

# TAUMATA 1 AND 3 EXEMPLAR OF POTENTIAL PATHWAYS THROUGH HUATAU MATUA

## HUATAU MATUA

### WHĀINGA PAETAETAE TAUMATA 1

*Ka torotoro i ngā tūāhuatanga o te taki pūrākau me te kōrero tuku iho*

### WHĀINGA PAETAETAE TAUMATA 3

*Ka tūhura i ngā tūāhua i wheakotia e tētahi hapori i te wā o nānoa nei me te wā o mua noa atu*

## Tūrangawaewae

Explore ideas of tangata rongonui that students might know - Why? Who? When?

Where are these people from? Where did they live? Introduce someone from your rohe as a tangata rongonui. What is special about the work these people did.

Explore the roles that different people had in shaping New Zealand history - women during times of national unrest (e.g. Land Wars, World Wars, natural disasters, protests). Why did the women behave like they did at these times? What were the benefits to the country, rohe or kāinga?

## Whakapapa

Talk about what makes a tangata, rongonui?

How their whānau helped them do what they did/do?

Find out about the whānau of these tangata and where did/do they live.

Explore the traditional beliefs about womens' roles in communities and how these changed over the years, across different cultures and ethnicities.

## Whanaungatanga

Find out who is in a whānau and why whānau are important.

Explore Te Orokohanga / Te Wehenga - the creation of our earth and whānau from the beginning of time.

Relationships over time influence decision making and behaviours. Find and analyse examples of this. Use tangata rongonui from your iwi, perhaps Te Atairangikaahu, Te Puea, Tamatea Pōkai Whenua, Tama te Kapua and/or more recent people in history like Paul Reeves, or Morvin Simon.

## Mana Motuhake

What is special about your whānau. Think about one adult in your whānau, can you do some of the things they do/did? What might help you be a tangata rongonui in your whānau.

How is mana motuhake passed through generations? How does it impact on the actions people to respond to different circumstances.

## Kaitiakitanga

Think about the special things in your whānau. What special things in our own whānau do we look after. What do you learn from your whānau.

Consider a person of note in the recent history of your whānau, hapū or iwi. We have a responsibility to ensure that the stories of this person's achievements are always known. What ways are currently used, and how could these be improved or broadened?

## HUATAU MATUA

### WHĀINGA PAETAETAE

*Ka tūhura i ngā urupare a te iwi ki te pāpātanga o te tāmitanga*

People's responses to the impact of colonisation are examined

## Tūrangawaewae

Explore tūrangawaewae. What other concepts are similar in intention across different cultures. What considerations do people use to define their tūrangawaewae? Select a range of tangata rongonui in Aotearoa, examine their achievements in relation to tūrangawaewae. How is tūrangawaewae articulated in other indigenous cultures that have been colonised by others?

## Whakapapa

Research Crown policies and procedures over the years since Te Tiriti o Waitangi was signed. Select one of interest and explore its whakapapa. How did this particular policy impact on Māori, on Pākehā? Were the impacts the same? (Examples: land ownership, public works, democratic rights. Why is it important to understand the whakapapa of such things as policy and laws of Aotearoa?)

## Whanaungatanga

Investigate how laws and policies in the post Treaty years were interlinked and their common purpose. Explore tangata rongonui who were active in fighting policy and law and consider how their work contributed to tribal and individual, or collective responses. How is today's response to law, politics and resistance attributed to the work of these tangata?

## Mana Motuhake

Consider the impact colonisation had on individual and collective mana motuhake. Research someone in your tribal area that resisted the stripping of mana from Māori during this time, and discuss their response and subsequent actions.

## Kaitiakitanga

In a post-colonial era, what things do people want to treasure and retain and why? Think about the history of Aotearoa and compare it with the British, Hong Kong and China situation. Kaitiakitanga has a singular purpose, to preserve for others, but many interpretations. What conclusions can you draw from your findings?