

“TE POUĀKAI”

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



Te Rūnanga o Ngāi Tahu

Teacher support material for kura
(literacy, the arts, social sciences, science,
technology)



CC BY-NC-ND

Creative Commons Licence: Te Pouākai, By Te Rūnanga o Ngāi Tahu, v.2 April 2024, No Commercial Use, No Derivatives

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	Character map
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	Ngā toi – arts ideas	Make a pouākai
A strategy to learn the story Read-Sketch-Retell	Social Inquiry strategy – a framework	
Questions to gauge understanding	Sites for further reading	Reader: “Kāhu and Hokioi”
Ngai Tahu Language and Education strategy links	Create quizzizz, kahoots, reinforcement activities	
Curriculum links and ideas (6 pages)	Helpful website links	



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

Suitable for Years 0-6

- 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?



Photo credit: [New Zealand Geographic](#)

Back to contents [page](#)

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](#)

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](#)



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.

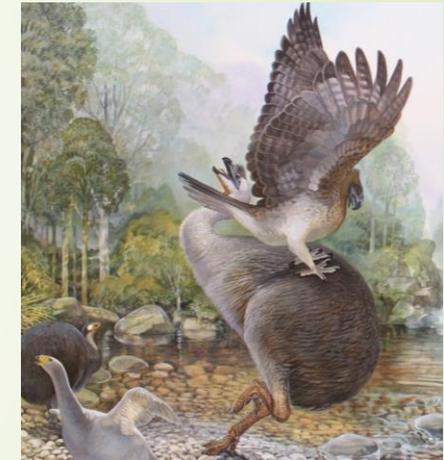


Back to contents [page](#)

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 ...

11



1

- Watch the Te Papa video telling the story of re-creating a life sized pouākai.

2

- Make it life sized (or to scale) and display it prominently. If it's in flight, it could be suspended from above.

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 affect 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.

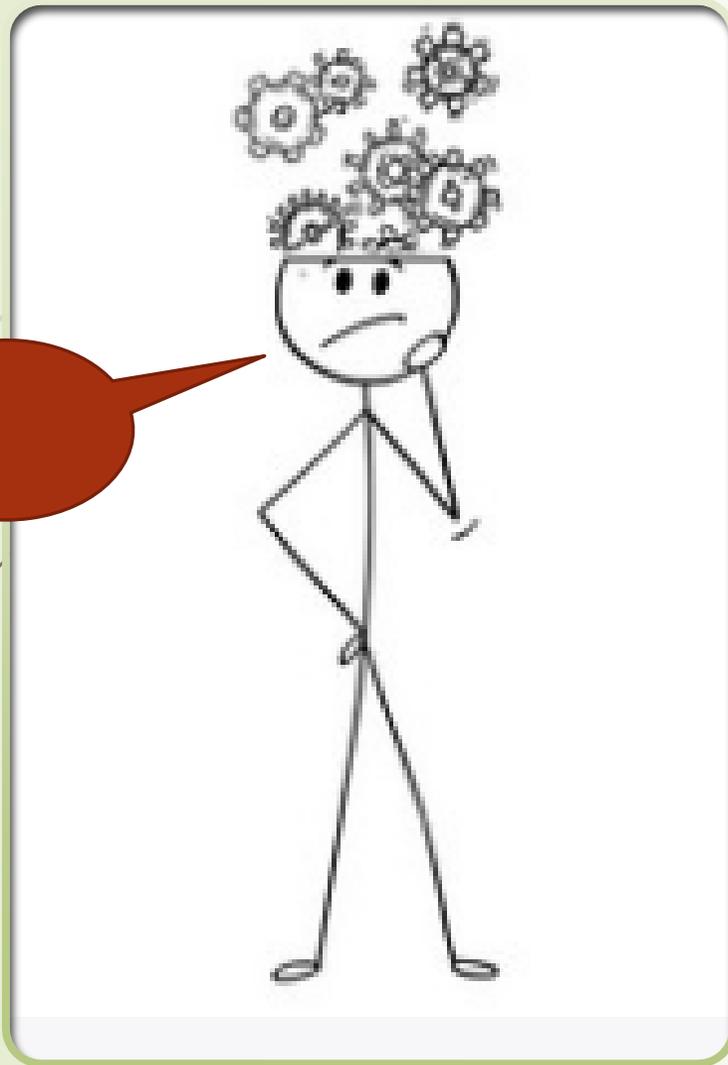
You can find helpful information online about the pouākai (Haast Eagle), the moa and other extinct or endangered creatures of Aotearoa.

Some helpful links are on further slides.

[Back to contents page](#)

Character Map

13



- 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 *kīwaha* 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](#)

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

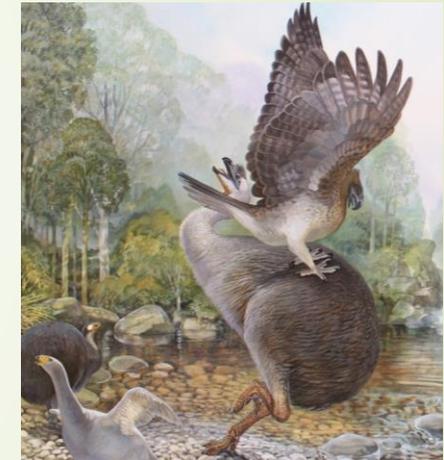
Ngā Toi – The arts

Tito waiata – compose a waiata 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](#)

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

21

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?

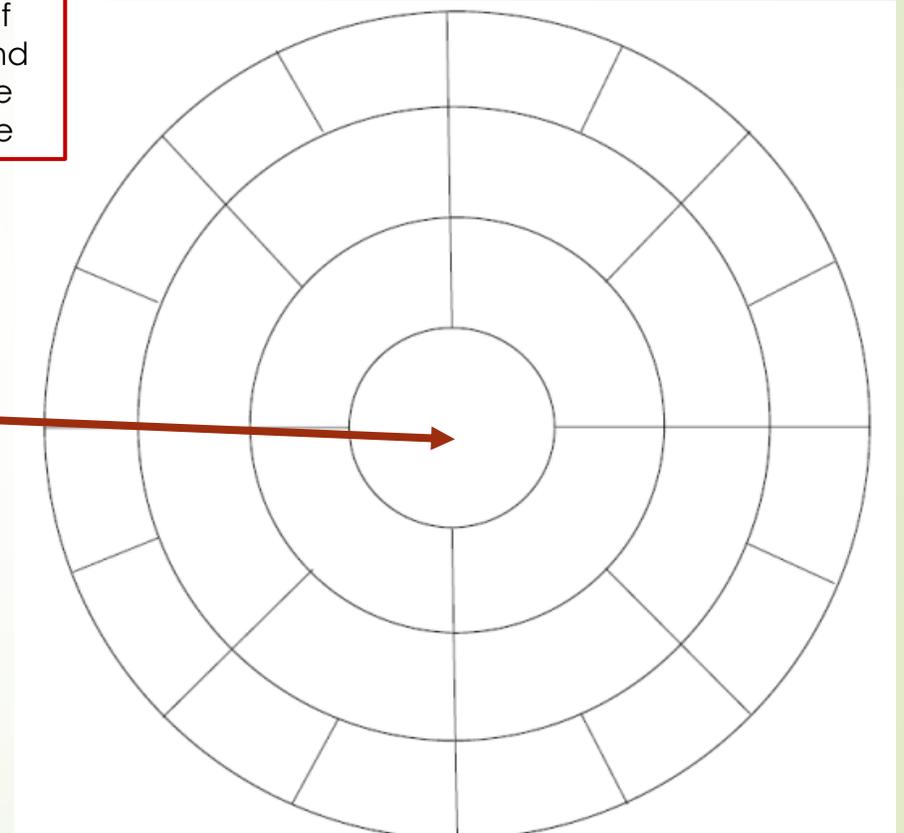
Back to contents [page](#)

“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 \(wingspan.co.nz\)](#)

[Pouākai - 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 \(nzgeo.com\)](#)

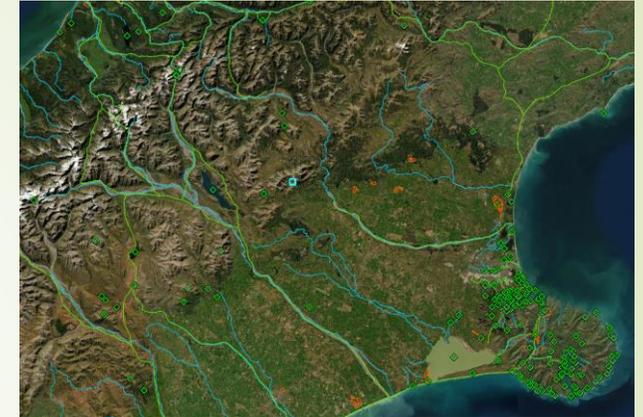
[Back to contents page](#)

Investigation: places of habitation

24

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](#)

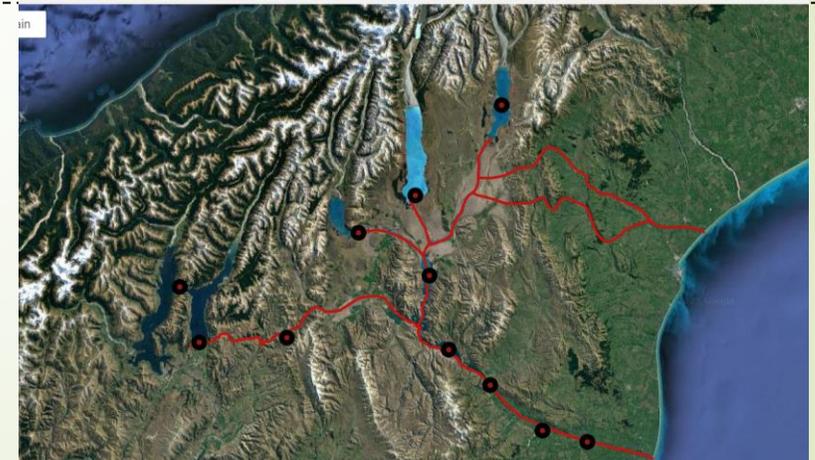
Create a character for the journey

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](#)

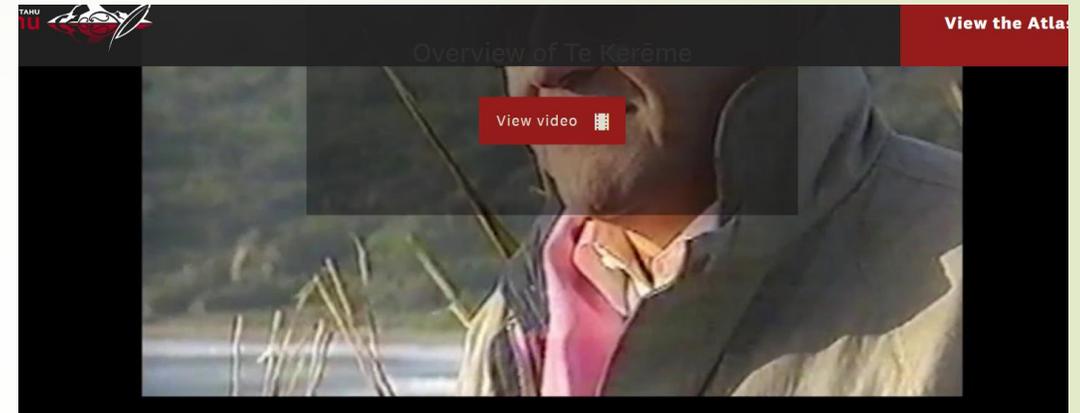
“Mahinga kai” is the 9th tall tree



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.

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?



The Ngāi Tahu Settlement

Developing a well rounded understanding of the Treaty of Waitangi Settlement is a topic **[well suited to Years 7-13](#)**

Back to contents [page](#)

“Kāhu and Hōkioi” by Ariana Tikao

Junior Journal 51, Level 2, 2015

The screenshot shows a digital resource page for the story "Kāhu and Hōkioi". At the top, the title "Kāhu and Hōkioi" is displayed in a large, bold, dark red font. Below the title, there is a small thumbnail of the story's text and illustrations. To the right of the thumbnail, the author's name "by Ariana Tikao" and the illustrator's name "illustrations by Stevie Mahardhika" are listed. Below the author and illustrator names, there are three icons: a red book icon labeled "TEXT", a red book icon labeled "TSM PDF", and a blue music note icon labeled "DOWNLOAD AUDIO". At the bottom of the page, there is a video player interface showing a play button, a progress bar at "0:00 / 6:05", and volume and settings icons.

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



Typeform



Kahoot!

Game PIN

Enter

QUIZIZZ

FlexiQuiz

Click on the image to visit websites

Aotearoa New Zealand's histories
Planning together

Understand

Know

Do

Aotearoa New Zealand's
histories in the
New Zealand Curriculum



The New Zealand
Curriculum Online



NZHTA

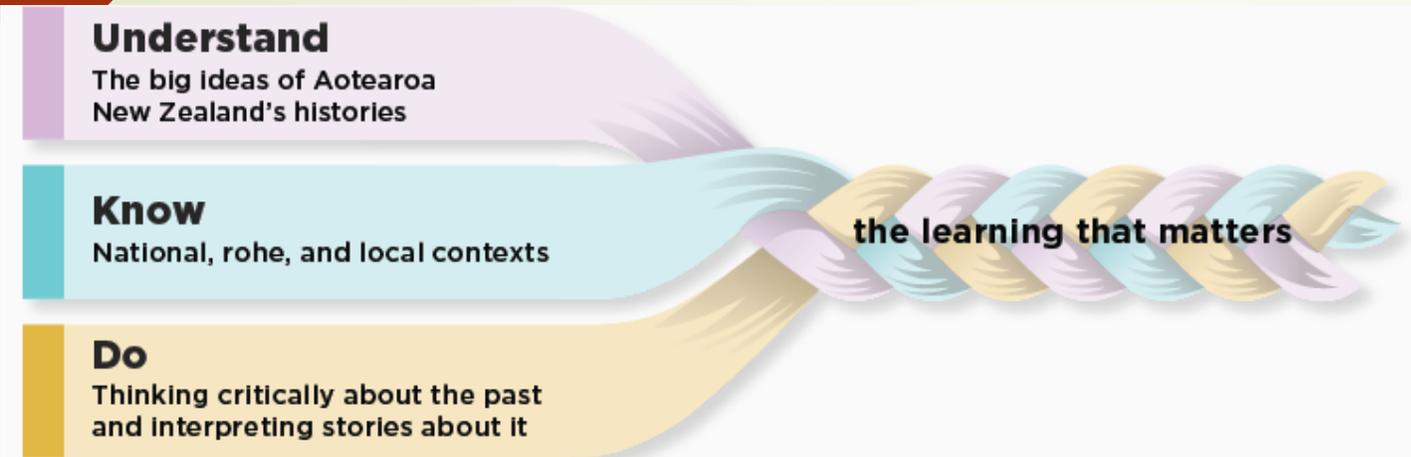


Aotearoa NZ's Histories



Te Rūnanga o Ngāi Tahu

Learning experiences to gain the key knowledge



“Aotearoa NZ Histories curriculum” is the first refresh, with implementation beginning 2023

The curriculum refresh will honour our obligations to Te Tiriti o Waitangi, be inclusive so that all ākonga see themselves and succeed in their learning, is clear about the learning that matters and is easy to use. This teacher resource will support learning experiences expected, have a local mana whenua perspective and will enable all to gain a deeper knowledge of people, places and events. Referring to the Aotearoa NZ Histories curriculum for further ideas, content and resources allows a well-rounded curriculum coverage that needs to include local historical contexts. *Curriculum link ideas on following pages.*



Te Rūnanga o Ngāi Tahu

Back to contents [page](#)

CURRICULUM LINKS – Aotearoa New Zealand histories

Understand the big ideas

- Māori history is the foundational and continuous history of Aotearoa NZ.
- The course of Aotearoa NZ's histories has been shaped by the use of power.
- Relationships and connections between people and across boundaries have shaped the course of history.

Know contexts:

- Whakapapa me te whanaungatanga – culture & identity
 - The past shapes who we are today, our familial links and bonds.
- Tūrangawaewae me te kaitiakitanga - place and environment
 - The relationships of individuals, groups, and communities with resources, and on the history of contests over their control, use and protection.

Do Inquiry practices

- Identifying and exploring historical relationships
- Identifying sources and perspectives
- Interpreting past experiences, decisions and actions

For NCEA 1, 2, 3
information, go
to next slide

[Back to contents page](#)

NCEA Level 1 units: Social Studies, History

33

Social Studies

- 92048 – 5 credits: Demonstrate understanding of findings of a Social Studies inquiry
- 92049 – 5 credits: demonstrate understanding of perspectives on a contemporary social issue
- 92050 – 5 credits: demonstrate understanding of decisions made in relation to a contemporary social issue
- 92051 – 5 credits: describe a social action undertaken to support or challenge a system
- 91039 – 4 credits: describe how cultures change (Context: societal change as a result of technology)
- 91041 - 4 credits: using resources provided, students can describe consequences of cultural change/s

History

- 91003 - 4 credits: written examination – interpret sources of an historical event of significance to New Zealanders
- 91005 - 4 credits: written essay: Describe the causes and consequences of an historical event
- 91006 – 4 credits: answering questions on one topic studied to describe how a significant historical event affected New Zealand society

Some of these NCEA units may match with this historical context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

For NCEA 1, 2, 3
information, go
to next slide

Back to contents [page](#)

NCEA Level 2: Education for Sustainability

NCEA Level 3: Environmental Sustainability

- ▶ Level 2: 91733: 4 credits:
Demonstrate understanding of initiatives that contribute to a sustainable future
- ▶ Level 2: 90814: 4 credits:
Demonstrate understanding of aspects of sustainability
- ▶ Level 3: 90831, 5 credits:
Analyse the impact that policies have on a sustainable future
- ▶ Level 3: 91736, 4 credits:
Analyse how different world-views, and the values and practices associated with them, impact on sustainability

Some of these NCEA units may match with this historical context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

For NCEA 1, 2, 3
information, go
to next slide

[Back to contents page](#)

NCEA Level 2 units: Social Studies, History

35

Social Studies

- ▶ 91279 – 4 credits: (context 2023: conflict(s) arising in regard to the advertising industry) – using resource booklet provided to analyse resources, students can demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas
- ▶ 91281: 4 credits: written essay (750-800 words) to describe how cultural conflict(s) can be addressed

History:

- ▶ 91231: 4 credits: written examination – Examine sources of an historical event that is of significance to New Zealanders
- ▶ 91233 - 5 credits: Examine causes and consequences of a significant historical event
- ▶ 91234 – 5 credits: written essay: Examine how a significant historical event affected New Zealand society

Some of these NCEA units may match with this historical context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

For NCEA 3
information, go
to next slide

[Back to contents page](#)

NCEA Level 3 units: Social Studies, History

36

Social Studies

- ▶ 91596 – 4 credits: Demonstrate understanding of ideological responses to an issue
- ▶ 91598: 4 credits: Demonstrate understanding of how ideologies shape society

History:

- ▶ 91436, 4 credits: written examination – Analyse evidence relating to an historical event of significance to New Zealanders
- ▶ 91438 – 6 credits: Analyse the causes and consequences of a significant historical event
- ▶ 91439 – 6 credits: written essay: Analyse a significant historical trend and the force(s) that influenced it

Some of these NCEA units may match with this historical context and the skills learned are transferrable skills for the NCEA assigned contexts each year.

Back to contents [page](#)