

he taonga maori

ACTIVITIES



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INTRODUCTION TO THE RESOURCE:

The education resources provided by Auckland War Memorial Museum focus on specific galleries or on specific exhibitions in those galleries. There are a small number of resources that were developed for exhibitions that are no longer present but which have been maintained on the website by popular demand.

Visiting education groups may book to request the following learning opportunities:

- Self-conducted visits based on supporting resource materials.
- Gallery Introduction with a Museum Educator or trained guide (approx 15 minutes), using resource materials. Longer gallery tours and Highlights Tours are also available.
- Hands-on activity session for school groups with a Museum Educator (approx 45–50 mins), using resource materials. Students have the opportunity to handle real or replica items from museum collections,

Sessions will be tailored to suit the level and focus of the visiting group.

ABOUT THIS EDUCATION RESOURCE:

This kit has been designed to meet the needs of a wide range of education groups.

The kit is in three separate sections and includes:

1. Teacher Background Material suitable for all levels
2. Curriculum Links from Pre-school to Adult [these are still under development]
3. Pre and Post Visit Activities and Gallery Activity Sheets

Some education services at Auckland Museum are provided under a contract to the Ministry of Education under the LEOTC programme and Ministry support is gratefully acknowledged.

BOOKING INFORMATION

All education group visits must be booked.

Phone: 306 7040 Fax: 306 7075

Email: schools@aucklandmuseum.com

Service charges apply to education groups depending on the level of service required.

Numbers and Adult/Child ratios:

Pre-school 1:3 or better

Y 1–6 1:6

Y 7–8 1:10

Y 9–13 1:30

All groups including Adult groups ought to be accompanied by their teacher or educator.

Adult/child interaction is vital to maximize the value of the museum experience. Group leaders need to have some background knowledge of what the students are expected to cover and they do need to participate in the introduction process on arrival. Knowing about the expectations of the class teacher and the museum will make the visit smoother for everyone.

www.aucklandmuseum.com

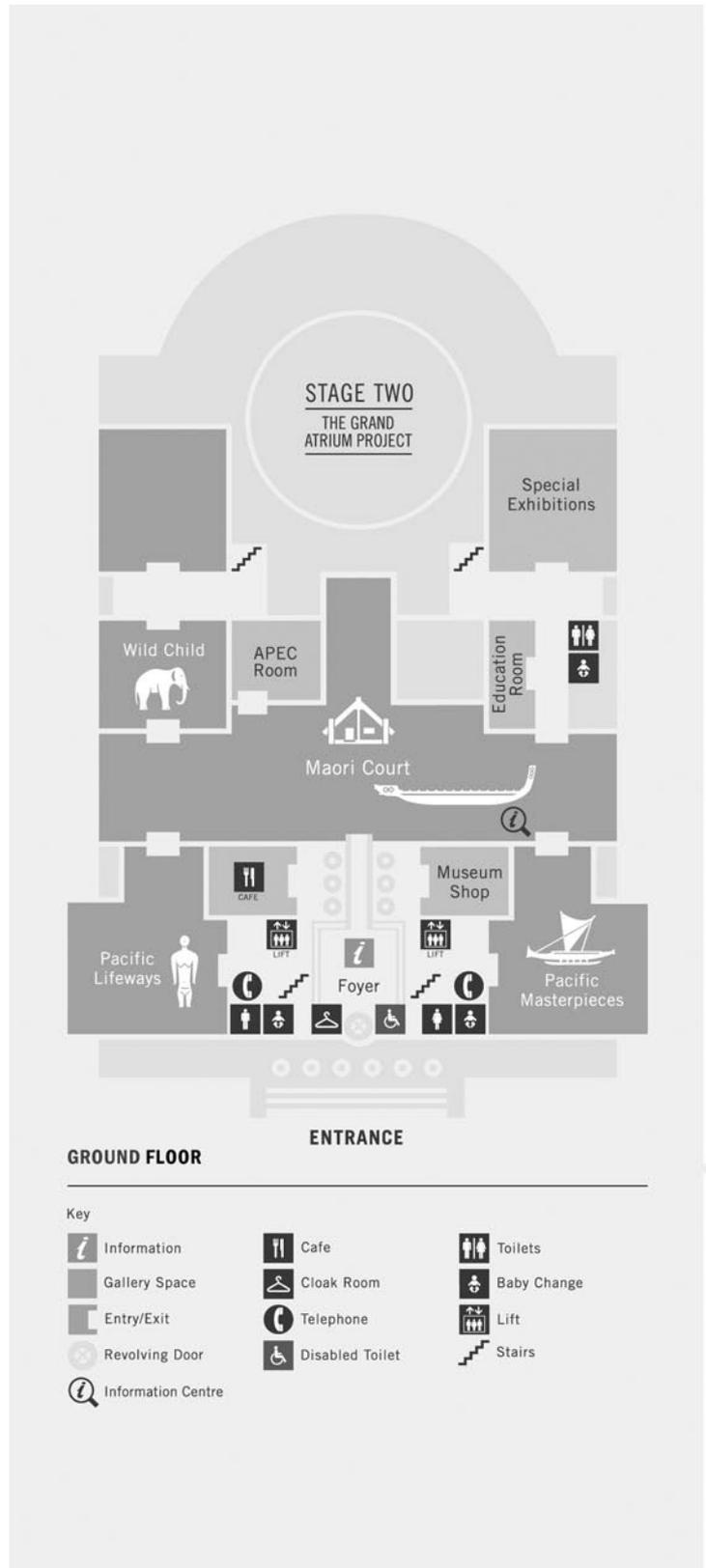
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he taonga maori

introduction



In *He Taonga Maori* (Maori Court), Maori history is explored through taonga (*ancestral treasures of the Maori*). Personal stories, accounts and myths cloak the taonga. The wairua (*spirituality*) of taonga Maori is joyously acknowledged; Maori are promoted as a living people — past, present and future.



he taonga maori

pre and post-visit activities



YEAR 1-3

- Greet each other in Maori. Find out what your name in Maori is. Use Maori names for colours and numbers.
- Try basic whakairo (carving) using inexpensive bars of soap which can be carved using sharp pencils. Design your own whakairo pattern.
- Brainstorm some of the games and pastimes that the children like playing now. Consider what Maori may have played traditionally. Older students may be able to research this themselves. Introduce ideas of poi and tī tī torea (sticks) if this isn't discussed. Have they seen any of these still being played today? Have they tried them before? Make a class display of their own toys and games (named!) including those which are similar to traditional Maori activities. How do they play them? What makes them work? Find about toys from other cultures by using resource people in the community, or books etc.
- Choose any song that the group is familiar with and let them "play" with poi or tī tī torea in order to become familiar with what they can do with them. This works for any age child. Do "aerobics" with poi (refer Whakaraka Kit [www.aucklandmuseum.com]).
- Visit a local marae. Before the visit, ensure that children understand some of the basic protocol, e.g. taking off your shoes, what the whare represents, who will speak to them. Ensure that you have someone who can take you on and someone who can respond to the whai korero on your behalf . Learn a range of waiata so that the children can participate. (Refer to *Te Marae* by Hiwi and Pat Tauroa.)
- Use the "Tangata Whenua" activity sheet to encourage children to think about how early Maori used the land.
- Read a Maori legend which the children can then illustrate.

YEAR 4-6

- Greet each other in Maori. Find out what your name in Maori is. Use Maori names for colours and numbers.
- Invite a story teller to school to tell a Maori legend. Children could then write and enact their own stories.
- Try basic whakairo (carving) using inexpensive bars of soap which can be carved using sharp pencils. Design your own whakairo pattern.
- Brainstorm some of the games and pastimes that the children like playing now. Consider what Maori may have played traditionally. Older students may be able to research this themselves. Introduce ideas of poi and tī tī torea (sticks) if this isn't discussed. Have they seen any of these still being played today? Have they tried them before? Make a class display of their own toys and games (named!) including those which are similar to traditional Maori activities. How do they play them? What makes them work? Find about toys from other cultures by using resource people in the community, or books etc.
- Choose any song that the group is familiar with and learn some poi or tī tī torea actions (refer Whakaraka Kit, www.aucklandmuseum.com).
- Invite an elder or someone with knowledge to talk about the protocol of flax collection and demonstrate weaving and stripping of flax leaves and muka. Children could try some basic weaving techniques. (Refer *Fun with Flax* by Mick Pendergrast).
- Visit a local marae. Before the visit, ensure that children understand some of the basic protocol, e.g. taking off your shoes, what the whare represents, who will speak to them. Ensure that you have someone who can take you on and someone who can respond to the whai korero on your behalf
- Learn a range of waiata so that the children can participate. (Refer to *Te Marae* by Hiwi and Pat Tauroa.)

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pre and post-visit activities

- Use the “Tangata Whenua’ activity sheet to encourage children to think about how early Maori used the land.
- Look at pou at the museum, or in photos and identify the characters and figures on them. Children could design and construct their own pou at school.

YEAR 7–10

- Invite a story teller to school to tell a Maori legend. Children could then write and enact their own stories.
- Students could design their own whakairo pattern and make own lino cuts or carve their own koauau (flute) — refer Whakaraka kit.
- Invite an elder or someone with knowledge to talk about the protocol of flax collecting and demonstrate weaving and stripping of flax leaves. Students could try weaving techniques. (Refer *Fun with Flax* by Mick Pendergrast). Investigate the traditional methods of dyeing muka (flax fibres) and make your own dyes using a variety of native plants and mud.
- Visit a local marae. Before the visit ensure that students’ understand some of the basic protocol, e.g. taking of your shoes, what the whare represents, who will speak to them. Ensure that you have someone who can you take you on and someone who can respond on your behalf to the whai korero. Learn a range of waiata so that the students’ can respond. (Refer to *Te Marae* by Hiwi and Pat Tauroa.)
- In small groups or as a class construct a model pa showing specific areas and tasks necessary for everyday life e.g. forest and bird hunting, rocks and tool-making etc Use the ‘Tangata Whenua’ activity sheet to encourage students to think about how early Maori used the land.
- Investigate the purpose of and materials used in Maori kites. Make your own out of natural materials, modifying if necessary to get the best flight. Have a flying competition!

YEAR 11–13

- Research the purpose and significance of selected whakairo seen in the museum or in photos and make observational studies which record details of surface design, form and construction.
- Investigate the tradition of Ta Moko, the materials and associated protocols.
- Construct a tool or weapon based on traditional Maori design, using materials collected from nature. Include lashings and bindings where appropriate. Consider how tradition was combined with new materials brought by Pakeha.
- Write and illustrate a children’s story about a particular whare or taonga.
- Research the history of the local iwi, or the tribe to which the individual student belongs. Identify any land which has significance to these people and any stories associated with it. When at the museum, try and find any taonga that belongs to this tribe.
- Investigate the techniques of cutting and stripping flax to obtain muka (fibres) and the traditional methods of dyeing it. Make your own dyes using a variety of native plants and mud.



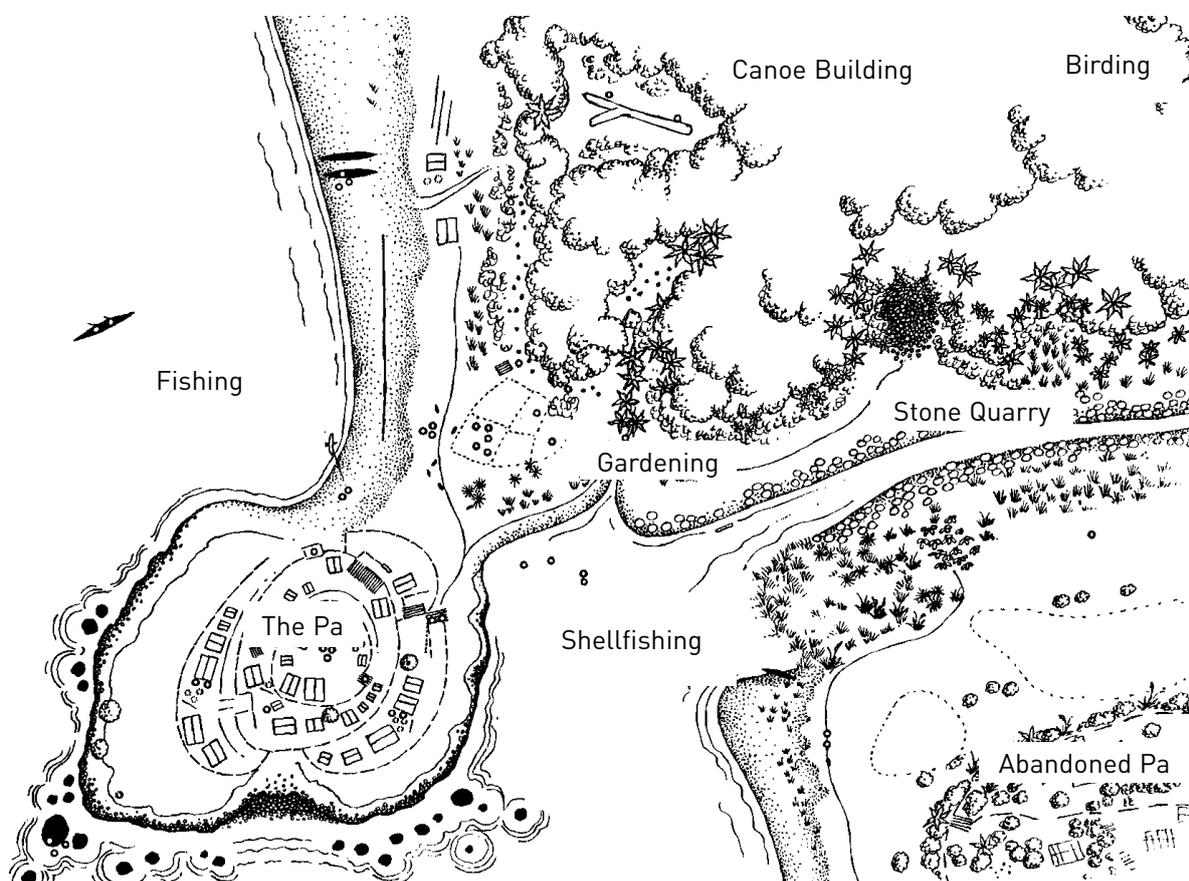
TANGATA WHENUA — PEOPLE OF THE LAND

The information in this activity can be used by teachers and students to provide an idea of what life was like for early Maori.

Students could be divided into groups and given the notes and picture for one specific aspect of life e.g. fishing or canoe building from which they could design a book, model, poster, oral presentation etc, or contribute to the making of a class model of a pa.

The map itself is based on the model which the students will view at the museum.

This map shows a Maori settlement somewhere on the east coast of Northland. It is not an actual place but is based on the evidence of historic landscapes and sites.



It is summer, in the middle of the 18th century. People have been living in Aotearoa for perhaps 800 years. They know their land and its resources. Their way of life and seasonal round are closely linked to land and sea.

Many different activities are shown in this model. In fact, working together in groups was an important part of Maori life. The kumara gardens, for example,

might engage the whole community at certain times in spring and summer. In early winter, men hunted for pigeons when the birds were fat on ripe miro berries.

The model shows only a small part of a coastal landscape. Activities such as stone working, fishing, birding and canoe building are likely to have taken people far along the coast or into the mountains.

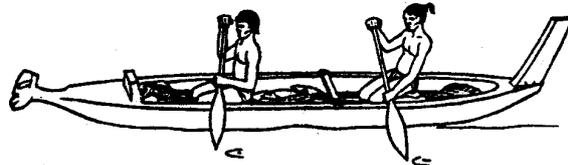
he taonga maori

classroom activity sheet Year 3–10 [page 2]



Fishing

Fishermen are returning in their canoe. They have been fishing for snapper. People gather on the beach to help land the catch. Close to the beach are huts used by the fishermen, with fish being dried for winter food nearby. On the beach, a large seine net is hung out for repairs. Fishing camps such as this are usually some distance from the pa. People stay at them at times during the summer, living off the land and on kai moana (*sea food*) and preserving fish for winter.



Gardening

Gardens are prepared in good soil close to the pa. Bush and scrub have been cleared and stones removed from the soil and piled up to form low walls.

The most important cultivated plant is the kumara. Here women weed the carefully arranged plots. The harvest is two or three months away. The crop will be stored over winter within the pa, where the delicate kumara is protected from the cold and damp in low-roofed storage pits.



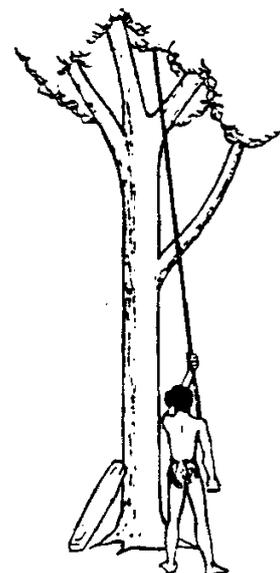
Nearby bush is felled for palisade posts and other uses at the pa. Men are now gathering the rubbish for burning. Next year the garden will be extended in this area. Taro is growing in damp ground near the stream. Hue (*gourd*) are growing over whare (*houses*) where they can develop into good shapes for making containers.

Birding

The long spear is for taking kereru (*wood pigeon*) and other birds perched in the trees. Nearby, a waka kereru (*pigeon trough*) will have its snares set in early winter when kereru feed on red miro berries.

Birding parties camp for weeks at favoured locations in the bush, where they catch and preserve birds for future consumption.

The birds are preserved in their own fat in gourds or totara bark baskets. These are brought back to the pa where they are kept in raised storehouses (*pataka*).

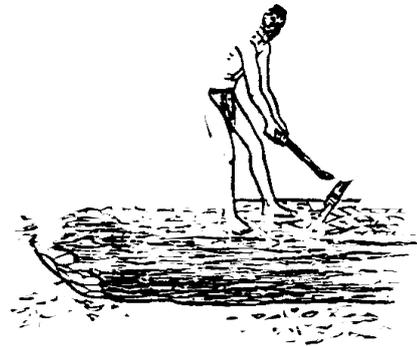


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classroom activity sheet Year 3–10 [page 3]

Canoe Building

A canoe is being made from a giant totara growing in the bush near the pa. The proper karakia have been said to show respect to Tane, god of the forest, before taking one of his children. Then the ancient tree was felled. Craftsmen begin to trim the log. It is to be a war canoe.

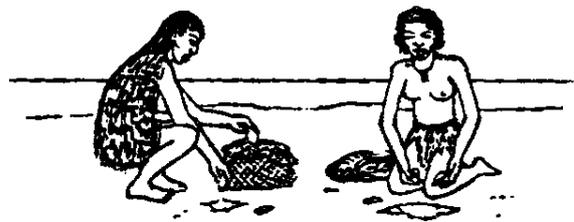


Shellfishing

The tide is out. Women gather shellfish from tidal flats at the mouth of the stream and from rocks below the pa.

Scallops, pipi and cockles are collected from the sheltered estuary. Paua, pupu, mussels and crayfish are gathered from among the rocks.

Shellfish are an important food and large quantities are eaten. Waste shells are dumped within the pa and near the fishing huts at the beach.



Stone Quarry

Stone adzes were a basic tool of the Maori. Here, good adze-making rock is located close to the pa. The stone is basalt. Adzes are roughly shaped at the quarry and are carried back to the pa for later polishing and sharpening.

If suitable rock were not available nearby, the men of this pa would travel some distance, perhaps for weeks, to a source of good raw material, or they might trade for finished or roughly shaped adzes with groups that had access to good stone.



he taonga maori

classroom activity sheet Year 3–10 [page 4]

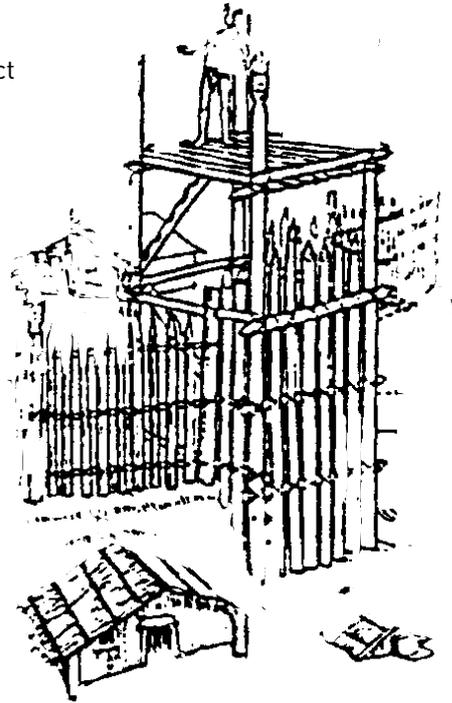
The Pa

Warfare was an important part of Maori life. To protect themselves people built strong fortifications defended by earthworks and wooden palisades. The site was carefully chosen to give every advantage to those defending the pa.

Inside the pa are cooking areas and low dwelling houses. Roofed pits and raised platforms are used for food storage. Leading chiefs live in decorated houses on the highest terraces.

At times during the year people leave for fishing camps or for birding in the bush. Sometimes visits will be made to relatives far along the coast, but there will always be some people living in the pa. Old people who cannot travel look after the kumara gardens while the others are away.

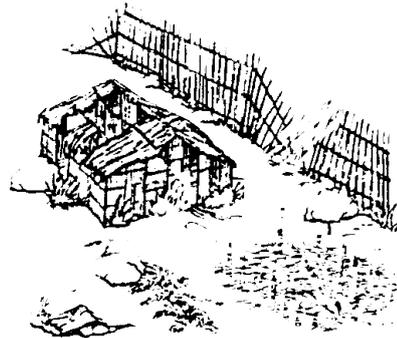
The tribe gathers in the pa when enemies threaten. Weapons are brought out and lookouts and fighting platforms manned.



Abandoned Pa

The old pa was abandoned when its senior chief died in his whare a few years ago. The place was then tapu and the people moved out to build their new pa on the point.

On the slopes below the pa are abandoned gardens. These are now overgrown with bracken fern — the roots (or rhizomes) of which are an important food. In the fern are small stone mounds which were heaped up when the land was first cleared for cultivation.



Teacher Instruction: Groups should start at different points to avoid overcrowding.

1. Find “Hotunui” the carved meeting house.

This building is like the body of a relative of the Ngati Maru tribe. The relative lived long ago and was called Hotunui.

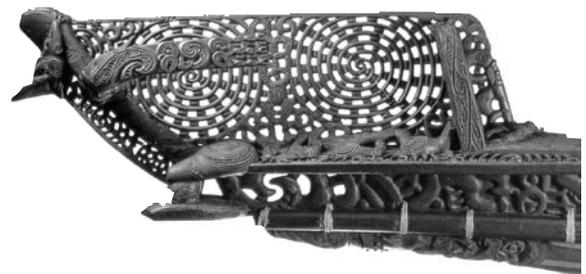
- Can you find the carved figure of Hotunui's head?

Take your shoes off and go inside the meeting house.

- Can you find a woven tukutuku panel that looks like stairs? Draw some of the pattern in the box below.
- What are the eyes of the carvings made from?
- Try and find the carving of Ureia the marakihau. He has a forked tongue and a curly tail. What is he eating?



Hotunui | H

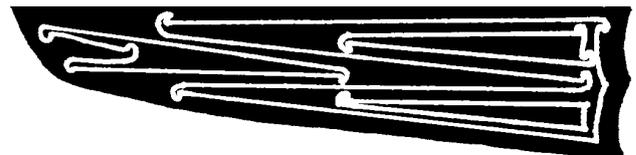


The tauihu (*pro*w) of Te Toki a Tapiri | TT

2. Find the waka (*canoe*), “Te Toki a Tapiri”

This waka can hold 100 men. It is the last war canoe made in New Zealand.

- This pattern is called Puhoro and is often painted on things that moved with speed and agility. Can you find it on the waka?



he taonga maori

gallery activity sheet Year 1–3 [page 2]

3. “Tiki” waharoa (*gateway*)

This waharoa came from Rotorua and depicts Tiki, a tupuna (*ancestor*) of the local iwi. Can you find the weapon he is holding?



Tiki | T

4. Find a Kahu Kiwi (*kiwi feather cloak*) in “Nga Taonga Raranga” (*woven treasures*) case

- What other cloaks can you find?
- Find a kete (*basket*). What is it made of?

5. Find the pataka (*store house*), “Te Puawai o Te Arawa”

This building was used to keep food and treasures in.

- Can you find the little doorway? Why is it so small?
- Why do you think this building is high off the ground? **Hint:** to stop something getting the food.



Karetao | KA

6. Find the “Nga Taonga Whakangahau” case (*behind and beside the big pataka*).

- Find a karetao (*puppet*). What makes the puppets arms move?
- Look in the case near the video and find a koauau (*flute*). How do you think a sound is made?

7. Find the tools in the case behind the small pataka (*storehouse*).

- Can you see one that could be used to chop down a tree? What is it made of?



Te Puawai o Te Arawa | TP

8. Find the big pa model.

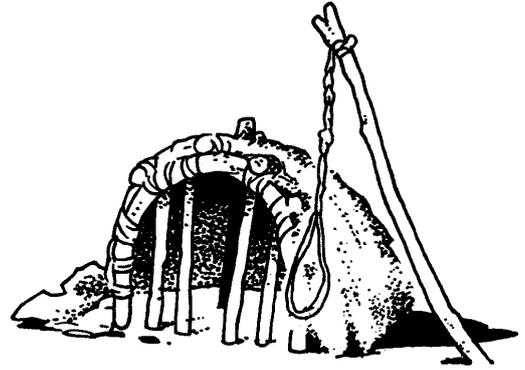
Can you see any children? What are they doing?

Find the people who are:

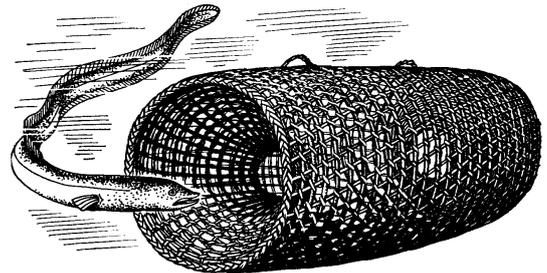
- Flying a kite
- Fishing in a waka (*canoe*)
- Working in the gardens

9. Go to the hunting and fishing displays by the pa model.

- Find the Pokipoki or rat trap in the hunting area. Berries were put in the rat trap to make the rat feel hungry. Can you see how the rat would get caught?
- Try and find three different ways to catch birds. Choose one way and see if you can work out how the birds were caught.
- Find the biggest hinaki or eel trap. What do you think it is made of? How do you think the eels would get caught?
- Try and find a hook that could be used to catch a shark. What is it made out of? What are the other fish hooks made of?



Pokipoki | P



Hinaki | HI

Teacher Instruction: Groups should start at different points to avoid overcrowding.

1. Find “Hotunui” the carved meeting house.

This building is in the shape of an important ancestor of the Ngati Maru tribe. The ancestor was called Hotunui.

- Can you find the carved figure of Hotunui’s head?

Take your shoes off and go inside the meeting house.

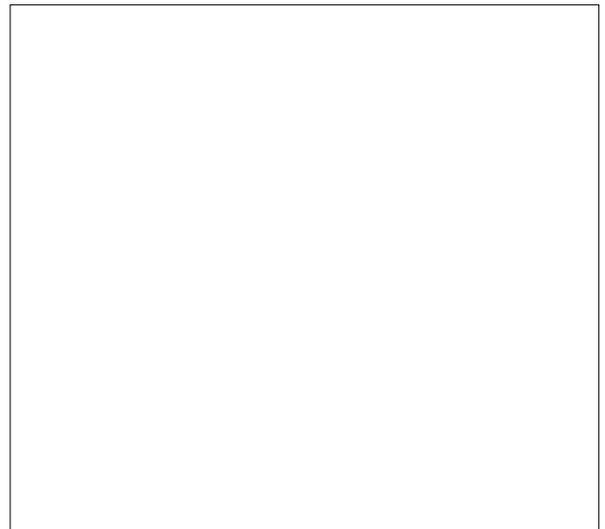
- Can you find a woven tukutuku panel that looks like stairs? Draw some of the pattern in the box.
- What are the eyes of the carvings made from?



Hotunui | H

Why did they use this?

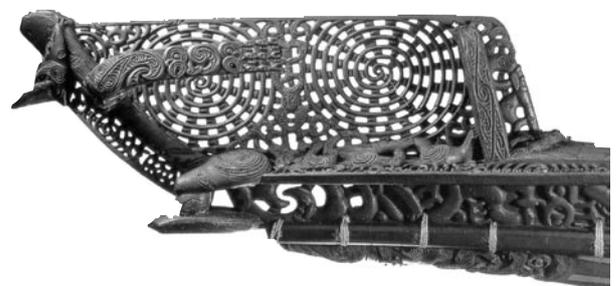
- Try and find the carving of Ureia the marakihau. He has a forked tongue and a curly tail.



2. Find the waka (canoe), “Te Toki a Tapiri”

This canoe can hold 100 men. It is the last of the war canoes (*waka taua*) made in New Zealand. At one point it was exchanged for a famous cloak. How do you think it was moved?

- This pattern is called Puhoro and is often painted on things that moved with speed and agility. Can you find it on the waka?

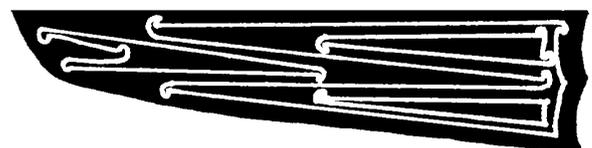


The tauihu (*prow*) of Te Toki a Tapiri | TT

3. “Tiki” Waharoa (gateway)

This waharoa came from Rotorua and depicts Tiki, a tupuna (*ancestor*) of the local iwi. Why do you think there are parts of the carving painted green?

Hint: look at the weapon he is holding and the tiki around his neck — what would they be made of?



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gallery activity sheet Year 4–6 [page 2]

4. Find a Kahu Kiwi (*Kiwi feather cloak*) in Nga Taonga Raranga— woven treasures case

- What materials were used to decorate the other cloaks here?

- Find a kete (*basket*). What is it made of?

5. Find the pataka (*store house*), “Te Puawai o Te Arawa”

This building was used to keep food and treasures in.

- Can you find the little doorway? Why is it so small?

- Why do you think this building is high off the ground? **Hint:** to stop something getting in.

How would you get in if you needed to?

6. Find the Nga Taonga Whakangahau Case (behind and beside the big pataka)

- Find a karetao (*puppet*). What makes the puppets arms move?
- What sort of stories and games do you think the karetao might have helped tell?

- Look in the case near the video and find a koauau (*flute*). How do you think a sound is made?

7. Find the tools in the case behind the small pataka

- Can you see one that could be used to chop down a tree? What is it made of?

- Find the hoanga, or grindstone used to sharpen stone adzes. Can you see any grooves where tools might have been sharpened? Which part of the adze would need to be sharp?



Tiki | T



Te Puawai o Te Arawa | TP



Karetao | KA



Koauau | KU

he taonga maori

gallery activity sheet Year 4–6 [page 3]



- Find a tool that would make holes. How do you think it worked?

8. Find the big pa model

- Find the people who are: flying a kite, fishing in a waka, working in the gardens, collecting rocks to make into tools.

9. Go to the hunting and fishing displays by the pa model

- Find the Pokipoki or rat trap in the hunting area. Berries were put in the rat trap to make the rat feel hungry. Can you see how the rat would get caught?
- Try and find three different ways to catch birds. Choose one way and see if you can work out how the birds were caught. Draw it in the box, name it and write down how it worked.

- Find the biggest hinaki or eel trap. What do you think it is made of? How would the eel be caught in the trap?

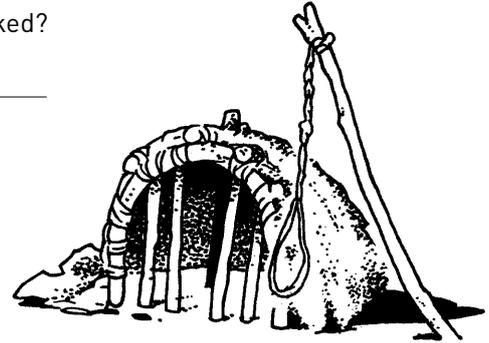
Try and find a hook that could be used to catch a shark. Why do you think this one is made out of wood and not bone?

- Go to the gardening case. Find a tool that could be used for gardening with. Draw it. What is it called? How does it work?

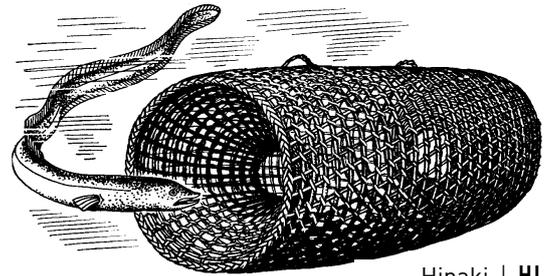
10. Flax

Flax was and still is very important to Maori and has many uses.

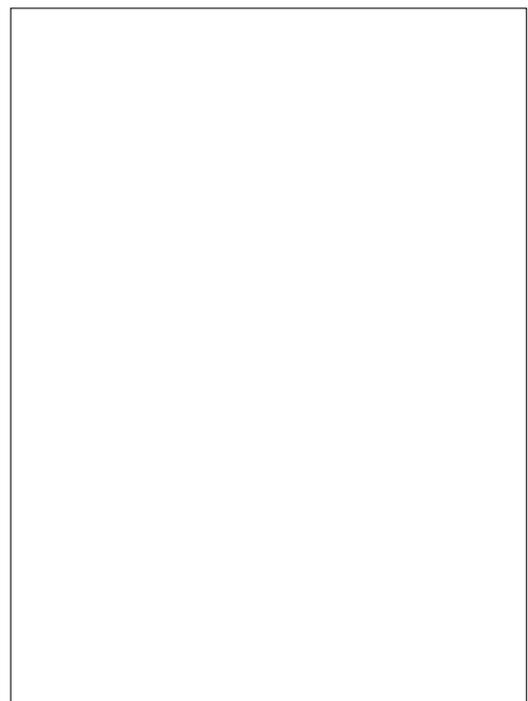
- Find these items that are made from flax (you might need to have a look around the whole gallery): a raincape, a net, a rope, a man's belt, kits, mats



Pokipoki | P



Hinaki | HI



he taonga maori

gallery activity sheet Year 7–10 [page 1]

Teacher Instruction: Groups should start at different points to avoid overcrowding.

1. Find “Hotunui” the carved meeting house.

This building is in the shape of an important ancestor of the Ngati Maru tribe. The ancestor was called Hotunui.

- Can you find the carved figure of Hotunui’s head?

Take your shoes off and go inside the meeting house.

- Find a tukutuku panel that looks like stairs (poutama) and one that looks like stars in the sky (*purapura whetu*). Draw one of these patterns in the space provided.
- Try and find the carving of Ureia the marakihau. He has a forked tongue and a curly tail. What proves that he was a water creature?

- Each of the carvings around the whare represent other ancestors. Why do you think this is important?

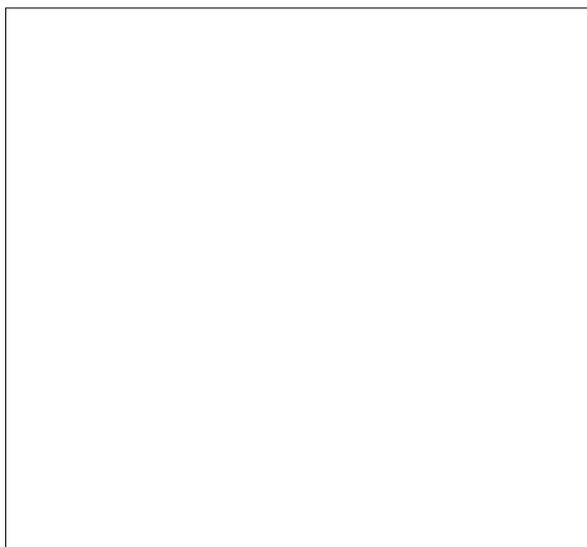
2. Find the waka (canoe), “Te Toki a Tapiri”

This canoe can hold 100 men. It is the last of the great war canoes (*waka taua*) made in New Zealand. At one point it was exchanged for a famous cloak.

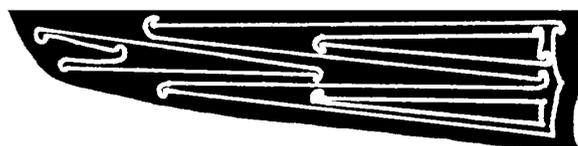
- This pattern is called Puhoro and is often painted on things that moved with speed and agility. Can you find it on the waka?



Hotunui | H



The tauihu (*prow*) of Te Toki a Tapiri | TT



he taonga maori

gallery activity sheet Year 7–10 [page 2]



3. “Tiki” waharoa (*gateway*)

This waharoa came from Rotorua and depicts Tiki, a tupuna (*ancestor*) of the local iwi. In what ways is it different from other carvings in the gallery?

4. Find a Kahu Kiwi (*kiwi feather cloak*) in “Nga Taonga Raranga” (*woven treasures*) case

- Write the name of a cloak you particularly like and write a short description of it.

Draw some of it in the box.

- Find two kete (*baskets*) used for different purposes. What are they made of? How are they different?

5. Find the pataka (*store house*), “Te Puawai o Te Arawa”

This building was used to keep food and treasures in.

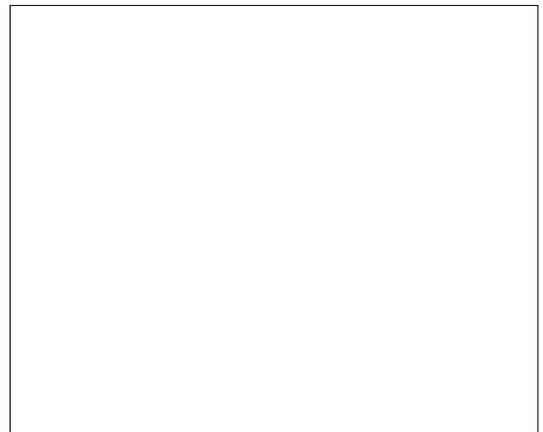
- Find the little doorway. Why is it so small?

- Why do you think this building is high off the ground?

- Find the whales that are carved on the maihi (*arms*) of the pataka. Why do you think whales have been carved on a food store?



Tiki | T



Te Puawai o Te Arawa | TP

he taonga maori

gallery activity sheet Year 7–10 [page 3]

6. Find the “Nga Taonga Whakangahau” case (behind and beside the big pataka).

- Find a karetao (*puppet*). What makes the puppets arms move?

- Look at the other games in the case. Which ones are still played today? Give examples of cultures that play them.

- Look in the case near the video and find a koauau (*flute*). What materials are the koauau made from?

- Choose a carved koauau and draw some of the pattern in the box.



Karetao | KA



Koauau | KU

7. Find the Kaitaia carving.

- What clues indicate that this carving is much older than other carvings in the museum? **Hint:** look at the pattern of the carving and read the label.

8. Find the tools in the case behind the small pataka.

- Can you see one that could be used to chop down a tree? What is it made of? How is it held together?

- Find the hoanga (*grindstone*) used to sharpen stone adzes. Can you see any grooves where tools might have been sharpened? Why does sandstone make a good grindstone?

- Find a tool that would make holes. How do you think it worked?

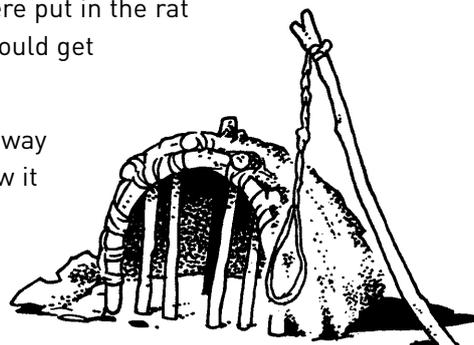
- How do you think knives might have been made?

9. Find the big pa model.

- Find the people who are: flying a kite, fishing in a waka, working in the gardens, collecting rocks to make into tools, spearing birds
- What other activities can you see happening? _____
- Why has this pa site been built where it is? _____

10. Go to the hunting and fishing displays by the pa model.

- Find the Pokipoki or rat trap in the hunting area. Berries were put in the rat trap to make the rat feel hungry. Can you see how the rat would get caught?
- Try and find three different ways to catch birds. Choose one way and see if you can work out how the birds were caught. Draw it in the box, name it and write down how it worked.



Pokipoki | P

- Find the hinaki or eel traps. What are they made of? How do they work?

- Try and find a hook that could be used to catch a shark. What is it made out of?

- Go to the gardening case. Find a tool that could be used for gardening with. Draw it. What is it called? How does it work?

11. Flax

Flax was and still is very important to Maori and has many uses.

- Find these items that are made from flax (you might need to have a look around the whole gallery): a rain-cape, a fishing net, a rope, a man's belt, kits, mats

Teacher Instruction: Groups should start at different points to avoid overcrowding.

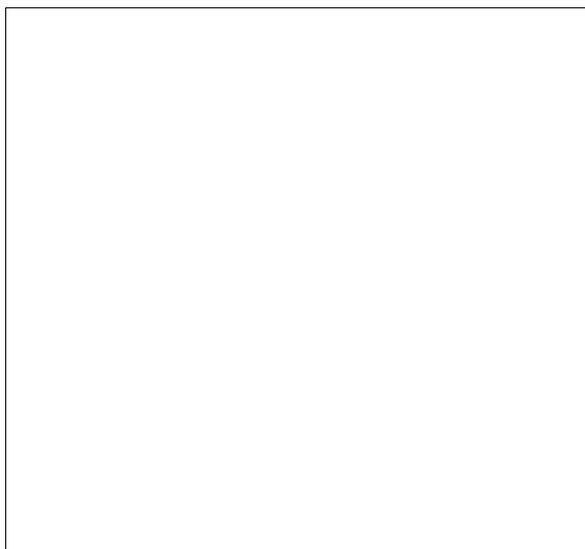
1. Find “Hotunui” the carved meeting house.

This building is in the shape of an important ancestor of the Ngati Maru tribe. The ancestor was called Hotunui.

- Can you find the carved figure of Hotunui’s head?

Take your shoes off and go inside the meeting house.

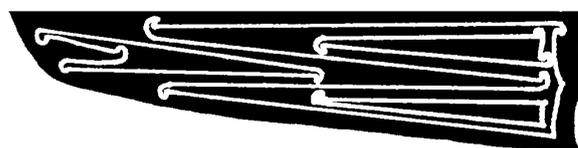
- Find the woven tukutuku panel that looks like stairs. This represents the hero Tawhaki’s ascent into the heavens. **Draw some of the pattern in this box.**
- Try and find the carving of Ureia the marakihau. He has a forked tongue and a curly tail.
- Each of the carvings around the whare represent other ancestors. Why do you think this is important?



2. Find the waka (canoe), “Te Toki a Tapiri”

This canoe can hold 100 men. It is the last of the great war canoes made in New Zealand. At one point it was exchanged for a famous cloak.

- This pattern is called Puhoro and is often painted on things that moved with speed and agility. Can you find it on the waka?
- Before pakeha arrival, Maori did not use nails. How were waka and buildings held together?



he taonga maori

gallery activity sheet Year 11–13 [page 2]



3. Warfare and Weapons.

Look at the range of weapons on display. Try and work out which are traditional and which show the influence of Pakeha technology. Make a general statement about changes in the style of fighting and type of weaponry as a result of pakeha arrival.

3. “Tiki” waharoa (gateway)

This waharoa came from Rotorua and depicts Tiki, a tupuna (ancestor) of the local iwi. In what ways is it different from other carvings in the gallery?

4. Find a Kahu Kiwi (kiwi feather cloak) in “Nga Taonga Raranga” (woven treasures) case

- Write the name of a cloak you particularly like and write a short description of it. **Draw some of it in the box.**

- Find a kete (basket). What is it made of?

5. Find the pataka (store house), “Te Puawai o Te Arawa”

This building was used to keep food and treasures in.

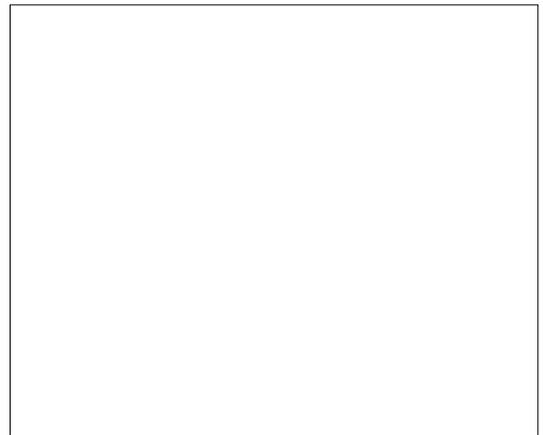
- Why is the doorway so small?

- Why do you think this building is high off the ground?

- Try and find the whales that are carved on the maihi (arms) of the pataka. What significance would whales have on a food store?



Tiki | T



Te Puawai o Te Arawa | TP

he taonga maori

gallery activity sheet Year 11–13 [page 3]



6. Find the “Nga Taonga Whakangahau” case (behind and beside the big pataka)

- Find a karetao (*puppet*). What makes the puppets arms move?

- Look at the other games in the case. Which ones are still played today? Give examples of cultures that play them.

- Look in the case near the video and find a koauau (*flute*). What materials are the koauau made from?

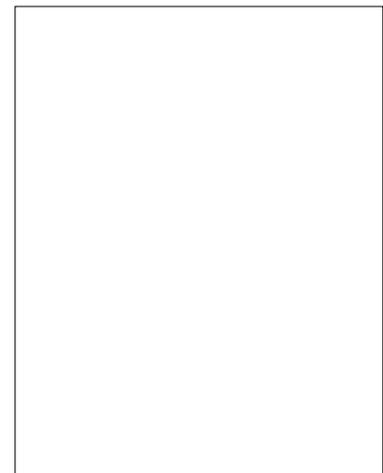
- Choose a carved koauau and **draw some of the pattern in the box.**



Karetao | KA



Koauau | KU

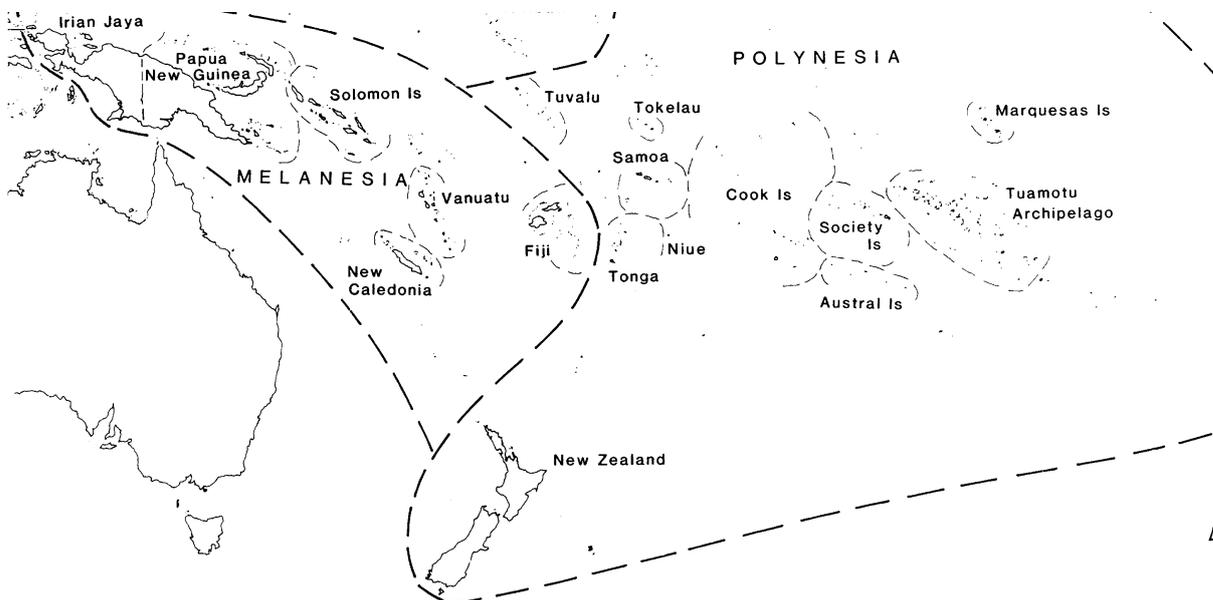


7. Find the Kaitaia carving

- What clues indicate that this carving is much older than other carvings in the museum? **Hint:** look at the pattern of the carving and read the label.

Go through to the Pacific Lifeways gallery nearby and find the case about Pacific navigation (near the canoe in the middle).

- On this map draw the path that the ancestors of the Maori are thought to have taken on the long journey to Aotearoa.



- How does the appearance of the Kaitaia carving support this?

- What techniques must have been used on these interisland crossings?

8. Find the stone tools in the case on the wall near the Kaitaia carving

- Find a tool for hollowing out logs? What is it made of?

- What type of rock is preferred for tool use? Why?

- Find the hoanga (*grindstone*) used to sharpen stone adzes. Can you see any grooves where tools might have been sharpened? Why does sandstone make a good grindstone?

- Find a tool that would make holes. How do you think it worked?

- How do you think knives might have been made?

9. Find the big pa model in the east wing of the Maori gallery

- Find the people who are: flying a kite, fishing in a waka, working in the gardens, collecting rocks to make into tools

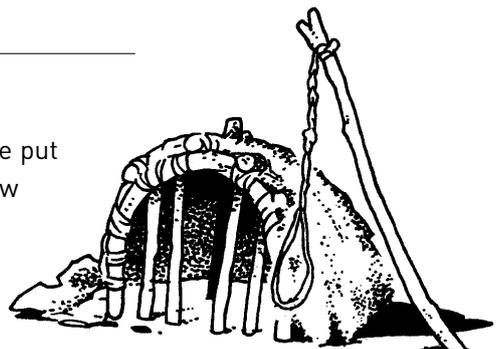
- What other activities can you see happening? _____

- Why has this pa site been built where it is? _____

- Find the abandoned pa site. Why was it allowed to go to ruin?

10. Go to the hunting and fishing displays by the pa model

- Find the Pokipoki (*rat trap*) in the hunting area. Berries were put in the Pokipoki to make the rat feel hungry. Can you see how the rat would get caught?



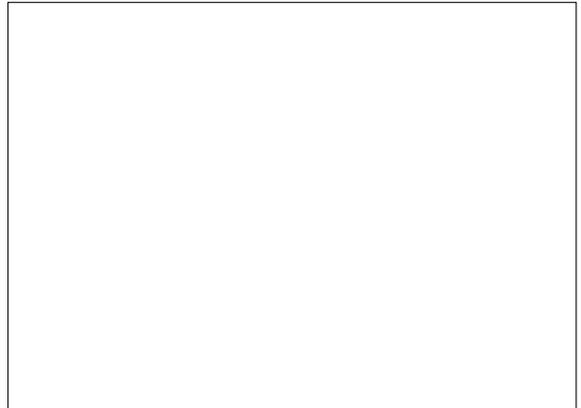
Pokipoki | P

he taonga maori

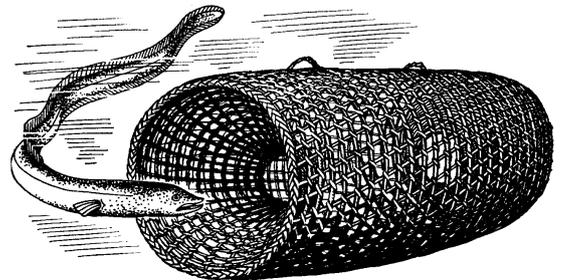
gallery activity sheet Year 11–13 [page 5]



- Try and find three different ways to catch birds. Choose one way and see if you can work out how the birds were caught. **Draw it in the box,** name it and describe how it worked.



- Find the hinaki or eel traps. What are they made of? How do they work?

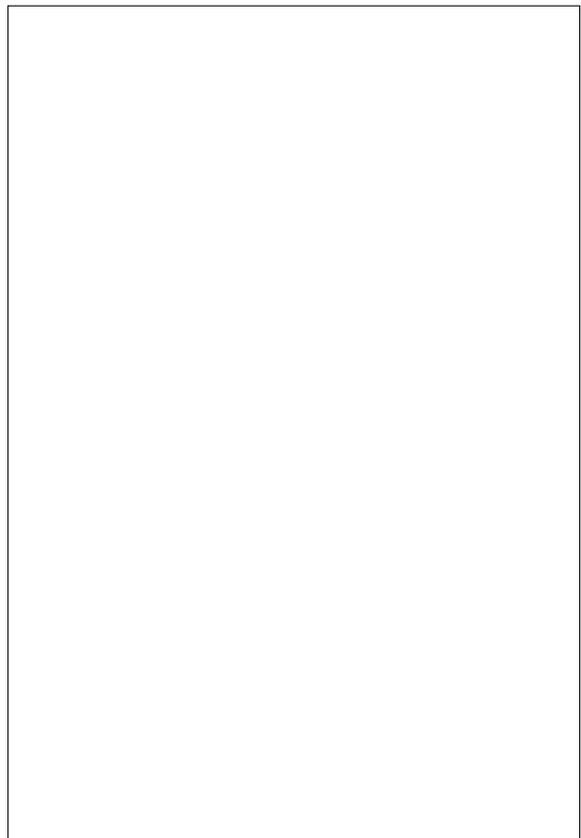


Hinaki | HI

- Try and find a hook that could be used to catch a shark. What is it made out of?

- What other materials are the fish hooks made out of?

- Go to the gardening case. Find a tool that could be used for gardening with. **Draw it.** What is it called? How does it work?



11. Flax

Flax was and still is very important to Maori and has many uses.

- Find these items that are made from flax (you might need to have a look around the whole gallery): a raincape, a net, a rope, a man's belt, kits, mats

Recorded information: (09) 306 7067
Administration: (09) 309 0443 Fax (09) 379 9956
School Bookings: (09) 306 7040 Fax (09) 306 7075
Email: schools@aucklandmuseum.com

www.aucklandmuseum.com

AUCKLAND MUSEUM

The Domain Auckland
Private Bag 92018 Auckland New Zealand

