Creation Story ideas – Te Reo Maori

Unit inspired by the story “In the Beginning” by Peter Gossage.

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| **Resources to support learning the waiata:** | **Resource supports student learning by:** | **Activities to go with Resources. Students will:** |
| 1. Sheet music with basic tune for piano and chords for guitar 2. Written words on brown paper to put on whiteboard (with magnets) for older children to read. Chords for guitar | * Having a basic tune to help children learn the timing and rhythm of the waiata * Students learn through oral traditions such as waiata * Learn names of family members | 1. Teacher role model how the waiata is to be sung (rhythm/tune/timing etc). 2. **Sing** waiata with children with or without music 3. **Draw** pictures after singing the song (share/show emotions they felt when singing)   Links with next resource as explained below: |
| 1. Written words with the importance of each family member:   **Ranginui** – sky father  **Tangaroa** – God of the sea  **Tānemāhuta** = God of the forest & inhabitants  **Tāwhirimātea** = God of the wind and climate  **Tumatauenga** = God of war and conflict  **Haumai**-**tikitiki** = God of food plants/uncultivated plants  **Rongomātāne** = God of peace and cultivated plants  **Papatūānuku** = Earth Mother | * Learn the role of family members in the creation story * Learn about relationships between family members in context of name meanings | 1. **Talk** about the role of each family member in the waiata (i.e Papatūānuku is earth mother. What does that look like? Sound like etc.) 2. **Create** **actions** to go with the waiata (i.e. what movement represents Tangaroa God of the sea? – let children decide actions. (music/dance/drama links) 3. **Act** **in** **small** **groups** to role play relationships between family members 4. **Draw** pictures based on name meanings i.e. what pictures, symbols or words would represent Tāwhirimatea or Rongomātāne? |
| 1. The whanau cut-outs from the book | * Creating a visual connection for family members when singing the waiata | 1. Using cut outs with waiata sheet on the whiteboard 2. Students hold cut outs – stand up when family member is being sung about. |
| 1. **Internet Resource**   [**http://www.maoritube.co.nz/music/tihore-mai-te-rangi-maori-tale-creation/**](http://www.maoritube.co.nz/music/tihore-mai-te-rangi-maori-tale-creation/)  This is a different waiata with an illustration of I Te Tīmatanga (creation story)  Explanation of the link to creation story is shown on the link. Older learners working at Level 1 can read/understand the inspiration (i.e. year 6-8 children/adults). | * To show how the same story inspires different waiata * To show an artistic interpretation of the creation story as created to music | 1. Students listen and watch the creation story being presented in sand art 2. Students create their own art using different materials (i.e. coloured sand or chalk) on concrete. |
| 1. **Together Alone** **A contemporary song by Crowded House**   (For older learners working at level 2)  Music/song:  <https://www.youtube.com/watch?v=6clOaNae8sg>  Lyrics: <http://www.metrolyrics.com/together-alone-lyrics-crowded-house.html> | * To show how the same story inspires modern song. | 1. Students listen to this song while they do their artwork |

**Waiata/songs inspired by the Creation story**

**Together Alone by Crowded House**

Together alone  
Above and beneath  
We were as close  
as anyone can be  
  
Now you are gone  
far away from me  
As is once  
will always be  
together alone  
  
(Maori chorus)  
anei ra maua (here we are together)  
e piri tahi nei (in a very close embrace)  
e noha tahi nei (being together)  
ko maua anake (just us alone)  
  
kei runga a Rangi (Rangi the sky-father is above)  
ko papa Kai raro (the earth mother is below)  
e mau tonu nei (our love for one another)  
kia mau tonu ra (is everlasting)  
  
Together alone  
Shallow and deep  
Holding our breath  
Paying death no heed

I'm still your friend  
when you are in need  
As is once  
will always be  
earth and sky  
moon and sea

Reference: <http://www.metrolyrics.com>

**Tihore Mai te Rangi**

Tihore mai te rangi  
Tihore mai te rangi Clear the sky  
Tihore mai

Mao mao mao te ua Cease the rain  
Whiti mai te ra Let the sun shine

E rere kotare Fly kotare ( kingfisher )  
Ki runga puwharawhara Onto the puwharawhara  
Ruru pairau Ruffle your wings  
Kei mate i te ua Lest you catch a chill

E rere e noke Flee o worm  
Mai to pokorua Out of your burrow  
Kei ki i te wai Lest it be filled with water  
Ka mate i te ua And you will drown

Reference: www.maoritube.co.nz

**Activity: Pukapuka /Book/Short Stories**

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| **Resource** | **Resource supports student learning by:** | **Activities to go with Resources**  **Students will:** |
| 1. I Te Tīmatanga 2. In the Beginning | * Learning through oral traditions. * Visual representations for the creation story. * Reading in both Te Reo and English supports learning in bilingual classroom. * Speaking about different characters enables students to see things from a different perspective. | 1. **Reading** story to class in English and Te Reo 2. **Listening** to story 3. **Speaking** about different characters qualities (good/bad behaviours) 4. **Drama** – students work in groups to create Freeze Frames to show/express what is happening in the story (i.e. conflict between the brothers deciding whether to separate Ranginui and Papatūānuku. 5. **Recreate story** into your own words tell a friend (oral language) 6. **Retelling the story** in small groups or as a class group (around the circle) 7. **Draw** a series of pictures to illustrate what happened during the story as the story is being read them. Then put captions to their own story after they finish. |
| 1. The Story of Papa and Rangi byRoberts (1994). | * Reading the same story from another point of view introduces different concepts/language/ ways of understanding |
| 1. Pencils/crayons and paper   Example drawing is attached. | * Drawing is a visual representation to show understanding. * Using another way to show understanding | 1. **Draw** your favourite family member and then explain who they are/what they are doing/how they relate to others in the family. 2. **Draw** your favourite family member using traditional Māori design to tell a story. |
| 1. Visit local marae | * Every marae has a connection to the story of Ranginui and Papatūānuku as well as other local stories. | 1. **Listen** to how the creation story is shown in carvings or other artworks in the whare. 2. **Draw** on aspect of the creation story as it is shown in the marae (or develop into your own artwork based on learning at the marae). 3. **Speak** with **others** to show how/where the creation story is shown in the whare. |
| 1. Ranginui & Papatūānuku Part 1   <https://www.youtube.com/watch?v=XsEAab_Tni4>   1. Ranginui & Papatūānuku Part 2   <https://www.youtube.com/watch?v=yHhMgrAMulA> | * To show how the same story can be represented in different ways. | 1. **Watch/view** and **listen** to the story as it is shared online. 2. **Draw** their favourite idea/concept from the story 3. **DEFINITE EXTENSION (i.e. Level 2 learners of Te Reo Maori but of a much older age (i.e. Year 7-8):**  * **Class video of the story by:** **Draw** a storyboard of events which illustrate a short sequence of events (i.e. 1-2 pages = a short sequence of film). * Students then **act the scenes** in order and have it compiled film  1. Create a story book using story boards so that each student or group contributes to a class picture book of their own version of the story. |

**Activity: Games** -I Te Tīmatanga/In the Beginning (Creation Song)

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| **Resource** | **Resource supports student learning by:** | **Activities to go with Resources** |
| 1. Cards (32 cards)  * 2x cards per family member (16 cards) * 2x cards per meaning of family member’s role. * Rules to games written separately | * Helping students memorise names of family members using card games. * Helping students share with others (turn taking) * Having fun | 1. Whati/Snap 2. Haere Ika (go fish) 3. Papatūānuku 4. Mahara/Memory   **Note:**  Students must say family member names or concepts for each card as it is shown/played or when pairs are made (as appropriate to the game). |
| 1. Dominoes | 1. Students **play dominoes** game as per instructions for traditional dominoes (as written). 2. Students **say** **names** of family members as they play the games to help them remember names of family members. |

**Card Game: Whati/Snap (2 - 4 players)**

1. Shuffle/jumble cards before playing.
2. Deal all 32 playing cards equally between players.
3. Players hold their cards face down.
4. Players take turns at turning one card face up on the discard pile. They must say the name of the family member the card represents (or the concept i.e. Tangaroa is the God of the Sea)
5. When two cards in a row match, students place their hand on the cards and say whati (meaning snap). The first person to say whati collects the cards and adds them to the bottom of their pile of cards.
6. The student with the most cards at the end of the game wins. (usually all the cards, depending on time allowance for playing games

**Variation of game:**

When students know the names and concept understandings they can interchange the ‘snap’ combinations so that a card with Papatuanuku whati/snaps with a picture of the land or Tangaroa whati/snaps with a picture of the ocean.

**Card Game: Haere Ika/Go Fish (2-4 players)**

1. Suffle/jumble cards before playing.
2. Deal cards one at a time until each player has five cards.
3. Place the rest of the deck face down in the centre of the table (this becomes the draw pile)
4. Each player in turn asks another player if they have a certain card (i.e. Tangaroa or moana/ocean). In their hand. The asking player must have at least one of the cards in their own hand.
5. If the player being asked has the card, they must give it up.
6. The asking players turn continues until they cannot succeed at getting cards.
7. When a player does not have a card, they tell the other player to Haere Ika (go fish). The asking player draws a card from the pile and play continues to the next person.
8. When a player matches all the cards they are holding they lay them in front of them (and say what the names of their cards are) and the player with the most sets wins.

**Variation of game:**

When students know the names and concept understandings they can interchange the pair combinations so that a card with Papatuanuku pairs with a picture of land or Tangaroa pairs with a picture of the ocean.

**Card Game: Papatūānuku** **(3-5 players)**

1. Before playing one card of Papatūānuku is removed so that there is always an ‘odd’ card left over.
2. Shuffle/jumble cards before playing.
3. Deal all cards to players (some will have more than others but this doesn’t matter).
4. Players look at their cards and match pairs of the same cards (e.g. Tangaroa = Tangaroa) and put them to one side in a pile.
5. The first player offer their cards spread face down to the player on their left. The second player selects one card from the first player’s pile without seeing it. If it makes a pair in the second player’s hand they make a pair and place them to one side.
6. The second player now holds their cards out to the next player on their left and play continues.
7. If a player gets rid of all their cards they are safe and take no further part in the game.
8. Play continues until eventually all the cards have been put to one side except the single Papatūānuku card which means the player with Papatūānuku is the loser.

**Card Game: Mahara/Memory (2-4 players)**

1. Shuffle/jumble cards before playing.
2. Place all cards face down in rows.
3. Each player takes turns at turning two cards up to show their faces. Players have to name the family member or concept.
4. If there is a match between cards they are a pair and the player picks them up and has another turn.
5. If there is not a match between cards they are turned over again for the next person to have a turn.
6. Play finishes when all the cards have been collected and the person with the most pairs wins.

**Variation of game:**

When students know the names and concept understandings they can interchange the pair combinations so that a card with Papatuanuku pairs with a picture of land or Tangaroa pairs with a picture of the ocean.

**Dominoes**

1. Shuffle/jumble the domino cards before playing.
2. Place all dominoes cards face down in a random way on the floor or table.
3. Each player takes turns at drawing a domino card, until they each have seven cards. Players can look at their own cards but do not want to show them to other players.
4. If a player has a matching domino (the same character on both sides) they place that character down to start the game (only one required to begin the game). The player names the family members on the card.
5. Once a double’s card is placed the next player tries to match their family member to the cards on the table – players can only match the ends of the line to continue making a line.
6. Once a player has placed their domino card their turn finishes.
7. If a player cannot place a card they pick up a domino card from the pile of cards and their turn is over.
8. Players take turns around the circle until one player has used up all their cards and they are the winner.

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