taupō*. Taupō, 12 Jan. 2007. Retrieved from https://commons.wikimedia.org/wiki/File:01_New_Zealand_Lake_Taupo.jpg.

Explain that the carving shows Ngatoroirangi, an ancestor of Ngāti Tūwharetoa who came to Aotearoa New Zealand on the waka Te Arawa. You may like to tell the ākonga [The Story of Ngatoroirangi Toa Matarau](#).



Technology

[Do 1 and 3] In this activity, ākonga explore the actions of people in the past and ways that tukutuku patterns can tell stories.

Explain that the people who discovered Aotearoa brought clothes made from bark cloth and carried seeds to grow the aute trees (paper mulberry) that the cloth is made from. However, the cold, damp climate of Aotearoa New Zealand meant that the trees didn't grow well here. One of the ways Māori adapted to a different climate was by working out how to use harakeke (flax) to make clothes and other items. They used science to work out how to make flax soft and usable.

Bring in some harakeke and shells and teach ākonga how to prepare flax for weaving. The [Christchurch City Libraries: Weaving for kids](#) webpage provides simple ideas for preparing and using harakeke. If possible, invite a local weaver to join the class. Find out the tikanga in your rohe to make sure you harvest and use harakeke in the correct way.

Discuss that certain patterns were used to tell a story with the flax. Read the *Junior Journal* story [Weaving Tukutuku](#) (IS L2, 2017) and encourage ākonga to create their own patterns with the harakeke.



Waiata

[Do 1] In this activity, ākonga explore ways that waiata are used to remember and retell origin stories.

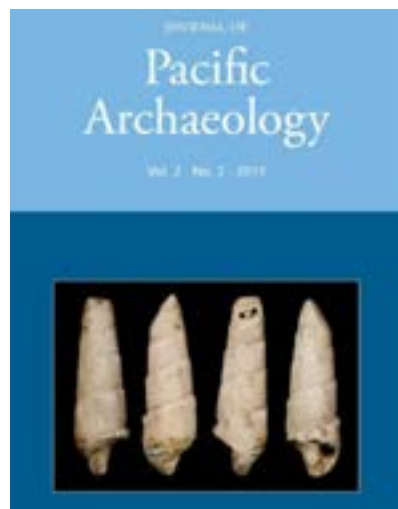
There are lots of iwi specific waiata about coming here or originating here. [Ko nga waka enei](#) (available on YouTube) is a mōteatea (chanted song-poem) that you could listen to and watch with your learners, or you could choose one from your rohe. Ask ākonga to listen for kupu that relate to early migration, such as Hawaiki, Aotearoa, and waka. If you have te reo speakers in your class, they may like to help the other ākonga understand the mōteatea. Support ākonga to locate places in the waiata on a map, and find out which one is closest to you.

Note: Reinforce that multiple waka arrived from Hawaiki over a very long period of time and that they were powered by wind not paddles.

Artefact

[Do 3] In this activity, ākonga use artefacts as a historical source and make observations about how people may have acted in the past in order to build their understanding of connections across the Pacific.

Ask ākonga what they would bring with them on a long journey across the Pacific to settle in a new land. List some of these items and find images of them online. Find images of items brought by Pacific voyagers, for example, kūmara, taro, dogs, chickens, fishing equipment, and hue (gourds) for carrying water. Discuss and compare the items and see whether there are any connections between the two groups of images.



Davidson, J., Findlater, A., Fyfe, R., MacDonald, J., & Marshall, B. (1). Connections with Hawaiki: the Evidence of a Shell Tool from Wairau Bar, Marlborough, New Zealand. *Journal of Pacific Archaeology*, 2(2), 93-102. Retrieved from <https://pacificarchaeology.org/index.php/journal/article/view/54>

Display the image of the shell chisel and explain that the image shows a single object from different sides.

Ask:

- What is this object?
- Where have you seen something similar?
- What do you notice about its shape?
- Why do you think the shell has writing on it?

Explain that the shell was found at the Wairau Bar and is from a type of shellfish not found in Aotearoa New Zealand. It is likely that it was brought here from East Polynesia. Locate both Wairau Bar and East Polynesia on a map.

Display the photo of the shell tool next to a shell that hasn't been shaped.

Ask the ākongā:

- What are the differences between the shell on the left and right?
- How do you think the shape of the shell on the right has been changed?
- What might this tool have been used for?

Explain that people changed the shape on purpose to make a small chisel or gouge that could be used to enlarge holes. To make the tool, the point of the shell was removed and the end of the shell ground down to make a chisel shape.

Ask the ākongā to make some predictions about why they think someone would take a shell tool like this with them on a long journey. Discuss how finding objects from other places might help us tell the story about the origins of some of the first people in Aotearoa New Zealand.

Learn about the animal remains found in the Wairau bar middens, for example, moa, pouākai (eagles), poūwa (large swans), tuatara, kiore, and kurī.

Digital

[Do 3] In this activity, ākongā use a digital representation of Aotearoa New Zealand to make observations about how people acted in the past.

Introduce ākongā to [Minecraft education edition: Ngā Motu – The Islands](#), a digital representation of pre-colonial Aotearoa New Zealand. Use the learning card deck provided on the webpage to set in- and out-of-game learning wero (challenges) that relate to the Ngā Motu world.

Give ākongā an opportunity to use this Disney interactive [Moana: Wayfinding with code](#) to guide Moana's waka to good fishing spots.

Exploring your rohe

[Do 3] In this activity, ākongā visit sites of local or regional significance to make observations about how people may have acted in the past.

Explore sites of Māori settlement in your rohe, identifying features of the environment that would have supported the wellbeing of communities, for example, access to fresh water or kai, or a hill that could be used as a vantage point.

The [Department of Conservation: Māori sites](#) webpage provides a useful list of Māori sites of significance. Although specific to Te Pane o Mataoho Mangere Mountain in Tāmaki Makaurau, this [Ngā Mahi a Ngā Tūpuna / The Work of the Ancestors](#) PDF provides examples of features ākongā can look out for.

Use this exploration to make prediction statements about why people might have decided to stay or use the resources in a particular way. For example, they might say: this place is near a stream, which would give water and kai.

Take photographs of ākongā in the sites they explore then ask them to write statements to support their photograph. This could be extended by creating a video of ākongā describing the photograph and how it connects the past and the present.

Using photographs of the site, have ākongā explain why the site is special and significant.

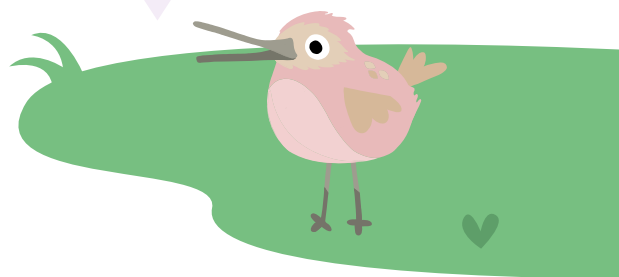
Instructional series resources

[Do 1] In this activity, ākongā practise retelling stories about the past.

Use the poem [Tukutuku, Junior Journal 55](#) to explore the way migration stories can be evident in tukutuku panels.

Use the article [Kurī, School Journal, L2, Oct 2012](#) to learn about the kurī that were brought to Aotearoa New Zealand by Pacific voyagers and the many ways these kurī were used and valued.

After reading these texts, ākongā can retell them in a variety of ways.





Create

The following activities provide ways that ākonga can consolidate, develop, and share their learning. Select activities that suit the needs and interests of your ākonga.

Create archaeological items

Offer ākonga paper-mâché or clay to create archaeological items that have been found at the Wairau Bar, for example:

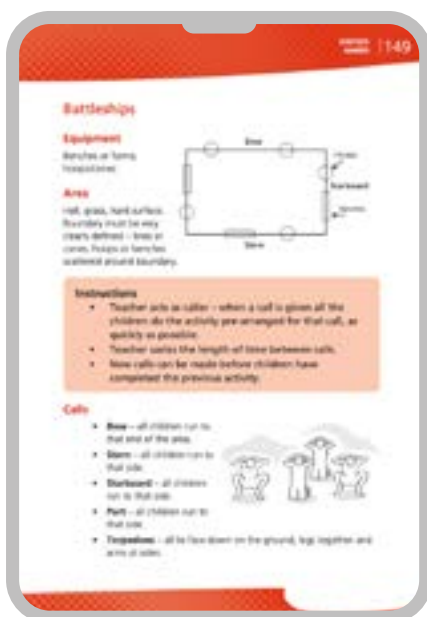
- adzes
- fishing lures and hooks
- moa egg water carriers
- moa bone reel necklaces
- shark's tooth necklaces.

Games

In this activity, ākonga use a game to consolidate their learning about Pacific navigation.

Work with the ākonga to develop a game based on *Captain's Coming* (see page 149 of this [Sport New Zealand: Active schools Kori ki te kura](#) games resource for a description of the original game, called Battleships in the resource). Adapt the original game to focus on Pacific navigation, for example:

- use ihu, kei, taha matau, and taha mauī, taha instead of bow, stern, starboard, and port or use information in this [Te Ara: Māori star compass](#)
- replace the actions, such as, “Captain’s coming”, with actions related to migration, for example: following the paths of migratory animals such as birds and whales; cloud patterns; the position of the sun and moon; and ocean currents.



You may like to add in some simple number-based commands, such as “whā”, with ākonga quickly forming groups of four in response.

Begin with just three or four actions, and add further actions as ākonga become familiar with them.

Process drama

[Do 3] In this activity, ākonga create an imaginary waka in order to consider the actions of people in the past.

Work with ākonga to create a waka that resembles an ocean-going waka using cardboard and boxes. As the ākonga are creating it, refer back to the images of hourua you have studied, for example, the labelled hourua on the [Science Learning Hub Pokapū Akoranga Pūtaiao: Waka hourua](#) webpage. Ask ākonga to consider the number, size and shape of the hulls and sails, as well as other methods of propulsion and direction changing such as the rudder.



Discuss what props the ākonga could use to show what they might bring with them on the waka.

Give ākonga time to play and explore being voyagers travelling to Aotearoa New Zealand.





Related resources on aotearoahistories.govt.nz

ANZH in action: Years 1-3 examples

These videos show teachers actively trialling elements of the new Aotearoa New Zealand's histories curriculum content in their classroom. Watch them demonstrate a range of teaching strategies and learning activities to bring the new histories curriculum content to life.

Teaching tips: Using historical images

Historical images, including photographs, drawings, paintings and cartoons, are useful resources to support teaching and learning about Aotearoa New Zealand's histories.

Tūhura: Where we came from

This Tūhura collection explores the context of Whakapapa me te Whanaungatanga through the theme of where we came from.

Teaching tips: Engaging with the GLAM sector

GLAM is an acronym for galleries, libraries, archives, and museums, and refers to cultural organisations that collect and maintain cultural heritage materials. Schools can engage with the GLAM sector to explore Aotearoa New Zealand's histories through its rich range of taonga, exhibits, and specialist knowledge.



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