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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 look 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 Preschool 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:

Preschool 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

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.

Introduction

TE AO TUROA

TE AO TUROA

E nga mana

E nga karangatanga maha

Nga maunga tapu, nga wai tapu

Mai nga hau e wha

Whakapiri mai

Whakatata mai

Whakarongo mai

Ki te reo puta mai nga

Puna matauranga

A kui ma a koro ma

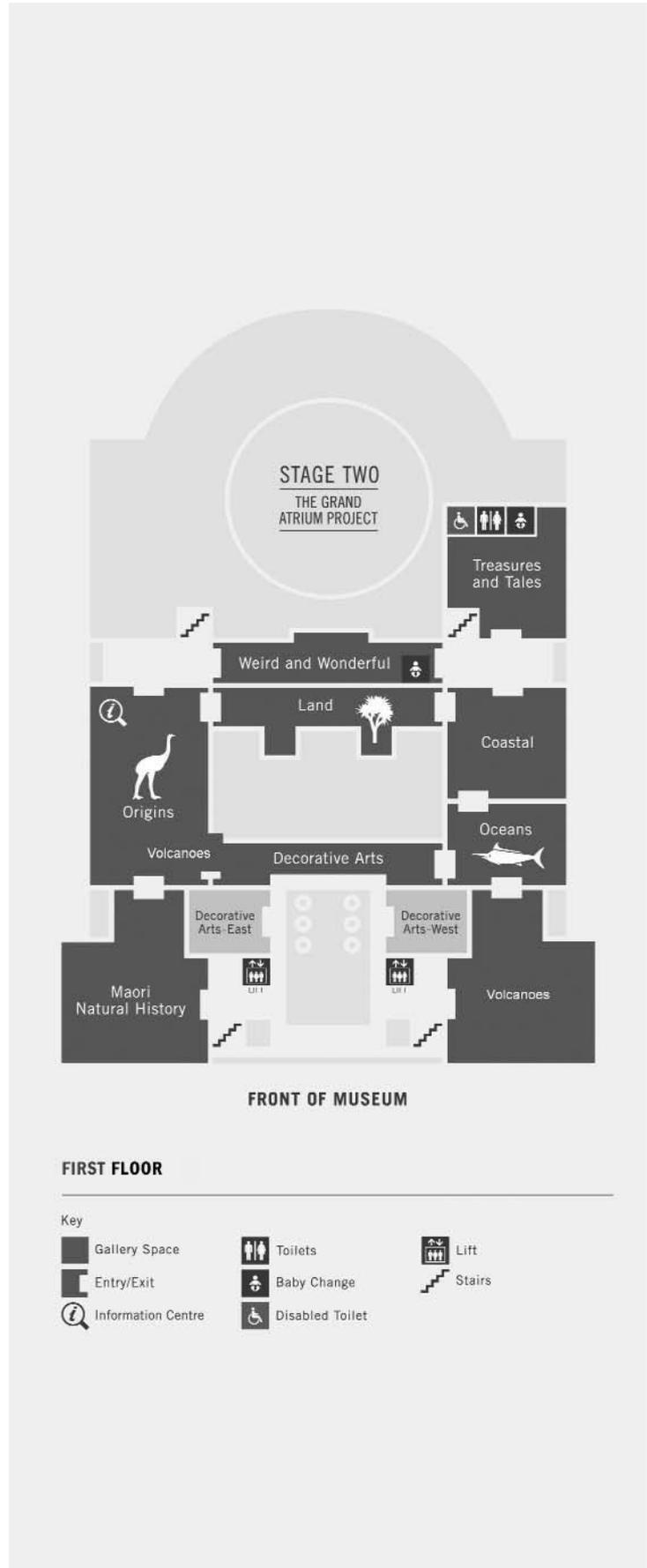
Mai nehe ra, waiho

Ma ratou hei whangai

Te mano te tini

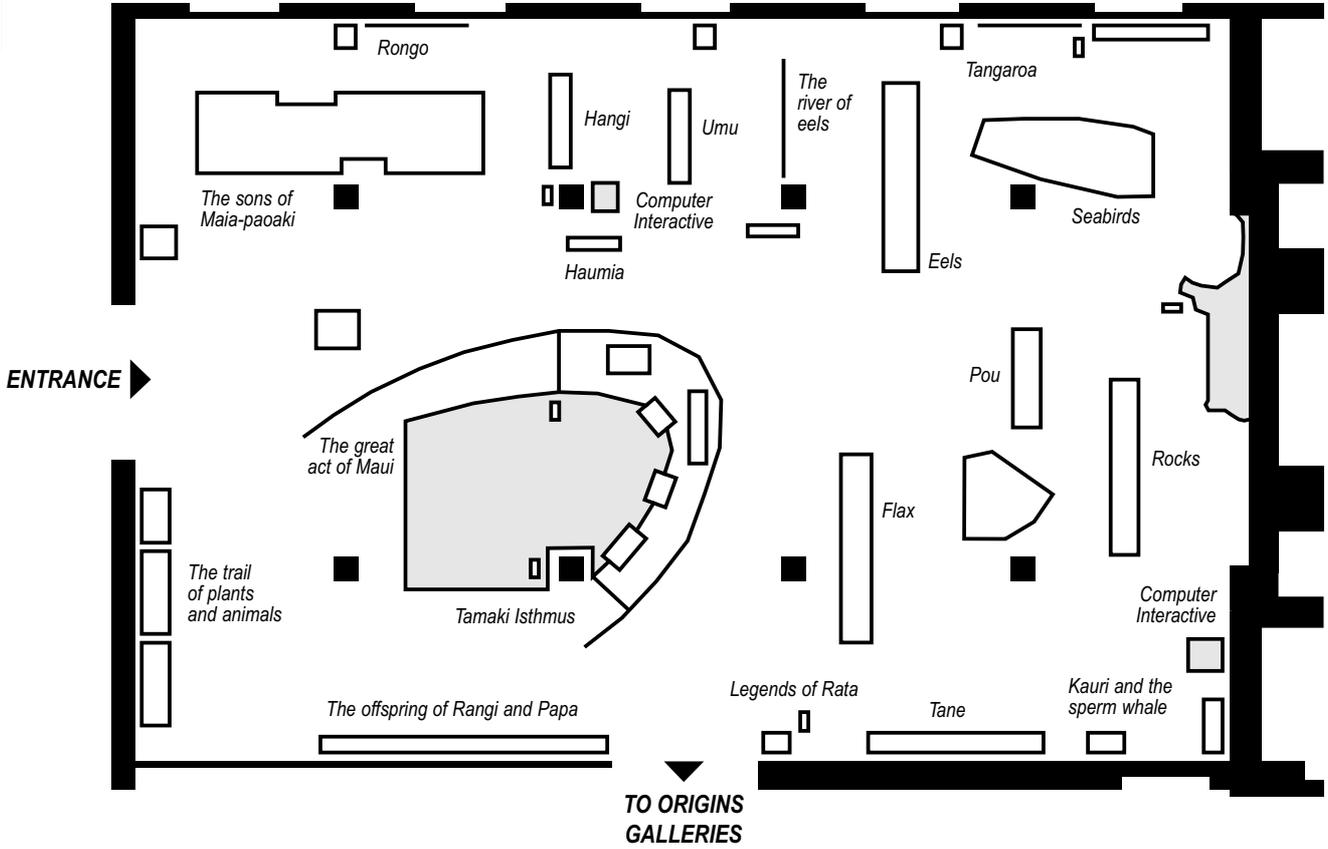
Haere mai nau mai

Whakatau mai ra



Auckland War Memorial Museum wishes to acknowledge Dr. Mere Roberts (Creative Director) and Brad Haami (Researcher) for their work in developing Te Ao Turoa – the Maori Natural History Gallery.

gallery floorplan



Women Plaiting Flax Baskets (Lindauer).

Pre and Post-Visit Activities

Y 1-3

Find out the meanings of some of the Maori place names around your school. Does this tell you why the area was important to Maori? Write or tell a story based around the name.

Read a Maori legend describing the creation of the world or Aotearoa.

Students choose an important figure in Maori mythology. Create a poster showing what this person did and why they are so important eg Maui, Tane, Tangaroa, Rata.

Brainstorm different kinds of plants and animals. Children put them into groups based on similarities, differences and interactions. Introduce the idea of the different realms as seen by Maori.

Y 4-6

Find out the meanings of some of the Maori place names around Auckland. Do the names relate to how people used the area? If so how? Choose one place name and write a story or draw a picture depicting life in that area. Students could write a myth based around the place name.

Students choose an important figure in Maori mythology. Write a cartoon demonstrating the things the person did and why they did them.

Research the name of one of the first waka that brought early Maori to Aotearoa. Pretend you are an individual on the waka keeping a diary about your experiences. Think about: what you know about life then, what people had left behind, what they were expecting to find, what they actually found. What was Aotearoa like? What did it sound, smell or look like? What was good, what was bad? What were some of the needs of your person.

Brainstorm different kinds of plants and animals. Children group them according to the principals of the Maori natural world eg, how they look, where they are found, their uses, which realm they belong in and environmental interactions, and according to the principals of the scientific world, eg, structures of the body. Discuss the differences between the groupings and why these differences exist.

Y 7-10

Students construct a wall chart about Polynesian navigation, illustrating the different techniques and skills used. Include how the sun, stars, moon, swell, birds etc were used.

Create a poem or waiata about the day you left Hawaiki. Include your thoughts and feelings about the impending journey and leaving your loved ones behind.

Brainstorm some of the plants and animals brought to Aotearoa by Maori. Discuss reasons why some didn't survive in their new environment. Discuss how Maori overcame the restrictions of their new home and which of the new plants took over the functions of the old ones.

Design a book for primary aged children that explores the origins or the characteristics of a native animal, from the Maori perspective.

Y 11-13

Produce a wall map illustrating the voyages of the Polynesian ancestors of Maori. In groups, discuss and record what evidence is available to support this theory of migration. Develop an alternative theory, including the evidence that would be necessary to prove your theory. Share your work with the class.

Carry out a fieldtrip around the school grounds collecting different types of rocks. Produce a whakapapa for these rocks based on their uses and characteristics of the local environment.

Write a myth about a native animal or plant that explores its use by humans or how it is related to other organisms.

Create a poem or waiata about the day you left Hawaiki. Include your thoughts and feelings about the impending journey and leaving your loved ones behind.

Classroom Activity Sheet

Y 1-3

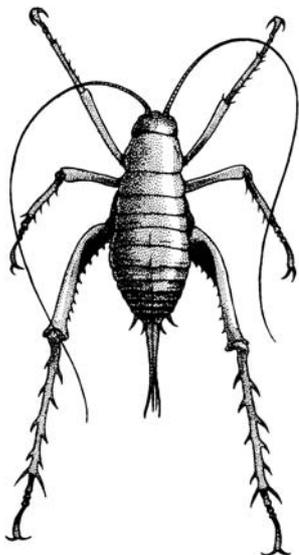
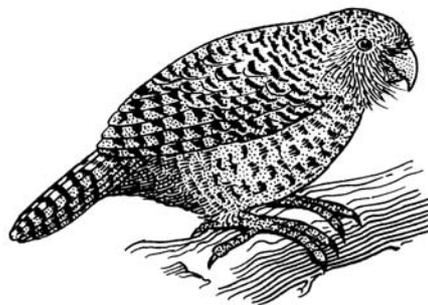
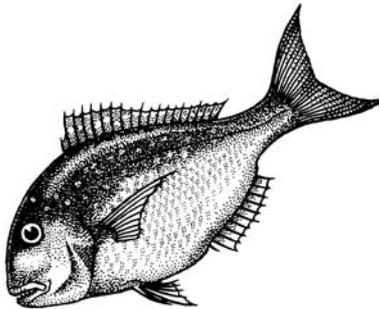
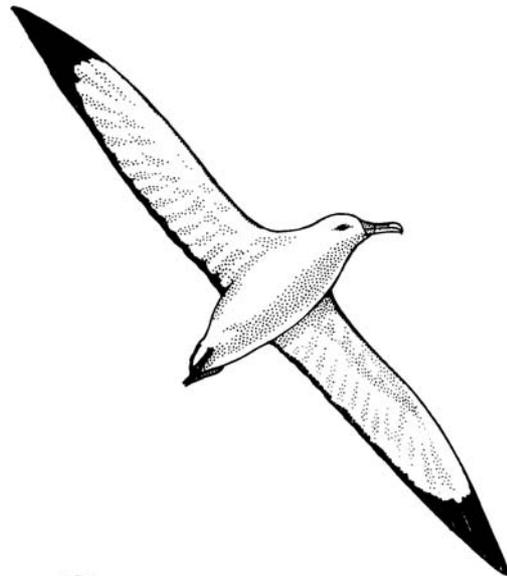
TE AO TUROA

THE REALMS OF TANGAROA AND TANE

Cut out the pictures below and stick them under the kaitiaki you think they belong to.

Tane kaitiaki of the forest

Tangaroa kaitiaki of the oceans



MYTHS AND LEGENDS

Heaven and Earth

In the far-off time before there was night or day, sun or moon, green fields or golden sand, Rangi the Sky-father lay in the arms of Papa the Earth-mother. For long ages they clung together and their children groped blindly between them. There was no light in the world where the children of Rangi and Papa lived, and they longed for freedom, for winds that would blow over the hill-tops and light that would warm their pale bodies.

The closeness of this narrow world at last became unbearable, and the sons of Earth and Sky met together, crawling through the narrow tunnels and caves of their land.

“What shall we do?” asked the Children of the Gods. “Shall we kill our Father and Mother and let in the light? Or shall we force them apart?”

“Let us kill them,” said Tu-matauenga.

Tane stood up and straightened himself until his head pressed against the hanging sky. “No,” he cried, “we cannot kill them. They are Father and Mother to us. Let us force them apart. Let us throw the Sky away and live close to the heart of our Mother.” This he said because he was the god of trees that are nourished in the soil.

His brothers murmured their approval — all except Tawhiri-matea, the father of the winds. His voice whistled shrilly as he faced his brother.

“This is an idle thought,” he said fiercely. “We are hidden here in safety where nothing can harm us. Be careful Tane, for this is a deed of shame.”

His words were drowned by the other gods crying aloud in the confined space. “We need light,” they said. “We need the freedom of space.” They brushed past Tawhiri, while Rongo-ma-tane, the father of cultivated food, pressed his shoulders against the Sky-father and tried to straighten himself. In the darkness they could hear his breathing fast and heavy, but there was no movement in the body of Rangi. Then Tangaroa, the father of the sea, of fish and reptiles, put out his strength. Then followed Haumia-tiketike, father of the wild berries and the fern-root, and after him Tu-matauenga, the god of war and father of man. Their efforts were all in vain.

Last of all. Tane-mahuta, the mighty father of the forest, of birds and insects and all living things that love light and freedom rose to his feet. For as long as a man could hold his breath Tane stood silent and unmoving, gathering his strength. He stood on his head with feet planted firmly against the Sky-father, and his hands pressed against the Earth. Then Tane straightened his back and thrust strongly against the Sky. A low moaning filled the air. It crept through the gods as they lay on the earth and grew louder until it became a roar. Rangi was hurled far away from Papa, and the angry winds screamed through the space that had opened between earth and sky.

Tane and his brothers looked round at the soft curves of their mother. For the first time they saw her in all her beauty, for the light had crept across the land. A silver veil of mist hung over Papa’s naked shoulders and the tears that dropped fast from the eyes of Rangi were the sign that he grieved for her.

The gods breathed the free air and planned their new world.

Read this legend as a class or by yourself.

• Create your own legend to explain the creation of the earth.

• Make a class mural to illustrate this story.

• Draw a cartoon strip to tell the legend of Heaven and Earth

Classroom Activity Sheet

Y 4-6, 7-10

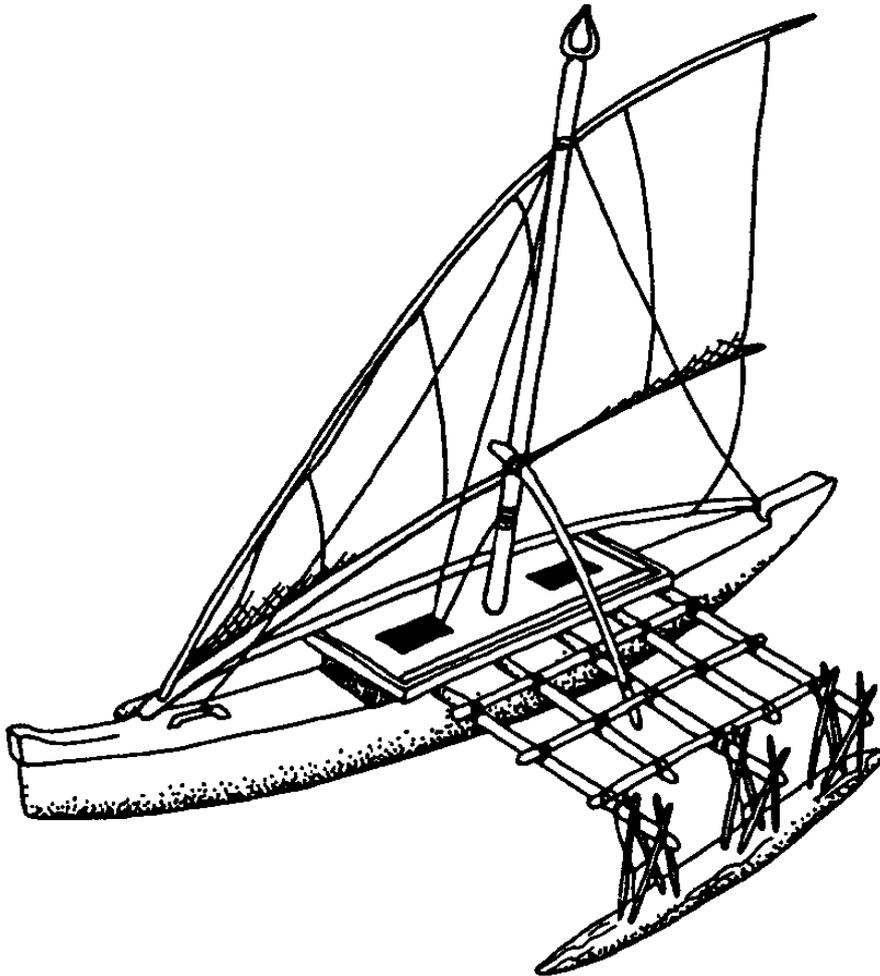
TE AO TUROA

CANOEES

The ancestors of the Maori sailed around the Pacific and to New Zealand in large ocean going canoes.

Use these words to label the parts of the outrigger canoe.

Sail Hull Keel Mast Outrigger Stern Bailer Paddle



Design your own canoe to make a trip from Hawaiki to Aotearoa.
For each of the parts of the canoe, label what materials are being used.
Remember to use materials that are available on a Pacific Island.

Extension: make a 3D model of your canoe.

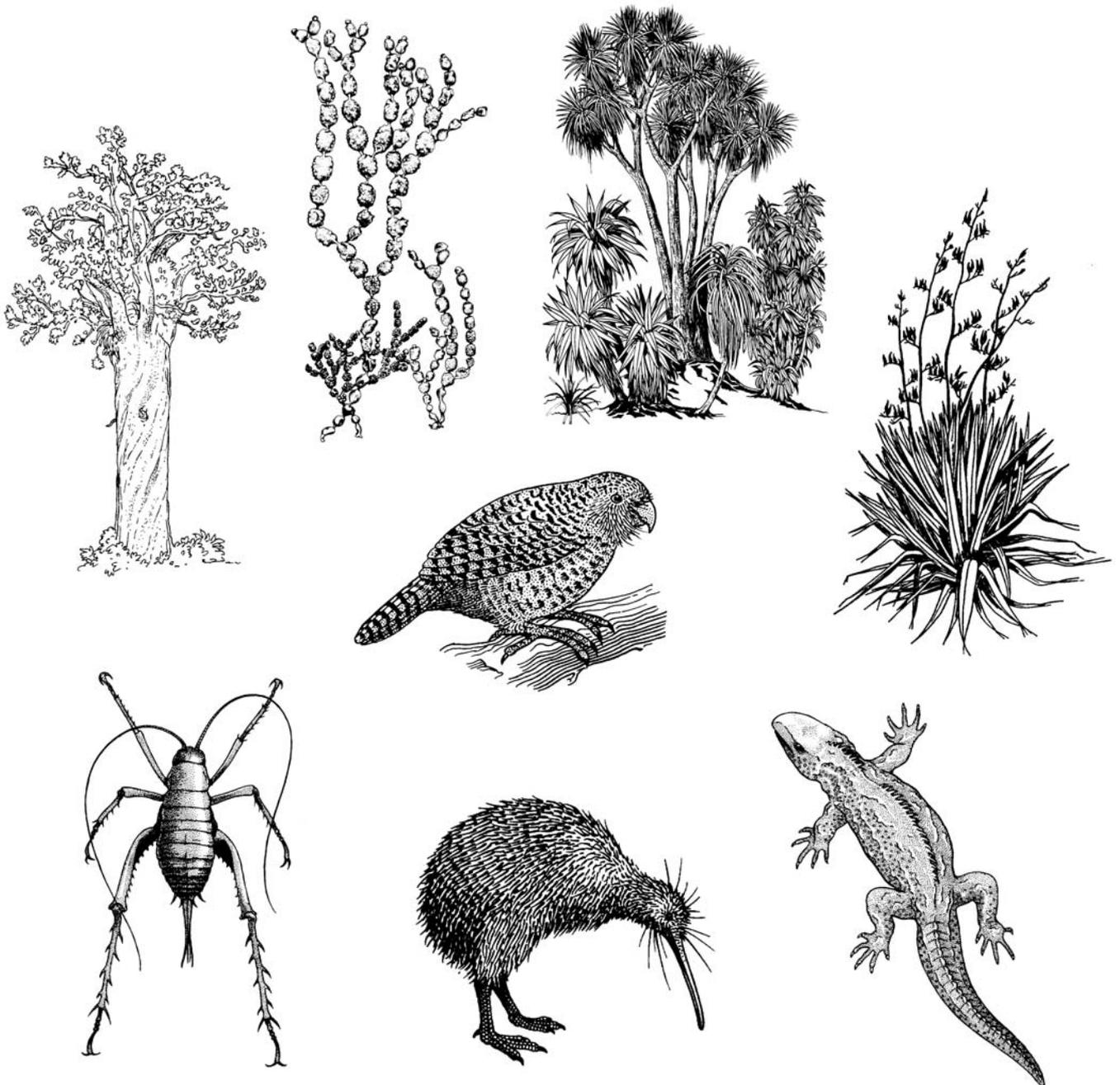
Classroom Activity Sheet

WHAKAPAPA

Whakapapa explain what Maori know about the world around us. They explore the similarities of living things and the connections between them and the environment.

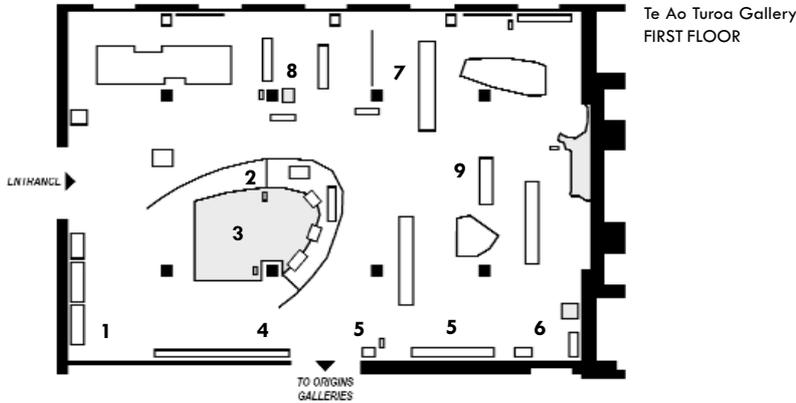
Cut out the pictures below and make up some whakapapa to explain the similarities and differences between these objects.

Remember: Whakapapa always start with Rangi = Papa, and are followed by one of their offspring; Tane, Tangaroa, Rongo, Haumia, Tawhiri-Matea or Ruamoko.



Gallery Activity Sheet

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



1. The Trail of Plants and Animals

Find New Zealand on the map.

Which area did the ancestors of Maori come from?

Look for :

A kete full of coconuts.

Do coconuts grow in New Zealand?

Some bright red feathers

What sort of bird did they come from?

A necklace made from teeth

What type of animal do you think they came from?



2. The Great Act of Maui

Listen to the talking posts that tells the legend of Maui.

What did Maui fish up?

This legend is telling us about how Aotearoa (New Zealand) was made.

3. Stand on the map of the Tamaki Isthmus

Find where you live.

Find where your school is.

Do these places have Maori names?

4. The offspring of Rangi and Papa

What are the names of the children of Rangi and Papa?

Draw a line between the children of Rangi and Papa and the things that they take care of:

Tane

the creatures of the sea

Tangaroa

wild plants

Rongo

the creatures of the forest

Haumia

volcanoes

Tawhiri-Matea

garden crops

Ruamoko

winds

Gallery Activity Sheet

5. The children of Tane

Listen to the talking post that tells the legend of the trees of the forest.

Why did the trees grow upside down?

Which tree thought it could reach Rangī?

Which tree still has its legs in the air?

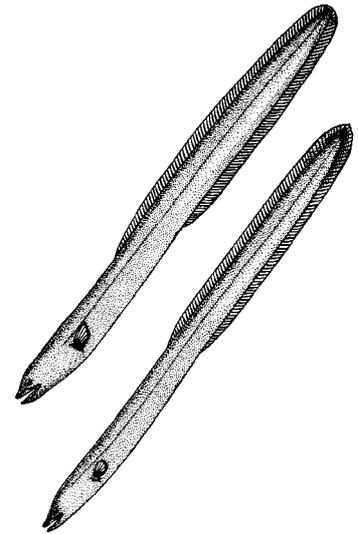
Look for a:

Teka (foot rest)

These used to be attached to digging sticks

Patu aruhe

These were used to pound fern roots



6. The Sperm Whale and the Kauri

Watch and listen to the video

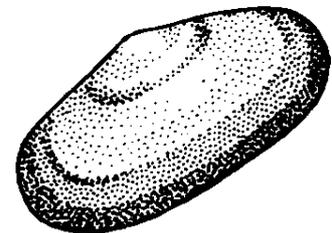
What do the Sperm whale and the Kauri have that are the same?

7. Tuna (eel)

Watch the Tuna in the tanks

Tuna are very important to the Maori

What are they used for?



8. Listen to and watch the video about Ka (fire)

In the Hangi look for some:

Stones

What were they used for ?

Kai moana (sea food) and kumara

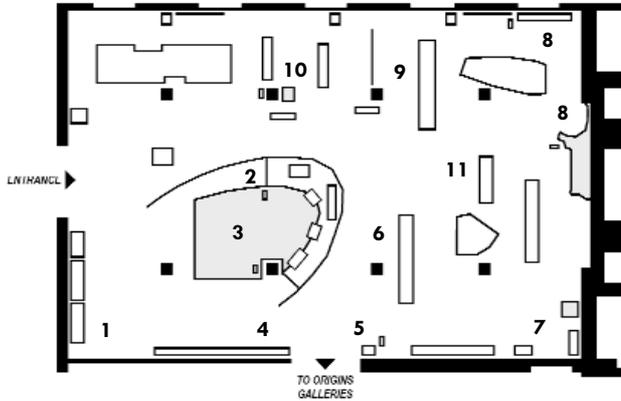
What are the foods wrapped in?

9. Choose your favourite thing in the gallery

Gallery Activity Sheet

Draw it in the box below:

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



Te Ao Turoa Gallery
FIRST FLOOR



1. The Trail of Plants and Animals

Find Aotearoa (New Zealand) on the map

Trace the route that the ancestors of the Maori took through the Pacific

What plants and animals did they bring with them which are still grown today?

Look for a:

Kete full of coconuts

Do coconuts grow in New Zealand?

Necklace made from teeth

What animal do these come from?



2. The Great Act of Maui

Listen to the talking post that tells the legend of Maui.

What was Maui's fish hook made from?

What is this legend telling us about?

3. Stand on the map of the Tamaki Isthmus

Find where you live.

Find where your school is.

Do these places have Maori names?

What is the meaning of these names?

4. The offspring of Rangi and Papa

Draw a line between the children of Rangi and Papa and the things that they take care of:

Tane	<i>the creatures of the sea</i>
Tangaroa	<i>wild plants</i>
Rongo	<i>the creatures of the forest</i>
Haumia	<i>volcanoes</i>
Tawhiri-Matea	<i>crops</i>

TE AO TUROA

Y4-6

Gallery Activity Sheet

Ruamoko

winds

5. The legend of Rata.

Find the toki poutangata (ceremonial adze).

What does it symbolise?

How is it different from the toki next to it?

Listen to the talking post that tells the legend of the trees of the forest.

Which tree is being described in the legend?

How do we find out about the tree?

6. Harakeke (flax)

Sketch some of the uses of Harakeke.



Look at the whakapapa of the fibre plants. What other useful plants are included in this whakapapa?

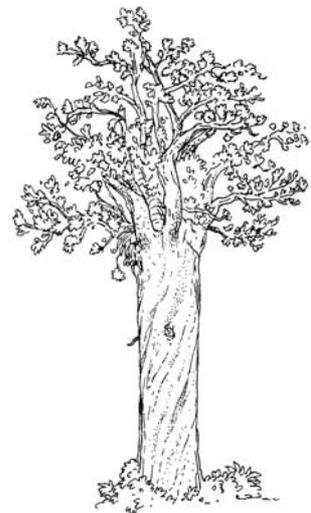
7. Watch and listen to the video of the legend of the Kauri and the Sperm Whale.

The whale and the kauri have some things in common. What are they?

This is why they are connected in their whakapapa.

Do scientists think that the Sperm Whale and the kauri are closely related?

Why not?



Gallery Activity Sheet

Y 4-6

TE AO TUROA

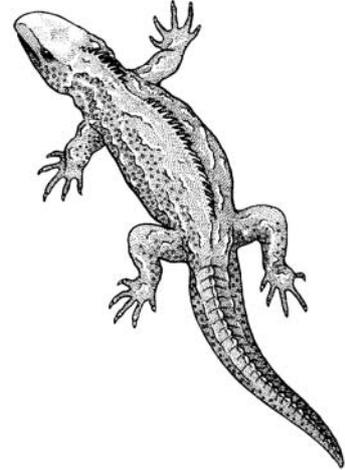
8. Tangaroa

Use the computer to find out about the Taniwha of the Auckland region.

Find tuatara on the Whakapapa of Tangaroa.

According to legend tuatara was the older brother of Mango the shark.

Which part of the tuatara may be seen as the teeth of the shark?

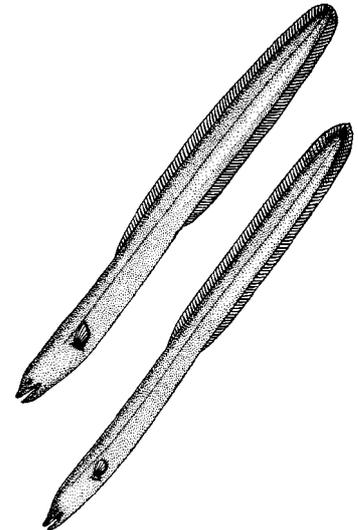


9. Tuna (eel)

Watch the Tuna in the tanks.

Tuna are important to Maori, and a lot is known about how they live.

Which tohu (signs), eg plants and stars, in nature signal the spring migration upstream and the autumn migration downstream of tuna?



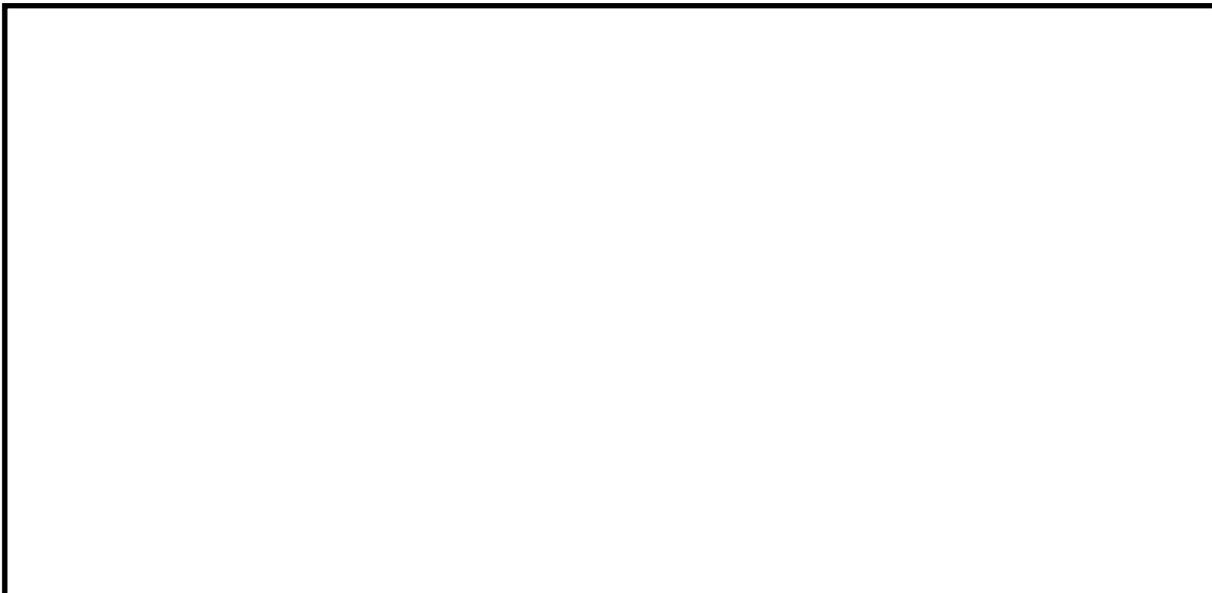
10. Listen to the legend of Ka (fire)

How would this legend be useful when you are looking for wood to light a fire?

11. Draw the pou which was finished in July 2000.

Which iwi and ancestor does it represent?

What sort of tools were used to carve the pou?

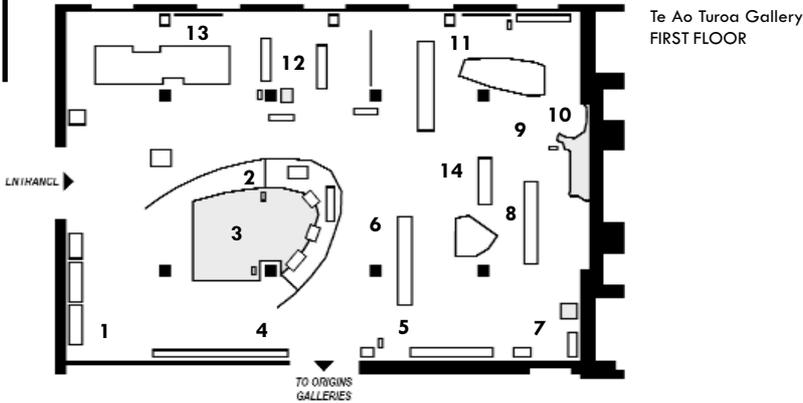


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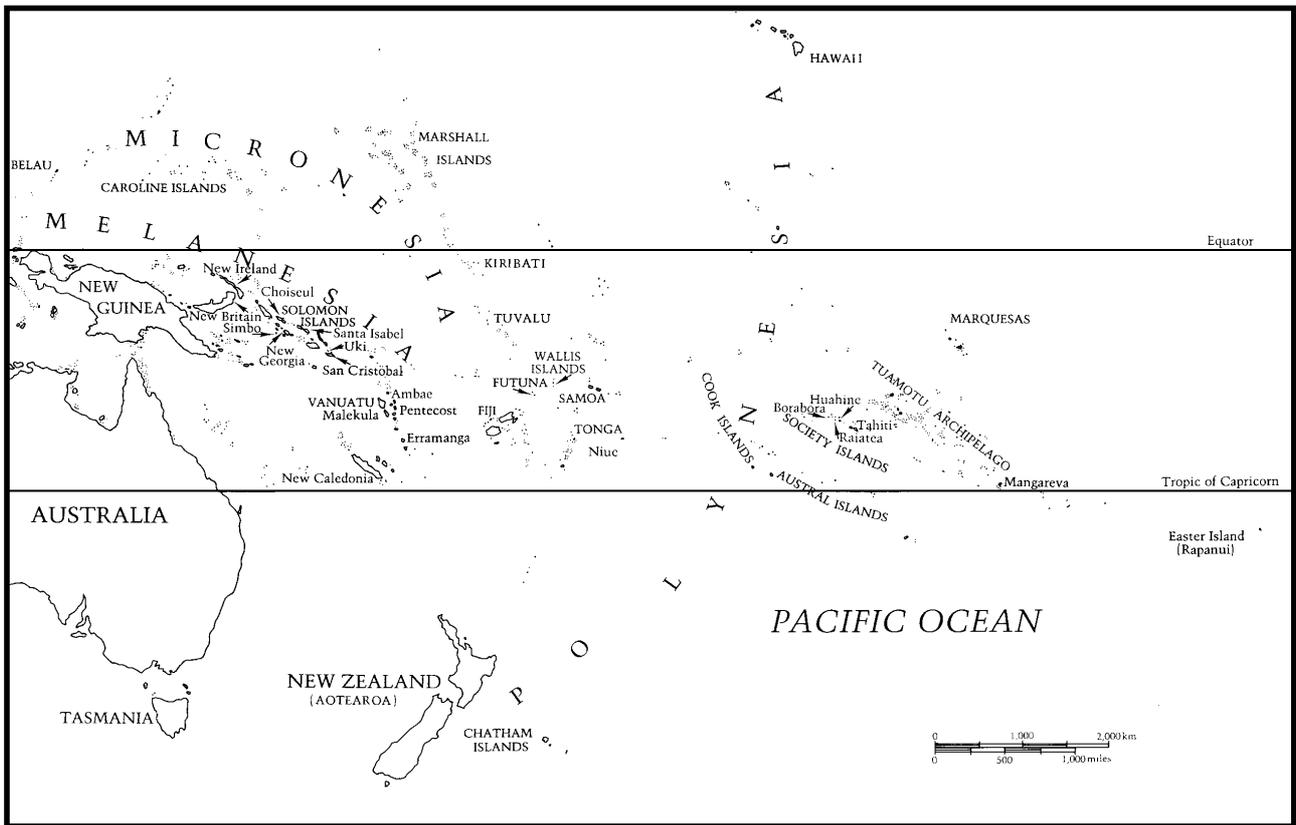
Y 7-10

Gallery Activity Sheet

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



1. On the map of the Pacific sketch the path that the ancestors of the Maori took.



Give reasons why this path may have been chosen. How do we know that this is the path that the ancestors took?

Early Pacific explorers did not have instruments to help them navigate. Suggest how these explorers managed to find all the islands in the Pacific?

Gallery Activity Sheet

2. The Great Act of Maui

Look at the mural. This tells the story of the creation of the world of light.
 Listen to the talking post that tells the story of the legend of Maui's fishing trip.
 What is this legend explaining?
 What was formed when Maui's brothers start to hack up the fish?

3. Stand on the map of the Tamaki Isthmus

Find where you live.
 Find where your school is.
 Do these places have Maori names?
 What are the meanings or origins of these names?

4. The offspring of Rangi and Papa

Copy down the whakapapa which shows Rangi and Papa's offspring (children).
 For each of the children record the part of the environment they created and protect.

Name	Part of environment
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Read the legend of Rata.

Why do the creatures of the forest keep putting back the tree?

What does this legend tell you about life in the forest?

TE AO TUROA

Y 7-10

Gallery Activity Sheet

6. Harakeke (flax)

Sketch some of the uses of Harakeke in the box below



Look at the whakapapa of the fibre plants. What other useful plants are included in this whakapapa?

7. Watch and listen to the video of the legend of the kauri and the Sperm whale.

The whale and the kauri have some things in common. What are they?

Suggest reasons for the connection of the whale and the kauri in whakapapa

Do scientists believe that the Sperm whale and the kauri are related?

Why/Why not? _____

8. Rocks

Study the scientific classification of rocks. How are the rocks grouped?

Study the Maori classification of rocks. How are the rocks grouped?

Why are the rocks grouped differently? What does this tell you about how these people use rocks and how they found out about them?

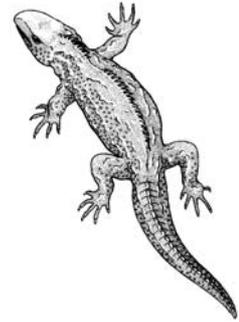
Gallery Activity Sheet

9. Listen to the talking post beside the rock pool.

This legend talks about how pipi and kuku found their place on the beach, and also about the stranding of whales. There is also another meaning attached to this story. Describe it briefly.

10. Tangaroa

Use the computer to find out about the Taniwha of the Auckland region, Find tuatara on the Whakapapa of Tangaroa
According to legend tuatara was the older brother of Mango the shark.
Which part of the tuatara may be seen as the teeth of the shark?



11. Pounamu (greenstone) is found in the South Island, in the Arahura river.

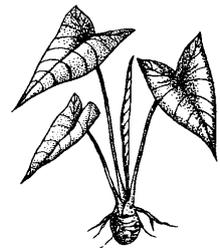
Look at the whakapapa and listen to the talking post (next to the eels) to hear how it got there. It is said that Hine-tua-hoanga (sandstone) still attacks her brothers today. Explain.

12. Listen to the legend of ka (fire)

How would this legend be useful when you are looking for wood to light a fire?

13. Look at the whakapapa and display on Rongo.

What problems did early Maori face when trying to grow their traditional crops in Aotearoa?
Which of these crops are still around today?



14. Choose a pou and draw it in the box below. Record which tribe it comes from and which tribal ancestor it represents.

Tribe it comes from.

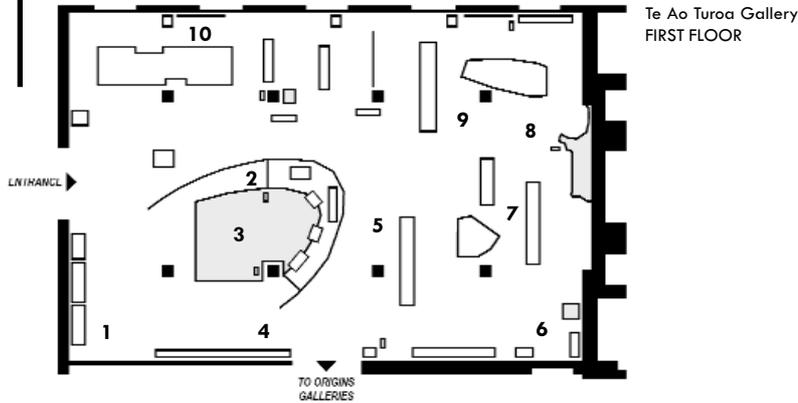
Ancestor.

TE AO TUROA

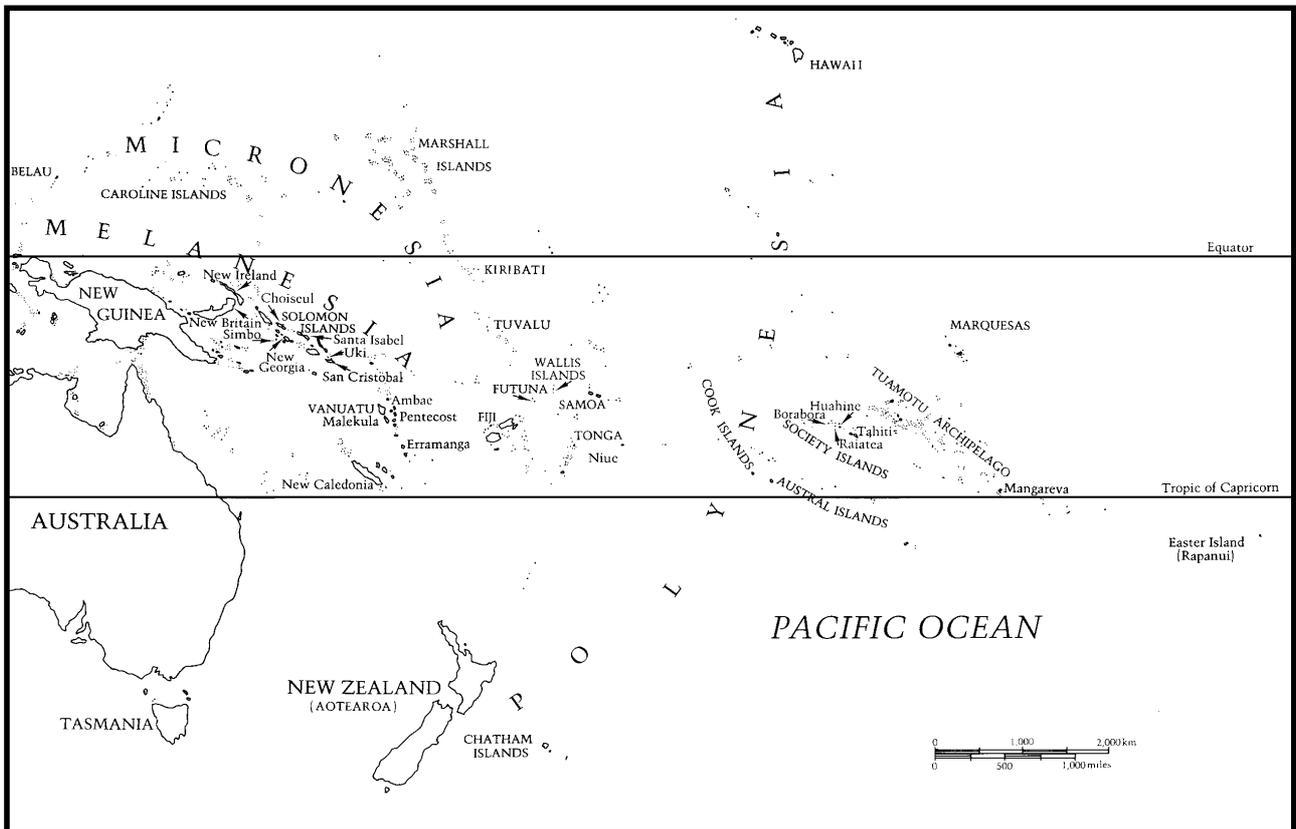
Y 11-13

Gallery Activity Sheet

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



1. On the map of the Pacific sketch the path that the ancestors of the Maori took.



Suggest reasons why this path may have been chosen. What evidence is there that this is the actual path taken?

Early Pacific explorers did not have instruments to help them navigate. Describe some of the skills and methods which these explorers used to map their course.

Gallery Activity Sheet

2. The Great Act of Maui

Look at the mural. This tells the story of the creation of the world of light.
Listen to the talking post that tells the story of the legend of Maui's fishing trip.
What is this legend explaining?

On the map of the North Island label the body parts of the fish of Maui and the corresponding place names.



3. The Tamaki Isthmus

Find the origins of the place names of where you live in Auckland.

4. The offspring of Rangi and Papa

Copy down the whakapapa of Rangi and Papa's offspring (children)
For each of the children record what part of the environment they created and protect.

Name	Part of environment
------	---------------------

TE AO TUROA

Y 11-13

Gallery Activity Sheet

5. Harakeke (flax)

Sketch some of the uses of Harakeke in the box below



Look at the whakapapa of the fibre plants. What other useful plants are included in this whakapapa?

What is the purpose of this whakapapa?

6. Watch and listen to the video of the legend of the kauri and the Sperm whale. The whale and kauri are related in whakapapa. Discuss reasons for this.

Do scientists believe that the Sperm whale and the kauri are related? Explain.

7. Rocks

Study the scientific classification of rocks. How are the rocks grouped?

Study the Maori classification of rocks. How are the rocks grouped?

Why are the rocks grouped differently? What does this tell you about how these people use rocks and how they find out about them?

Gallery Activity Sheet

8. Listen to the talking post beside the rock pool.

This legend talks about how pipi and kuku found their place on the beach, and how whales strand themselves. There is also another meaning attached to this story. Describe it briefly.

9. Pounamu (greenstone) is found in the South Island, in the Arahua river.

Look at the whakapapa and listen to the talking post (next to the eels) to hear how it got there. It is said that Hine-tua-hoanga (sandstone) still attacks her brothers today. Explain.

10. Rongo is the god of the cultivated crops, such as, kumara. Look at the whakapapa of Rongo. Explain why Whanui (the star Vega), the clematis (pikiarero), the rata vine, the sphinx caterpillar (anuhe) and moth (hihue) and the kiore are all included in this whakapapa.

11. Through observation, Maori have learnt much about the world that they live in. Traditionally the Maori word was not written down. Important information was passed down from generation to generation through the spoken word. There are two main ways that information is passed on verbally and they are used in the gallery.

What are they? How do these serve as a library for information on Natural History?

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

