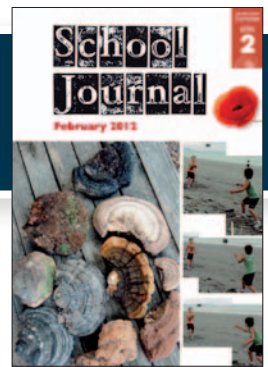


Kāterina Te Heikōkō Mataira – Walking on the Lands of Our Tīpuna

by Oho Kaa

School Journal
Level 2, February 2012
Year 4



Overview

This article about the writer Kāterina Mataira was written in the first person as a form of eulogy after her passing in July 2011. The article shares aspects of her life and highlights the importance of her culture. Te reo Māori is used in a natural way in the article, both in the context of English sentences and as the untranslated Māori poroporoaki or ceremonial farewell to Kāterina. The poroporoaki is not translated because the concepts used have no English equivalent.

Additional pages of the article include illustrations from some of her children's books and also a link to a website where digital versions of those books can be read.

Texts related by theme

“From Corned Beef to Captain Cook: The Art of Michel Tuffery” SJ 2.4.08 |
“Helping to Win the War” SJ 1.3.07 | “Wobbling” SJ 4.2.07

Text characteristics from the year 4 reading standard

other visual language features that support the ideas and information, for example, text boxes or maps

some compound and complex sentences, which may consist of two or three clauses

Ohinewaiapu Marae Kāterina Mataira

Her tangi was held at Ohinewaiapu Marae in Rangitukia. People from all over Aotearoa came to pay their respects to her. Some even came from Australia. Their waiata and expressions of aroha were very moving. I wondered how we were going to cater for all these people. But the wider whānau, our hapū, iwi, and friends, the neighbouring marae, and many others all came to the rescue. We will always be thankful for their support – for their comfort, help, smiles, crying, feeding, loving, praying, speaking, and singing.

Her beautiful coffin, which looked like a tōtara log, was specially made to represent a waka. Her many mokopuna sat around her, crying and lovingly placing fresh kawakawa leaves on her. That brought us all to tears.

Kāterina is lying next to our grandmother Huriwhenua, whose moko kauae was the pattern for her own moko kauae. Rest in peace, Kāterina. Haere rā, e te tuakana, ki ō mātua tīpuna. Moe mai rā i te moenga roa.

some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge

Reading standard: by the end of year 4

Possible curriculum contexts

SOCIAL SCIENCES

LEVEL 2 – Social studies: Understand how people make significant contributions to New Zealand’s society.

ENGLISH (Reading)

LEVEL 2 – Purposes and audiences: Show some understanding of how texts are shaped for different purposes and audiences.

ENGLISH (Writing)

LEVEL 2 – Purposes and audiences: Show some understanding of how to shape texts for different purposes and audiences.

Possible reading purposes

- To find out about Kāterina Mataira
- To learn about some cultural concepts related to tangi.

Possible writing purposes

- To write about the life of a person you know or have learnt about.

See [Instructional focus – Reading](#) for illustrations of some of these reading purposes.

See [Instructional focus – Writing](#) for illustrations of some of these writing purposes.

Text and language challenges

VOCABULARY:

- Possible unfamiliar words and concepts, including “Dame”, “preserve”, “journeys”, “passed away”, “pay their respects”, “expressions”, “moving”, “cater”, “came to the rescue”, “coffin”, “represent”, “pattern”
- The use of te reo Māori, including names of people, places, organisations, book titles, and the untranslated poroporoaki.

Possible supporting strategies

Spend time familiarising yourself with any Māori words or terms that are new to you. Depending on the knowledge of your students, provide accurate support for pronunciation and meanings. Use the Ngata Dictionary (www.learningmedia.co.nz/ngata/) or work with your school community or local iwi.

Before reading, preview any words that you think will be unfamiliar to your students. Develop a glossary to encourage them to make connections to prior knowledge.

The *English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

SPECIFIC KNOWLEDGE REQUIRED:

- Some familiarity with tikanga Māori, in particular that associated with tangi and moko kauae
- Some knowledge of the text features of biographies and eulogies
- Familiarity with books written by Kāterina Mataira.

Possible supporting strategies

Review the students’ knowledge of cultural concepts covered in the article. Build background knowledge if necessary, for example, by reading “The Ringawera” SJ 1.1.2008, “Nana’s Story” SJ 2.1.2003, and “Silence in a Marae” JYPW 2004. The Taura Whiri (Māori Language Commission) website includes some background information on tangi (www.korero.maori.nz/forlearners/protocols/tangi.html).

Read some of the books by Kāterina Mataira to the students before introducing this text. Several of her books can be read online at <http://en.childrenslibrary.org>

Show images or video clips of people who have made specific and memorable contributions to their communities. Ask the students to think, pair, and share about someone who has made a contribution. Encourage them to consider a range of people, not just those who are well known. Ask the students what they would want to know about the person and what kind of information they would expect to find in a text about them. Link this task to an exploration of the features of biographies and eulogies.

TEXT FEATURES AND STRUCTURE:

- A mixed text type that has elements of biography, recount, and eulogy
- The use of first person recount, ending with a direct address to Kāterina in a poroporoaki in te reo Māori
- The intimate, personal voice of the author
- The introductory paragraph in italics, which provides background
- The inclusion of photographs of Kāterina and her marae
- The use of footnotes on page 17 to provide background about the first kura kaupapa Māori and a definition of wānanga
- The links between nouns and pronouns, for example, the links between “People ... their ... Some ... Their ... all these people” on page 20
- Additional information about books written by Kāterina, including images of book covers and pages
- A website address where students can go to read several of her books online.

Possible supporting strategies

As students begin to read this text, support them to identify the author and her relationship to the subject. Discuss the fact that the article was written after Kāterina Mataira had died and how this might affect the way the author wrote about her.

Discuss the feelings we have about close relatives and friends, and the occasions on which we share information about them.

Give an example of the way you would talk about a family member who has died, remembering the events you shared and the highlights of their life.

Select a section of text to explore the way nouns and pronouns refer back to those that occur earlier. Display the text and highlight one example by circling the relevant noun and pronoun. Ask the students to identify more examples in the selected text. Explain that this is an important cohesive feature of most texts and that it is important to identify these links during reading and writing tasks.

Instructional focus – Reading

Social Sciences (Level 2 – Social studies: Understand how people make significant contributions to New Zealand’s society.)

English (Level 2 – Purposes and audiences: Show some understanding of how texts are shaped for different purposes and audiences.)

Text excerpts from “Kāterina Te Heikōkō Mataira”

Kāterina Te Heikōkō Mataira – Walking on the Lands of Our Tīpuna
by Oho Kaa

Dame Kāterina Te Heikōkō Mataira, of Ngāti Porou, wrote many much-loved books for children in both English and te reo Māori. You can see some of her books on pages 18 and 22–23. In 2011, she was made a Dame for her services to te reo Māori.

Here, we walked over the lands where our tīpuna walked, and we slept on the lands where they slept. We found out about the history and stories of our own area, and we even composed waiata about our journeys.

Kāterina had her moko kauae (chin and lips) tattooed on this marae. Three of her daughters had their moko kauae tattooed here as well.

Students (what they might do)

*The students use the photograph, title, subtitle, and introductory paragraph to **predict** that the article is about the life and works of Kāterina Mataira.*

*They **locate** information to identify that Kāterina is from Ngāti Porou iwi. They use a map (for example, www.tkm.govt.nz/map) to **locate** the geographical location of Ngāti Porou.*

*The students **make a connection** between the word “Here” and the reference to the marae in the previous sentence to **confirm** the location.*

*The students **make a connection** between the article’s subject (Kāterina) and the author to **infer** that “we” refers to them both. They **infer** that the cousins grew up together, and they **make connections** between the text and what they know of traditional Māori families to understand that the cousins literally walked and slept on the lands of their tīpuna. The students **infer** the importance of the relationship of the people to the land in both the past and the present.*

*The students review their predictions, and **confirm** or **change** them.*

*Students **locate** information and ideas in the text and **make connections** to their knowledge of te reo Māori and Māori tikanga to **infer** that receiving their moko kauae on their own marae was very important for Kāterina and her daughters.*

Teacher (possible deliberate acts of teaching)

Read the title, subtitle, and introduction with the students.

ASK QUESTIONS about the purpose of the introduction.

- Why does the article start like this? What is the purpose of the introduction?
- Why is the iwi that Kāterina is from given prominence in the introduction?
- How does the introduction set the scene for what is to follow?
- Do you think it was common for authors to write in both Māori and English? Why do you think that?
- What do you predict you’ll read about in the article?

PROMPT the students to locate information that will support their predictions. Ask the students to work in pairs to:

- identify the significance of the article’s subtitle
- share any prior knowledge and connections that they can bring to this article.

ASK QUESTIONS to help the students make inferences and predictions.

- Why do you think the author wrote this article?
- Who does the author mean by “we”?
- What does she mean by “walked over the lands where our tīpuna walked”? Why is this important?
- Why do you think these stories were shared with Kāterina when she was a child?
- Why do you think Kāterina drew on the history and stories she learnt as a child?

EXPLAIN (if necessary) that tā moko is traditional Māori tattooing but that with the arrival of Europeans (and in particular, missionaries), the practice declined. Since the revival of various cultural practices in the 1970s, there has been a renewed interest in this and other traditional practices.

- From what you know about Māori culture and traditions, why do you think Kāterina and her daughters received their moko kauae on their own marae?
- Ask students if they know anyone with a moko kauae. Research local tīpuna (ancestors) to see whether they had moko kauae.

GIVE FEEDBACK

- I noticed that you reviewed your predictions and then reread the description of the tangi. That’s a good strategy to make sure you really understand the text.
- You compared the poroporoaki to the prayers at your grandfather’s funeral to help understand its importance. Thank you for sharing this. Making a connection to something you know is a good way of clarifying what is happening in the text.

METACOGNITION

- How did your personal connections and experiences help you to understand the deep feeling the writer had for her cousin?
- Did you find any parts of this text hard to follow or understand? What did you do then? Was your strategy effective? What else could you do?

Reading standard: by the end of year 4

The Literacy Learning Progressions

Assessment Resource Banks

Instructional focus – Writing

Social Sciences (Level 2 – Social Studies: Understand how people make significant contributions to New Zealand’s society.)

English (Level 2 – Purposes and audiences: Show some understanding of how to shape texts for different purposes and audiences.)

Text excerpts from “Kāterina Te Heikōkō Mataira”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Kāterina Mataira was my cousin. Our mothers were sisters. Kāterina grew up in a family of fourteen children in Ruatōria. She went to Manutahi Primary School and St Joseph’s Māori Girls’ College.

BIOGRAPHICAL DETAILS

When writing about a real person’s life, it helps to give readers background information, such as where and when the person was born, grew up, and went to school. This helps readers make connections with the person. For Māori, where people come from (their tīpuna and the land) is a very important part of who they are.

EXPLAIN the purpose of biographical details.

- What kinds of information do people usually include in biographies and eulogies?
- Think about your purpose and the audience for your writing. What details will help your readers get to know the person you’re writing about? How much detail do you need? How can you find out those details you don’t know already?

I wondered how we were going to cater for all these people. But the wider whānau, our hapū, iwi, and friends, the neighbouring marae, and many others all came to the rescue. We will always be thankful for their support – for their comfort, help, smiles, crying, feeding, loving, praying, speaking, and singing.

LISTS

Lists can be used within a sentence to convey information and feelings. Each item is separated by a comma, with “and” before the last item in the list. Sometimes a dash or a colon is used to signal the start of a list.

MODEL your conclusions about why the author uses lists in her writing.

- Let’s reread these sentences. The author was worried about making sure the family could look after everyone who attended the tangi. To follow protocol, all visitors must be fed after a pōwhiri. She lists the people and groups who helped the family. This shows us what a lot of support they had. Next, she lists the actions that were shared by the people who helped them. The use of lists is a powerful way of showing the love and care that was expressed for Kāterina. It is powerful because each item builds on the one before and highlights the value of the actions.

EXPLAIN why lists are used in writing. Provide examples of texts that include a list within a sentence and ask the students to think, pair, and share about the impact of this feature on the overall text.

- Have a look at your writing. Is there anywhere that you used, or could use, a list?

Kāterina is lying next to our grandmother Huriwhenua, whose moko kauae was the pattern for her own moko kauae. Rest in peace, Kāterina. Haere rā, e te tuakana, ki ō mātua tīpuna. Moe mai rā i te moenga roa.

MOOD

Writers can convey the mood of a situation by using particular words and sentence structures to describe the scene.

PROMPT the students to consider the mood in this text and identify how it is achieved.

- How does mentioning the women’s moko kauae help readers to understand elements of Māori traditions?
- What effect do the last lines create? How could a reader who does not understand te reo Māori relate to this message? Explain your thinking.
- What feelings about these last lines can readers have, or what connections can they make with them? How do they make you feel? Have you heard similar words before?
- As writers, we need to carefully select the language we use. What words and sentence structures are you using in your writing to convey a particular mood?

GIVE FEEDBACK

- You’ve gathered a lot of information about your grandfather. How will you decide which details to use and which to leave out?
- I like the way you’ve listed all the places you travelled through on your way to New Zealand. It felt exhausting to read, so I can imagine how tiring and confusing it must have been for you.

METACOGNITION

- How did you decide who to write about? What criteria did you use?
- What guided your thinking as you decided on your audience? What might you have done differently for an older or younger audience?
- How did you use your own feelings about this event to describe the mood?

 Writing standard: by the end of year 4

 The Literacy Learning Progressions