

Matariki L3 Inferences	
<p>Social Sciences goal To understand how cultural practices vary but reflect similar purposes.</p>	<p>Literacy goal To make inferences by using clues in the text and drawing on prior knowledge to predict what is happening in a text.</p>
<p>Specialised vocabulary: kūmara, pātaka kai, tohunga, whakapapa, whenua,</p> <p>Interest vocabulary: appease, bountiful, coincide, harvest, hazy, legacy, migration, phenomenon replete, traditionally, unproductive,</p>	
<p>Purpose: To identify the significance of Matariki within the Māori calendar.</p>	
<p>Task 1: Read the article: https://www.museumswellington.org.nz/wp-content/uploads/2022/01/Matariki-booklet.pdf</p> <p>Task 2: Look for clues in the text to find out what you might have seen and heard if you were present in earlier times, during Matariki.</p> <ul style="list-style-type: none"> ● Fill out the T-chart, drawing on clues in the text to decide what Matariki looked like and sounded like in earlier times. (See Fig 1) <p>Making inferences</p> <ol style="list-style-type: none"> 1. Identify clues in the text that describe what people are doing during Matariki. 2. Draw on your own experience: what you have done or heard or read to predict what is happening in the article? <p>Eg. A. The article says that “<i>Matariki was a time for bountiful catches of fish...</i>” So I infer that: <i>I would see</i> people getting ready to catch fish or returning with fish. Drawing on my own experience I think there would be others repairing their nets or preparing fish for drying. <i>I would hear</i> some people talking about the great fish catch they have made.</p> <p>B. The text says “<i>It was a time when storage houses (pātaka kai) were filled with food ..</i>” <i>Kererū (wood pigeon) were snared and preserved,</i>” So I infer that: when I look around <i>I would see</i></p>	<p>https://www.museumswellington.org.nz/wp-content/uploads/2022/01/Matariki-booklet.pdf</p> <p>This booklet provides information about Matariki: Its origins and its cultural significance.</p> <p>NB. For some students this text may be best read as a <i>shared</i> text as there is a range of specialised vocabulary included.</p>

<p>*the pātaka kai full of preserved birds, kūmera in the storage pits, *people preparing food, cooking and eating, * <i>I would hear</i> people talking, laughing, others giving instructions on how to prepare the kai.</p>	
<p>Task 3: Using your clues from the T-chart in task 2. A.) Write a brief diary extract of what you have seen and heard during the lead up to a traditional Matariki event. Or B.) Imagine being part of a picture or illustration that shows what life was like during Matariki. Freeze in a position that helps an observer understand what you are doing. Each person in the group will take on a different role. Be very clear about what task you are doing. <i>Eg. Fishing, cooking, talking, writing a waiata, preparing the ground, or perhaps being a lookout searching for the stars.</i> On a signal, one person at a time starts speaking and moving to show what they are doing or saying. When they have finished they freeze in position again and the next person begins. Observers should be able to gain a clear understanding of what used to happen before and during Matariki.</p>	
<p>Purpose: to find out why Matariki was revived.</p>	
<p>Task 4: Matariki was revived around 2000.</p> <ul style="list-style-type: none"> ● <i>What does Matariki mean today?</i> ● <i>How is it celebrated now?</i> ● <i>What has been retained from earlier times?</i> <p>View the video clip Seven Sharp looks at the meaning behind Matariki and Read the two webpages provided http://www.teara.govt.nz/en/matariki-maori-new-year/page-3 https://ngawhetu.nz/index.php/matariki-hdn?start=8</p> <p>Discuss in a small group</p> <ul style="list-style-type: none"> ● <i>What is the purpose of Matariki today?</i> ● <i>What are some of the features of traditional Matariki that are present in today's celebration?</i> <p>Jot down these ideas</p>	<p>https://www.youtube.com/watch?v=BDHJCWdJWNY This interview starts with an introduction from the former Seven Sharp team. It explains the significance of Matariki to Māori. It also gives some information about the stars in the Matariki cluster. Iwi have different names for the stars. This clip uses the most common names.</p> <p>http://www.teara.govt.nz/en/matariki-maori-new-year/page-3</p> <p>This webpage provides some background to Matariki and the purpose of the revival. https://ngawhetu.nz/index.php/matariki-hdn?start=8 This webpage from Ngā Whetū offers an opinion about the purpose of the revival of Matariki.</p>

<p>Use these ideas to either</p> <p>Write a report for a general audience to inform them about Matariki.</p> <p>Recount what they might see and do today.</p> <ul style="list-style-type: none"> • <i>What is the purpose of Matariki today?</i> • <i>What are some of the features of traditional Matariki that are present in today's celebration?</i> <p>Or</p> <p>Create a promotion poster celebrating Matariki today</p> <ul style="list-style-type: none"> • Explain the purpose for Matariki today • List or show using illustrations and photographs what people can expect at a Matariki celebration today. • What they can expect to experience that is similar to Matariki in earlier times? 	
<p>Review:</p> <p>How effective was I in achieving my literacy goal?</p> <p><i>What did I do well?</i></p> <p><i>What do I still need to work on?</i></p>	<p>Was I able to identify clues in the text and draw on my prior knowledge to predict what might have happened during Matariki?</p> <p>Was I able to convincingly express my point of view on a topic?</p>
<p>How effective was I in achieving my social sciences goal?</p> <p><i>What did I do well?</i></p> <p><i>What do I still need to work on?</i></p>	<p>Was I able to compare how cultural practices vary but reflect similar purposes?</p>

Fig 1 Matariki	
What it looks like	What it sounds like
