

Matariki L4 Sustain		
Connected 3. 2003 	Level 3 Sept 2014 Reading level Yr 6 	Connected 3. 2003 Matariki Returns Moira Wairama and Rupert Alchin. In recent years, Māori have revived the celebration of Matariki. It symbolises the changing of seasons, new beginnings and a time for looking after the environment. Level 3. Sept 2014 Mahinga Kai Crusaders. This article explains two very different approaches to keeping the tikanga of Mahinga Kai alive.
Also see earlier: ENRICH Planet Earth Level 4 Kaitiakitanga		
Social sciences: Understand how Māori tribes pass on and sustain their practices related to Matariki.		Literacy To gather, evaluate and synthesise key information from several sources.
Specialised vocabulary hinu, kaimoana, kereru, kiore, mahinga kai, mahi(work) Pleiades, tupuna. Interest vocabulary: Chamois, crescent, crusader, dormant, edible, estuaries, harnessing, lagoons, mythical, protection, ritual, traditional.		
Purpose: To find out how celebrating Matariki enabled opportunities to pass on cultural practices and traditions to others.		
Task 1: 1. Traditionally Matariki was a time in the year when Māori iwi gathered together. It was when the Kaumātua or elders could pass on their cultural knowledge and skills. a.) Locate information from both of the following texts that helps you to answer <ul style="list-style-type: none"> • <i>Traditionally what might have Māori iwi done around the time of Matariki?</i> b.) Locate in the texts some of the skills and knowledge the next generation gained to help them to follow the hunting, planting calendar. <ul style="list-style-type: none"> • <i>How did they learn it?</i> 		https://teara.govt.nz/en/diagram/5159/matariki-in-the-night-sky This page gives instructions on how to find the Matariki star cluster https://www.museumswellington.org.nz/wp-content/uploads/2022/01/Matariki-booklet.pdf This booklet provides information about Matariki: Its origins and its cultural significance.
2)Read https://www.museumswellington.org.nz/wp-content/uploads/2022/01/Matariki-booklet.pdf P3-11 Also		

Read: Matariki Returns
Connected. No. 3 2003.

3).Take notes by filling out information on a [paper bag](#) or use a graphic organiser.

- Write *on the front* of the bag phrases and illustrations summarising **what Māori** iwi may have done during Matariki.
- *On the back* **how** they learned knowledge from their elders.
- *Place inside the bag* your notes about some of the **new knowledge** that may have been gained to help young Māori follow the hunting, planting calendar.

Write and present your own **waiata or poem** about what knowledge you have gained about Matariki traditions and knowledge.

Purpose To find out additional ways that Maori learn about cultural practices today.

Task 2:

1)**Think** of a time when you haven't gone to the supermarket or a shop to get food.

- *What food did you gather, hunt or catch? eg. fish, mushrooms, berries apples...*
- *How did you prepare it to eat?*

2.The following text discusses some of the Ngāi Tahu, traditional practices of food gathering that are being kept alive today. It also provides some information about how these practices are being kept alive also.

a) Read Mahinga Kai Crusaders: Level 3. Sept 2014.

b) Discuss with a partner: *How are people learning about traditional practices today?*

One way is through the internet.

3)a. View one of the web casts on Mahinga kai from Ngāi Tahu.

<https://ngaitahu.iwi.nz/culture/mahinga-kai/>
This excellent web series is produced by Ngai Tahu. It explains in eleven, 10 minute episodes some of their traditional practices in gathering, harvesting preserving and preparing food.

b)Take notes to build knowledge about food gathering and processing on one of the following

Eg:

- Tī Kouka Episode 2
- Pāua Episode 5
- Pōhā Episode 9

c.)Show your understanding of how Maori pass on cultural knowledge and practices by:

i)Creating an illustrated flow chart of a process learned in one of the webcasts.

ii)Creating a power-point which discusses from a young person's perspective, some of the learning gained as a result of seeing one of the webcasts and reading the text **Mahinga Kai Crusaders**

- *Is gathering your own food a good thing to do? Would you do it? Why or why not?*
- *What are some of the modern day issues faced by Maori as they gather food traditionally?*
- *What changes might be made to the way we treat the environment to ensure this way of life does not disappear?*

Review:

How effective was I in achieving my **literacy goal**?

What did I do well?

What do I still need to work on?

Was I able to **take notes** that helped me achieve the task purpose?

Was I able to reflect on the information I read and consider how it linked to other information and ideas?

Was I able to locate similarities in ideas across texts to reach a conclusion?

Did I use this conclusion to inform my thinking and generate new information?

Was I able to draw on evidence to make thoughtful judgments?

How effective was I in achieving my **social sciences goal**?

What did I do well?

What do I still need to work on?

Was I able to identify how Māori tribes pass on and sustain their practices related to Matariki?