

“TE POUĀKAI”

a gigantic (now extinct) manu of
legendary fame in te ao Māori

Teacher support material for kura
(Literacy, The Arts, Social Sciences, Science,
Technology and more)

Some teaching/learning activities & ideas



Each title below links to takes you to the page you need

[Analyse the painting , describe what you see](#)

[Using cultural contexts](#)

[Social Inquiry strategy – a framework](#)

[Compare four accounts about the Pouākai](#)

[If the pouākai lived today](#)

[An 1898 account about the Pouākai](#)

[Consequence Wheel activity](#)

[The Coprolite Hunters](#)

[Reword the story into modern NZ English](#)

[Critical skills development](#)

[Create a food map](#)

[Any new words? Literacy task 2](#)

[Create a character for the journey](#)

[Retell your story as a play](#)

[Illustrate your story](#)

[Write yourself into the story](#)

[Kīwaha use](#)

[Investigation: places of habitation](#)

[Character map](#)

[Ngā toi – arts ideas](#)

[Make a pouākai](#)

[A strategy to learn the story Read-Sketch-Retell](#)

[Story Stones](#)

[Story Road](#)

[Raupapahia activity](#)

[Questions to gauge understanding](#)

[Sites for further reading](#)

[Reader: “Kāhu and Hokioi”](#)

[Ngai Tahu Language and Education strategy links](#)

[Create quizzizz, kahoots, reinforcement activities](#)

[Aotearoa NZ Histories curriculum planning guide](#)

[Helpful website links](#)



CC BY-NC-ND

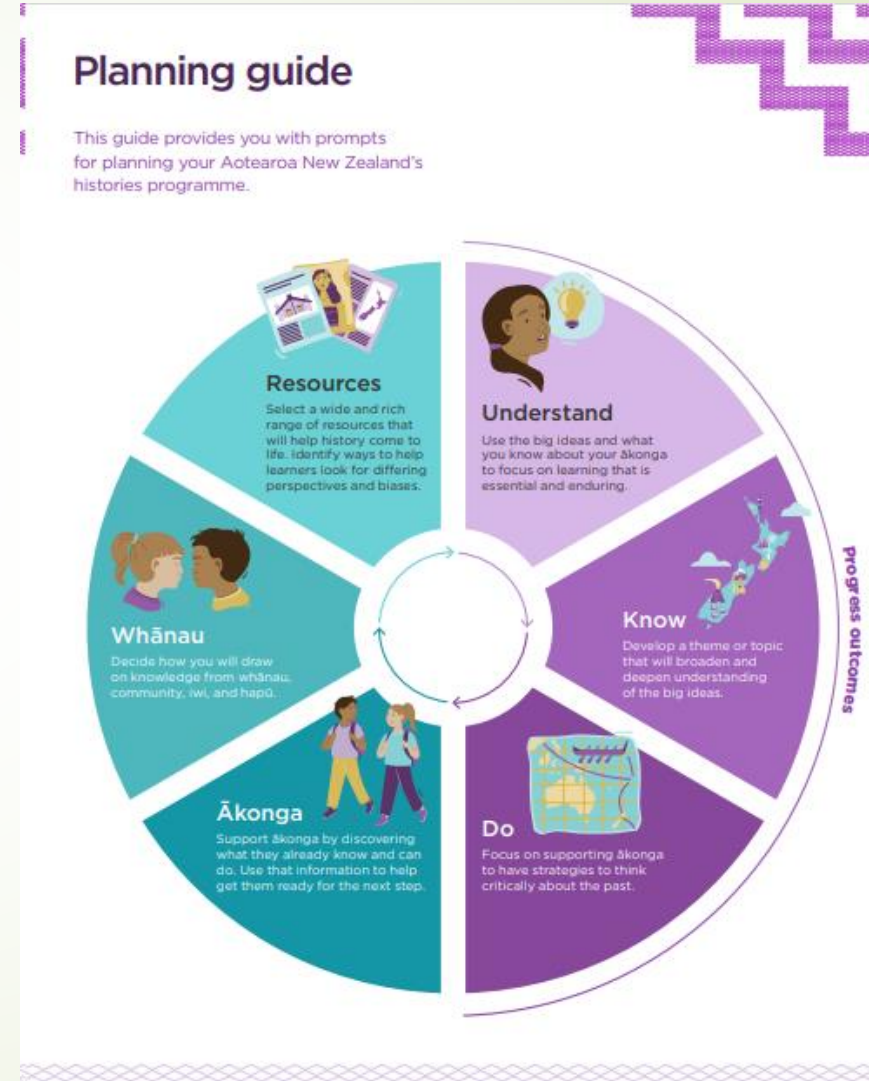
Creative Commons Licence: Te Pouākai, By Te Rūnanga o Ngāi Tahu, January 2024 v2, No Commercial Use, No Derivatives

Aotearoa New Zealand Histories programme planning

For planning templates and guides and for example contexts, go to [Aotearoa NZ Histories](#) page

For local history contexts, contact your local marae office, and for wider Ngāi Tahu content, check out the link to [teacher resources](#)

[Back to contents page](#)



For Ngāi Tahu language revitalisation ...



There are many opportunities around language learning for the Ngāi Tahu students in your kura, and resources that anyone can access.

[Back to contents page](#)

For Ngāi Tahu Education Strategy



Maybe your school strategies align with Ngāi Tahu's? Check it out

Pouākai, the giant eagle

- What does this painting show?
- Can you describe what you see in this image?
- What living creatures are featured?
- What do you think is happening?

Aotearoa New Zealand's Histories

Using historical images to stimulate
curiosity about the past

Historical images can be used by teachers and students to:

- introduce history topics and themes
- stimulate curiosity and questions about the past
- explore historical information through visual sources
- develop critical thinking skills by considering the authorship, sources, and perspectives of the images.

Back to contents [page](#)



Photo credit: [New Zealand Geographic](#)

Suitable for Years 0-6

Te Pouākai

The images link you to **four** sources of information about the pouākai.

There are some similarities and some different points of view expressed through these accounts.

Chart the commonalities and differences.



[Back to contents page](#)

This story is taken directly from Canon Stack's book, *South Island Māoris, a sketch of their history and legendary lore* (published 1898).

This account is about the giant eagle, **the pouākai**.



"A Pouākai (Old Glutton) had built its nest on a spur of Tawera (Mt. Torlesse) and darting down from thence it seized and carried off men, women, and children, as food for itself and its young. For though its wings made a loud noise as it flew through the air, it rushed with such rapidity upon its prey that none could escape from its talons. At length a brave man called Hautere came on a visit to the neighbourhood, and finding that the people were being destroyed, and that they were so paralysed with fear as to be incapable of adopting any means for their own protection, he volunteered to capture and kill this rapacious bird, provided they would do what he told them. This they willingly promised, and having procured a quantity of mānuka saplings he went one night with fifty men to the foot of the hill, where there was a shallow pool, sixty feet in diameter. This he completely covered over with a network formed of saplings, and under this he placed the fifty men armed with spears and thrusting weapons, while he himself as soon as it was light, went out to lure the Pouākai from its nest. He did not go far before that "destroyer" spied him and swooped down upon him. Hautere had now to run for his life and just succeeded in reaching the shelter of the network when the bird pounced upon him, and in its violent efforts to reach its prey, forced its legs through the meshes, and becoming entangled, the fifty men plunged their spears into its body and after a desperate encounter succeeded in killing it."

[Back to contents page](#)

Additional literacy ideas follow



Did you know?

The pouākai is also known as a hōkioi



Task One

Reword the story into modern English

Back to contents [page](#)

He kupu hou?

Any new words?

1

- Make a note of new words to you, and use a dictionary to work out the meanings, so you can re-write the story, without losing the essence of the story.

2

- How would you re-write each part using more “modern” conventions?
- What changes would you make?

3

- Put the story together again, in its correct order.
- Retell the story, using your language.

Back to contents [page](#)

Additional literacy ideas follow



Retell your story as a play

Write the dialogue for Hautere, and the warriors, to retell the story. Think of what they may have been saying while they were planning their actions, what they may have whispered to each other as they were hiding, while they waited, or when they attacked.

Present your play to a wider audience. Capture the play (e.g. on an iPad) so the story can be learned by others.

You could also make costumes and props to support.

Go to the Kīwaha page for ideas to insert into the dialogue [link here](#)

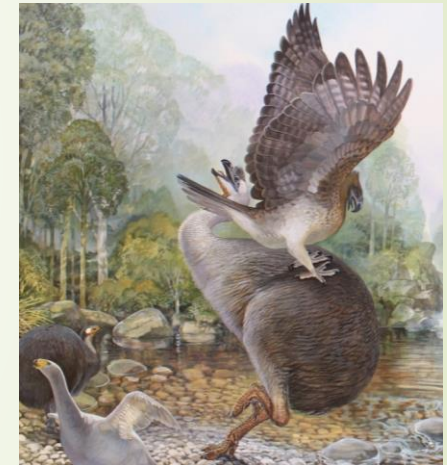
Back to contents [page](#)



Illustrate your story

A variety of art methods and media could be used ...

- Mosaic - create mosaic tiles of the pouākai, for garden stepping-stones or a wall mural
- Clay - mould a pouākai; use your mould for a 3-D creation
- Collage - Create pouākai picture from magazine images or coloured paper
- Painting - a landscape of what it may have looked like with a pouākai flying near the hills



Be inspired by other images to create your own. Keep true to the tree species around (i.e. use NZ native species in your painting)

Back to contents [page](#)

Make a pouākai ...

12



1

- Watch the Te Papa video telling the story of re-creating a life sized pouākai. (linked in image above)

2

- Make it life sized or to scale and display it prominently. If it's in flight, it could be hung from the ceiling.

3

- Display the “modern” story alongside your pouākai, so everyone can understand the story.

Back to contents [page](#)

A social inquiry ...

If the pouākai lived today ...

- ❖ what would it feed on?
- ❖ Where would a pouākai thrive? Why do you say that?
- ❖ What benefits would a pouākai bring to its' environment?
- ❖ What would be difficult about having a pouākai living in today's times?
- ❖ What impact would a pouākai place on other birds?
- ❖ What effect would they have on the trees?
- ❖ For any of the problems you have predicted, what solutions can you offer?

Consider:

The pouākai's food, habitat, impact on other bird life, tree life, environment, community, people, its purpose and use. Note any other wonderings that you have.

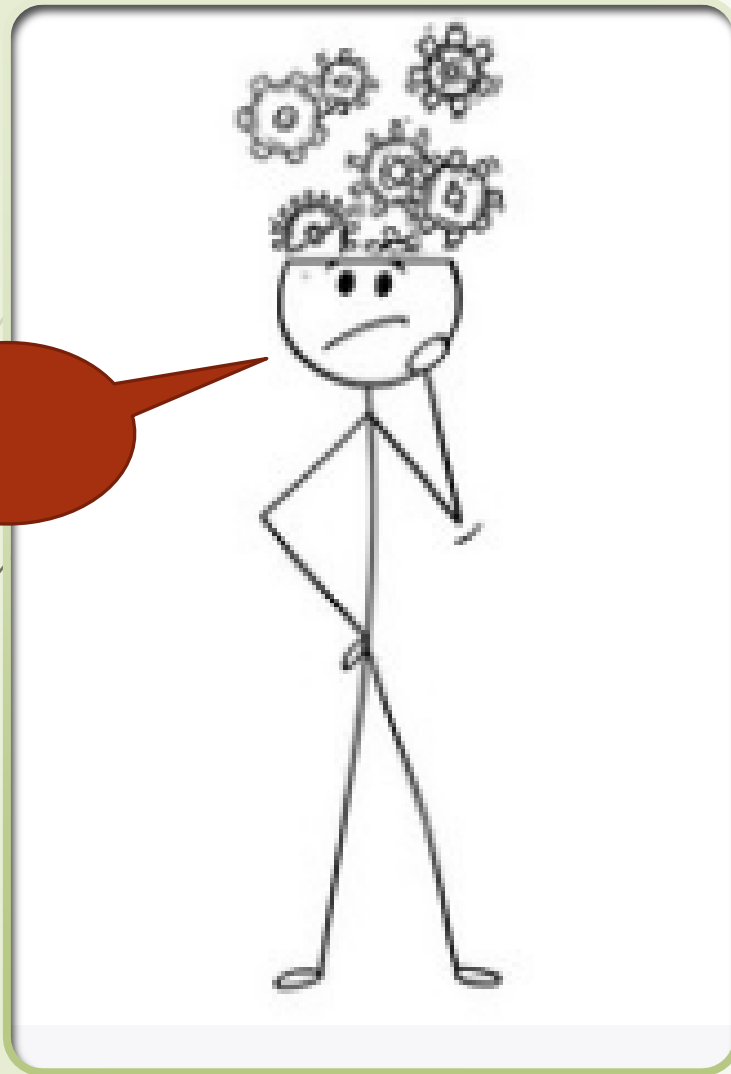
You can find helpful information online about the pouākai (Haast Eagle), the moa and other extinct or endangered creatures of Aotearoa.

Some helpful links are on the next slide.

Back to contents [page](#)

Character Map

14



- This activity helps ākonga develop an understanding of the attitudes and values held by a historical figure.
- Ask them to draw a picture of Hautere from the information read in the primary source links previously, or from natural assumptions
- Ākonga then annotate their drawing using writing, pictures, or recorded voice to show the following:
 - **Head** – what the person **thinks**
 - **Mouth** – what the person **says**
 - **Heart** – what the person **feels**
 - **Hands** – the **actions** this person took
 - **Feet** – the **consequences** of those actions.

[Return to choices page](#)

Write yourself into the story

Be Hautere or one of the fifty men.

Or, be the Pouākai. What did Hautere say and do?

What was the Pouākai thinking to himself?

Re-tell that story or encounter, with you in it.

Illustrate the story, and publish for your Big Books corner.

Give the new story an interesting title.

Copy the story book for the junior class, and go and read the story to that class.

Consider including kiwaha into your story – some examples are on the next page



[Back to contents](#) page

Kīwaha use

Insert these kīwaha Māori (slang or colloquial phrases) into the story in places where it makes sense! Read the finished story to others. (the translation are there to help you choose the right ones; they might not all be able to fit into the story). Read them with expression!

Āna, e pūkana mai ana!	There it is! Right under your nose!
ā, kō ake nei	Shortly, presently (in the future)
Maniori!	Shush! Be quiet!
Auē! Taukuri ē!	Oh no, how dreadful!
Aua hoki	I don't know
Hoake tātou!	Let's go (quickly)
Ka kino kē ia	He's so clever
Ko Māui atu au i a koe!	I'm cooler than you'll ever be!
Areare mai ōu taringa	Listen! Open your ears
And any other kīwaha that you know that will fit into the story well 😊	

Back to contents [page](#)



Story stones

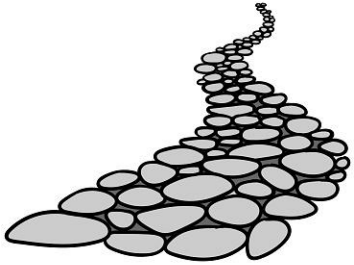
In Māori culture, knowledge was passed on through wānanga, through waiata and games, and natural resources (leaves, feathers, stones, sticks) were also used.

Story stones are great teaching tools to develop the communication skills of tamariki which promotes language skills and encourages their imagination and creativity. The stones allow non-verbal or pre-writing early learners to create stories and narratives using their social and emotional skills.

Kaiako (or ākonga) can paint or affix images to the stones to represent each part of the story and re-tell this story (and others) using the stones as prompts.



Back to contents [page](#)



Story Road

- This activity helps ākonga retell a story accurately.
- Have them form small groups, and ask each group to draw pictures to show the main events in the story of the Pouākai and Hautere and his deeds. Ensure that all the important events are covered.
- Draw a “road” on the floor using tape or chalk and ask the groups to place their images in the correct order on the road.
- If there are any disagreements about the order, encourage ākonga to return to the historical prompts to check.
- Once the groups have agreed, tape a copy of each image in its correct place.
- Ākonga can then practise walking down the road telling a particular version of the story.
- The story road can also be used to develop understanding of time order words or relationships.
- Ask ākonga to stand by one picture and describe what happened before and/or after that event or what caused the event and/or what were the consequences of that event.

Kia Raupapahia – Put the story into order

Not dissimilar to the “Story Road” strategy, this can be used by cutting up each sentence (or two sentences) in a story, handing out one to each student, and get them to talk to each other to put it into a logical sequence to tell the story.

Make sure that the script you provide has some clear sequencing clues. E.g: You may reword the text to start “We are going to learn about the pouākai”. Let’s start with the ...” so that students can know where the story starts.

The students need to read their sentence so others can hear it, going around listening to others, and seeing whether their sentence fits naturally with the others. Standing in a circle helps as they can listen to each other easily.

Give them time and when they are ready to retell, you can listen and indicate where they need to re-order themselves to put the story into order. This strategy offers an opportunity to practice and correct pronunciation along the way.

Using cultural contexts: some tips



The Aotearoa NZ Histories curriculum encourages schools to develop a relationship with mana whenua. Don't make your first engagement a request for information or assistance. Without an existing relationship, your starting point should be to contact the curriculum lead in your local MoE. Their mandate is to connect schools with mana whenua.

Each school may have different starting points. An early task may be to understand who mana whenua is. The marae, pepehā, and any further information you can ascertain and learn is a great start. It may be that the papatipu rūnanga has an approach of progress they would like you to take. It would be great to establish what stories mana whenua are willing to share widely. Be prepared to use those stories, often starting with migration or creation narratives, explore the relationships and connections from that point. Acknowledge that the idea of historical thinking for iwi Māori starts at a different point than a western view. Understand also that oral histories are valid and reliable – just because it wasn't "written" doesn't invalidate the history. Oral histories are embedded in tribal pepehā, waiata such as mōteatea and haka, as well as karakia and well known whaikōrero.

Ensure Ngāi Tahu sources are used and uplifted as the primary information source. Acknowledge all sources and be prepared to question the perspective that source represents. Explore your own ideas of what mātauranga is/what history is in Aotearoa NZ. Interrogate your biases.

[Back to contents page](#)

Critical skills development

1. Learn the information to embed the knowledge - mōhiotanga. Research widely
2. Use your content knowledge and your social sciences curriculum knowledge to design explicit teaching points for your ākonga
3. When using an iwi cultural narrative, consult with and engage with mana whenua at the outset, and ensure you stay true to the story without making assumptions about the facts.
4. Have a variety of reliable sources of information at the ready for your students to explore
5. Start with a rich question
6. Plan for progression within progressions – take the learning to where the students' interest directs, delving deeply with critical questioning skills
7. Revisit the same big ideas and practices in different contexts
8. Encourage ākonga to look at everything with a critical eye

Back to contents [page](#)

Acknowledgement: these ideas adapted from ASSEN Conference workshop, July 2022

Tito waiata

compose a song about the pouākai

It could be an action song, a haka, a pātere, a chant or even a rap, or something else – you choose the genre

Teach others your song.

Perform it to the class/school.



Choose a tune or a rhythm that is easy to follow and others will learn it effortlessly.

Back to contents page

pātere 🔊 🔗

1. (verb) (-hia, -tia) to chant.

haka

(noun) performance of the haka, posture dance – vigorous dances with actions and rhythmically shouted words.

Read, sketch, retell, display, view

Kaiako instructions to ākonga

- I am going to read the story. “Pouākai”.
- I am going to read it in four “beats”. Four separate parts.
- You have four pieces of paper, one piece for each beat of the story.
- You have to quickly sketch something that will remind you what you hear so that you can retell the story later. You can’t use letters, numbers or words.
- I will read each beat of the story two times. You might want to listen the first time, and then draw, or you might want to start drawing immediately.
- When I have finished reading it the second time, I will give you two minutes to finish your sketch.
- It doesn’t have to be a saleable work of art, it is just a sketch that will remind you of the story so you can retell it when asked.
- He pātai? Any questions?
- Let’s start now.

READ AND SKETCH

- Read each beat through slowly and clearly, two times. Then leave two minutes for ākonga to finish up their sketches, before moving onto the next beat

RETELL

- Moving around the room ask students to retell one fact from Beat 1, to the best of their recollection, using their sketch to help. Ask a second student to add to what has been told. When all details have been recalled, proceed to the following beats

DISPLAY

- Display the beats on the floor
- Give everyone an opportunity to view each other’s work.
- Let students decide which one (or more) from each beat to display on the walls

Q&A

- Ask questions about the story: Kaiako to have prepared some questions to elicit information – have your answers alongside the questions for you.

(prepared questions for this story are on the following slide)

Back to contents page

Questions to gauge understanding and recall of the story “Pouākai”

1. What English two-name phrase was used to describe the Pouākai?
2. Where did the pouākai build its nest?
3. What did the pouākai swoop on as kai?
4. Who was the brave man of the story?
5. What type of wood did he gather?
6. How many men accompanied him at night?
7. What was at the foot of the hill?
8. What did Hautere and his men do there?
9. When the pouākai chased Hautere and he ran for his life, what happened next?
10. How did it all end?

Answers

1. “Old Glutton”
2. On a spur of Tawera (Mt Torlesse)
3. Men, women and children
4. Hautere
5. Mānuka saplings
6. 50 men
7. A shallow pool, sixty feet in diameter
8. Covered the pool with a network formed of saplings, and under this were the 50 men armed with spears and thrusting weapons
9. Hautere reached the shelter, the bird pounced on him, forced its legs through the meshes and became entangled
10. The 50 men plunged the spears into its body and killed it

Take a moment to reflect on the outcomes, praising the group effort to recall the story

Back to contents page

Social Inquiry strategy

25

Zero in on one aspect of interest about your topic and following this social inquiry model:

- **Plan** – identify your focus area, and your methods of research. Plan methods of presenting the information
- **Explore** – ask further questions and conduct your research. Read from a variety of sources, ensuring validity and authenticity in the information.
- **Use and choose** – organize the information and evaluate your discoveries, with justifications.
- **Create** a presentation for your material – make sure it is clear and you can use a range of formats; practice your presentation so you can confidently
- **Share** your mahi to a wider audience, and finally
- **Review** – assess the process and skills you used. What action/s can you take?
 - What would improve an inquiry like this in the future? What did you do really well?

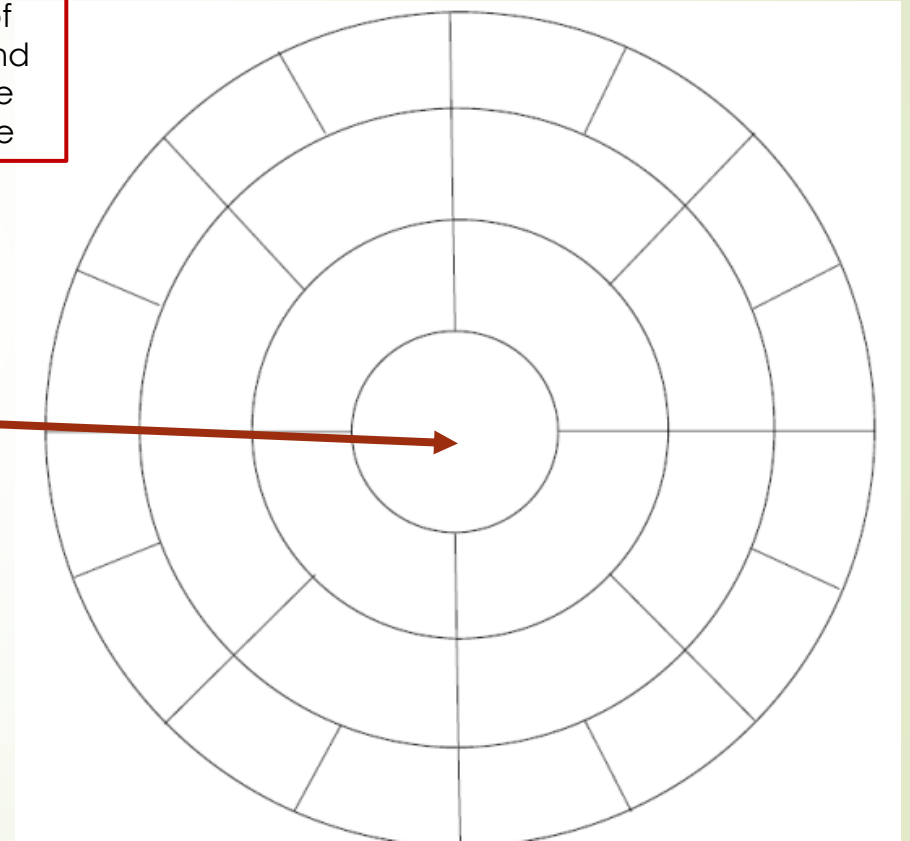
Back to contents [page](#)

“Consequences wheel” activity

Consequence Wheel link: Starting with the “BIG IDEA” in the centre circle, wānanga together as to the impact of that “action” in every widening circles. Think of the impact on people, their well being and ability to gather kai, the environment, and show consequences that have an ongoing effect through the wheel. Here is an example for the centre “BIG IDEA”.

If the pouākai were
alive today, what
impact would it have
on our lives?

Access a wide range of
information to discuss and
debate – many links are
included in this resource



Back to contents [page](#)

Sites for further reading and actions

Some links:

[Terror of the forest | New Zealand Geographic \(nzgeo.com\)](#)

[Extinct New Zealand Giant Eagle | Haast's Eagle \(wingspan.co.nz\)](#)

[Pouakai - the sound of the Haast's Eagle - YouTube](#)

[Giant eagle \(Aquila moorei\), Haast's eagle, or Pouākai | Collections Online - Museum of New Zealand Te Papa Tongarewa](#)

[Haast's eagle | New Zealand Birds Online \(nzbirdsonline.org.nz\)](#)

[Pouākai - The world's largest eagle | RNZ](#)

[Haast's eagle | Christchurch City Libraries](#)

Check out some DOC videos and other articles about saving endangered species.

[Chatham Islands black robin: New Zealand native land birds \(doc.govt.nz\)](#)

[Remembering Don Merton and a bird called 'Old Blue' - Predator Free NZ Trust](#)

[The Black Robin - A Chatham Island Story | Television | NZ On Screen](#)

[Kākāpō Recovery \(doc.govt.nz\)](#)

Kura Tawhiti was one place of habitation. Here are some links to further information:

[Kura Tawhiti Conservation Area: North Canterbury and Arthur's Pass region places to visit \(doc.govt.nz\)](#) (click history and culture tab for more information)

[Arthur's Pass - Kura Tawhiti Conservation Area \(arthurspass.com\)](#)

[Everything You Need to Know About Castle Hill New Zealand \(Kura Tawhiti\) – We Seek Travel Blog](#)

[The rocks of Castle Hill | New Zealand Geographic \(nzgeo.com\)](#)

Back to contents page

Investigation: places of habitation

28

This image is from Ka Huru Manu. www.kahurumanu.co.nz

Start with a search for “Mount Torlesse” (indicated in blue square above) and there are green diamonds nearby, blue lines (rivers) and green lines (trails), as well as orange areas (reserves).

Check out these locations and find out what you can about these places.

- Tawera Te Hāpua Waikawa
- Whakamatau Ōpōrea
- Ōpōreaiti Waimakariri
- Waikirikiri Rakaia
- Waitāwhiri Nōti Raureka
- Tawera Native Reserve 897



AN INQUIRY: (some prompts)

1. What can you deduce about the pouākai's life?
2. Check with other sources of information, what supportive information did you find?
3. What contradictory information have you found?
4. Think about how to present this information visually.
5. What is your point of view and justification for your belief as to what was correct?
6. Plan and produce a presentation of your point of view, and then share (e.g; a persuasive speech, a visual presentation, a rap, a picture book).

Back to contents page

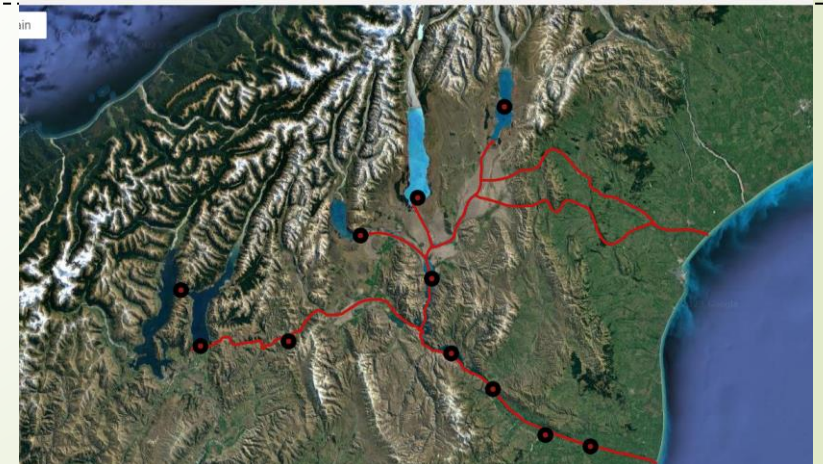
Create a character for the journey

Most suited to Years 4-10

Character creation:

Create a character using *Scratch* (or other technology) to journey the places mentioned in the Investigation of places of habitation activity, and have stops along the way to gather kai and refresh.

Go to the Ka Huru Manu cultural mapping project (link in the image) and check out the Waitaki trail mentioned there, to see how they charted places along the way with information of interest. You may want to create your own map using a Google Earth Project as well.



Back to contents [page](#)

“Mahinga kai” is the 9th tall tree



Create a food map: **Most suited to Years 4-10**

Traditional food gathering methods and places is considered the “9th tall tree of Ngāi Tahu” – check out the link in the image for an explanation and the article link “The Ninth Tree”

Create a map of the food species mentioned at these places you investigated. Knowing that Hautere’s party would have gathered kai on their journey to capture the pouākai, do you consider their diet varied and interesting? What state of health is most likely for the traveling party, knowing they would have been eating those species along the way? Why do you say that? If you were gathering one of those food species now, how would you prepare it to eat? What is different from your methods and those of Hautere’s party?



Back to contents page


Developing a well rounded understanding of the Treaty of Waitangi Settlement is a topic **well suited to Years 7-13**

“Kahu and Hōkioi” by Ariana Tikao

Junior Journal 51, Level 2, 2015

Kāhu and Hōkioi

by Ariana Tikao
illustrations by Stevie Mahardhika



TEXT TSM PDF DOWNLOAD AUDIO

0:00 / 6:05

Access the story and the accompanying teacher support material.

Includes text and audio as well

Note: hōkioi is another name for the pouākai

Back to contents page

Another related School Journal article

The Coprolite Hunters

by Neil Silverwood

School Journal
Level 3, November 2020
Year 6



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.



Science and Literacy focus

Back to contents [page](#)

Best Quiz Creation Sites for Education

- ClassMarker. ...
- EasyTestMaker. ...
- Factile. ...
- Fyrexbox. ...
- Gimkit. ...
- GoConqr. ...
- Google Forms. ...
- GoToQuiz.

your students could create their own quiz to test each other's understanding of the story – here are some platforms they could use



Te Rūnanga o Ngāi Tahu

Typeform



Kahoot!

Game PIN

Enter

QUIZZZ

FlexiQuiz

Back to contents [page](#)

Click on the image to visit websites

Aotearoa New Zealand's histories
Planning together

Understand

Know

Do



The New Zealand
Curriculum Online

Aotearoa New Zealand's
histories in the
New Zealand Curriculum



NZHTA



Aotearoa NZ's Histories



Te Rūnanga o Ngāi Tahu