



Overview

This story, set at Parihaka just prior to the government raid in 1881, is told from the perspective of a young girl who was living there. The author's great-grandmother was living at Parihaka at that time, and the story is partially based on oral history. The story is an imaginary account of her great-grandmother's experience. The raid at Parihaka was a significant event and is of huge importance to the wider story of colonisation and its impact on Māori.

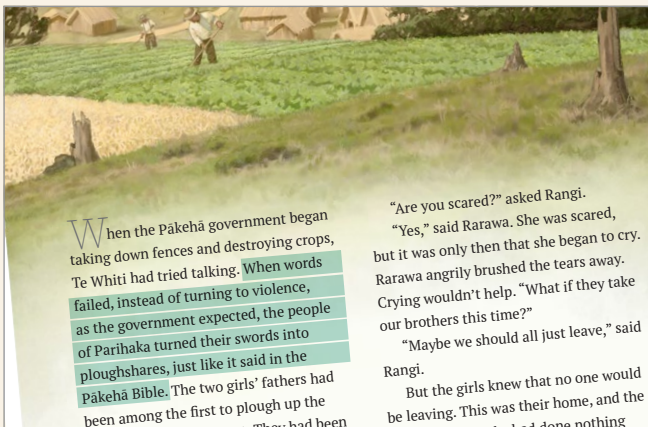
This story:

- includes a fact box
- has an unresolved ending
- contains time lapses that advance the story
- is an example of fictionalised history
- includes themes of passive resistance and standing up for what you believe in.

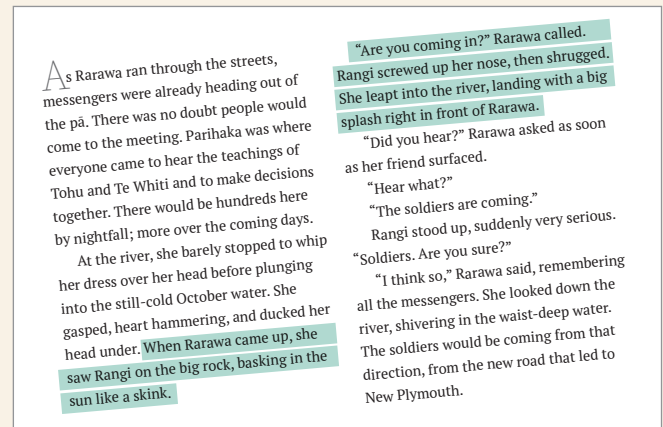
A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme “Hakaraia: Warrior Peacemaker” SJ L4 May 2015 | “Ngā Pakanga o Aotearoa/The New Zealand Wars” SJ L4 Nov 2014 | “Three Days at Te Awapatiki” SJ 4.3.10 | “His Own War: The Story of Archibald Baxter” SJ L4 March 2012

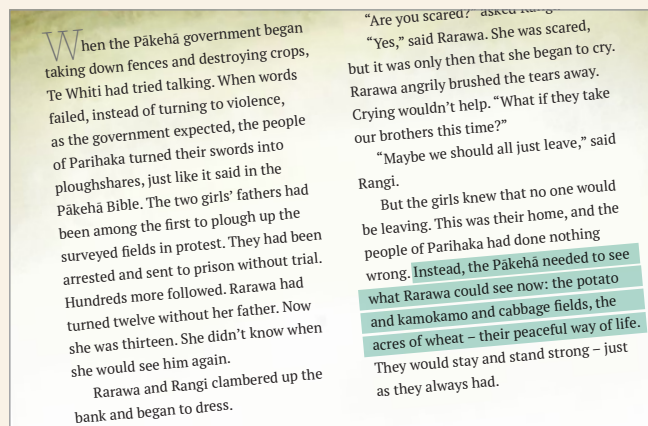
Text characteristics from the year 8 reading standard



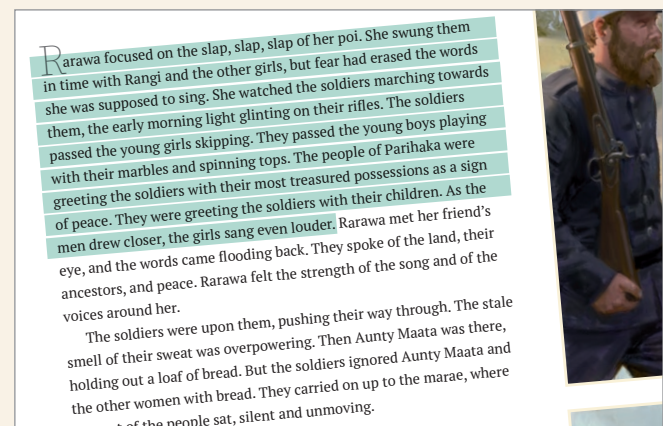
elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas



complex layers of meaning, and/or information that is irrelevant to the identified purpose for reading (that is, competing information), requiring students to infer meanings or make judgments



sentences that vary in length, including long, complex sentences that contain a lot of information



words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning



Possible curriculum contexts

SOCIAL SCIENCES

- Level 4 – Understand that events have causes and effects.
- Understand how people participate individually and collectively in response to community challenges.

ENGLISH (Reading)

- Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

ENGLISH (Writing)

- Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

Possible reading purposes

- To find out about an important New Zealand historical event.

Possible subsequent reading purposes

- To explore what happened at Parihaka from the perspective of a young girl from the Taranaki iwi
- To find out how the Taranaki iwi responded to a challenge
- To establish why the author wrote the story.

Possible writing purposes

- To recount an important event in your community or family
- To interview an older person about a significant event in their lives and retell it as fictionalised history



The New Zealand Curriculum

Text and language challenges

(Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.)

VOCABULARY

- Possibly unfamiliar words and phrases, including “ploughed up”, “paddle”, “kneading”, “hefted”, “proclamation”, “steadfast”, “shooed”, “skink”, “surveyed”, “haven”
- Figurative language: “Parihaka held its breath”, “turned their swords into ploughshares”
- Symbolism: “cannon on the hill”
- Te reo Māori vocabulary, including “kuia”, “kamokamo”, “marae”, “rangatira”, “kaupapa”, “kāinga”.

Possible supporting strategies

- Remind students of effective word-solving strategies, such as reading on, rereading to better understand the context, and linking to their prior knowledge.
- Generate discussions between groups so students can construct meaning together.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Knowledge of where Parihaka is situated
- Familiarity with the New Zealand wars and the effect of colonisation on Māori
- An awareness of the concept of “spiritual leaders”
- Some familiarity with the roles of Te Whiti and Tohu
- An understanding of communities based on passive resistance
- Some understanding of how survey pegs might relate to the selling of Māori land, and in what ways pulling these out would have been disruptive
- Some understanding of Māori customs, especially on welcoming people to a marae and the significance of a white albatross feather.

Possible supporting strategies

- Discuss the New Zealand Wars and our historical past of colonisation to find out what the students already know. If the students have not encountered stories of Parihaka or the New Zealand wars, you might allow them to read the text box on page 8 first. You could go to Te Ara to expand on what the text box introduces (<http://www.teara.govt.nz/en/new-zealand-wars>). Build their understanding of the wider context of colonisation and the loss of land many iwi experienced by exploring the events that led up to the situation at Parihaka. Students from other cultures could share their own stories of colonisation.
- Make links to other examples of passive resistance, such as Archie Baxter (see “Texts related by theme”). It may help to generate a discussion about how people deal with conflict and why some people respond passively or peacefully.
- Discuss what surveying entails and the function of survey pegs. Draw out the idea that if these pegs were removed, nobody would know the boundaries of the land that was being sold.
- In exploring Māori protocols and customs, allow opportunities for students from other cultures to share how they welcome people into their own communities.
- Explore symbols for peace across various cultures.

TEXT FEATURES AND STRUCTURE

- A non-fiction text box providing a brief history of Parihaka
- An ambiguous ending, foreshadowing what was to come for Parihaka: “But her mother said nothing.”
- Disrupted time sequences
- The metaphor of the cicadas in the title, “Ngā Tātarakihī o Parihaka”.

Possible supporting strategies

- Use the text box in a way that best suits your students' prior knowledge.
- Investigate what happens next to help the students understand the ending and the use of foreshadowing. Alternatively, ask the students to predict what happens next in the story to allow them to draw their own conclusions based on their reading and the use of foreshadowing.
- Refer students to page 2 for an explanation of the cicada metaphor in the title.
- Tell the students that the time sequence is not straightforward – there are a few large shifts in time. As they read, check to see that the students have noticed the shifts in time. Ask them why the writer decided to do this. Identify the words the author uses to show a change in time.
- *Supporting English Language Learning in Primary Schools (SELLIPS): Years 7 and 8*, pages 21–29, has examples of suitable learning activities to support English language learners to understand recount texts.



Sounds and Words

Instructional focus – Reading

Social Sciences Level 4 – Understand that events have causes and effects; Understand how people participate individually and collectively in response to community challenges.

English Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

First reading

- Establish the reading purpose. *What threatened the people of Parihaka and why?*
- Provide a brief introduction, then have the students read the rest of the text.
- Ask them to highlight any parts that they don't understand as they read and to note any questions they may have.
- After the first reading, direct the students to the text box to see if it answers some of their questions.

If the students struggle with this text

- Stop them at the end of each spread to discuss what has happened. Then, ask them to predict what will happen next.
- Have them work in pairs or small groups to find answers to their questions.

Subsequent readings

How you approach subsequent readings will depend on your chosen reading purpose.

The teacher

Ask the students to make inferences about why the Parihaka people responded passively to the threat. Tell them to find words in the text that support their conclusions. Prompt them to draw upon their own experiences of being in a conflict situation to help them understand the iwi response.

- *What makes people decide to walk away, and what makes them respond violently?*
- *Do you agree with how the people responded? Why/why not?*

You could ask students to use a [three-level reading guide](#) to help them make inferences.

The teacher

Have the students hot-seat the characters to explore their perspectives on what occurred at Parihaka (one student takes the role of the girl, the mother, or a soldier while the rest of the students ask them questions relating to the story).

The teacher

Ask the students to compare oral history and written history.

- *What are the differences between oral history and written history?*
- *Why did the author choose to tell her story the way she did?*
- *Was this a good way of telling the story? Why/why not?*

Revisit the title of the story.

- *Why do you think the author used the title “Ngā Tātarakihi o Parihaka”?*

The students:

- make connections to what they know about the New Zealand Wars, the Bible and Christian values, and other examples of passive resistance to arrive at possible reasons for the iwi response, and they support their conclusions with quotations from the text
- synthesise information across the text to express opinions about the decision to passively resist the government soldiers' invasion of Parihaka.

The students:

- ask questions that prompt each character in the hot seat to think about possible motives for their actions at Parihaka that day
- act in character to come up with plausible reasons for the actions of the people.

The students:

- identify differences between oral and written history and the possible advantages and disadvantages of the two forms. For example, with oral history, some things could be forgotten or be incorrect, but it can also provide a more personal perspective on a story that makes it more “real”
- make inferences and synthesise information from the text to draw conclusions about some possible reasons why the author used the metaphor of the cicadas in the title.

GIVE FEEDBACK

- *You were able to back up what you said about the response of the iwi with quotes from the text, and that helped to make your conclusions more convincing.*

METACOGNITION

- How did hot-seating help you to understand the perspective of the soldiers? Could you use it to help you understand another situation?
- How did you clarify the differences between oral history and written history? How does this understanding of the differences influence your response to each?



Reading standard: by the end of year 8



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

Social Sciences Level 4 – Understand that events have causes and effects; Understand how people participate individually and collectively in response to community challenges.

English Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

Text excerpts from “Ngā Tātarakihi o Parihaka”

The soldiers were upon them, pushing their way through. The stale smell of their sweat was overpowering.

SPECIFIC DETAILS

When writers add specific details, they help to make history real and their writing is more believable.

Rarawa focused on the slap, slap, slap of the poi. She swung them in time with Rangī and the other girls, but fear had erased the words she was supposed to sing.

PERSPECTIVE

Telling the story from one character's point of view shows what the character is seeing, feeling, and thinking. However, it means the reader doesn't always know what is happening elsewhere or what is driving the other characters – the reader often has to infer that and fill in the gaps. This is especially true when a story is told through the eyes of a child with limited understanding of the wider world.

When the soldiers finally acted, Rarawa thought her heart might stop. But they didn't fire their cannon. They didn't take her brother. Instead, they took Tohu and Te Whiti and marched them away. As they left, the two men told their people to be steadfast, peaceful, and unafraid.

FICTIONALISED HISTORY

In fictionalised history, the writer uses made-up details and characters and places them in the middle of a true event. This is in contrast to news articles, which usually try to give the plain facts in an unemotional way.

“We looked for peace, and we find war,” Tohu called.

GIVE FEEDBACK

- *You've added some interesting details about the train journey, including the feel of the old leather seats and the smell of the smoke. It really brings the trip to life.*
- *The story would have been quite different from the soldier's point of view, and you've captured that well. Some of the soldiers probably expected trouble, so the fact that you have him feeling a bit bewildered rings true.*

METACOGNITION

- Which words or phrases helped you to distinguish historical facts from a character's opinions?
- How did you choose which details to include in your narrative? Does it help to be writing about something you know or have some experience of?

Teacher (possible deliberate acts of teaching)

Explain how the details in a narrative help to paint a picture and make the writing more believable. Have the students write a narrative, then review what they have written and add specific details.

- *Where would specific details help the reader to paint a picture?*
- *What details need to be included?*
- *What is the best way of doing this?*
- *Ask your partner to check whether or not your details add clarity for the reader.*

New learners of English would benefit from explicit instruction and practice on extending a noun or verb group to add detail. Ask questions beginning with who, what, where, why, and how to draw out more details.

You could ask students to use different colours to highlight different kinds of verbs (for example, action verbs, thinking verbs, saying verbs) then discuss verb types and their purposes and effects. Use games such as advance/extend, where students practise adding detail.

Have the students discuss what Parihaka might have been like from another character's perspective. A Say-It activity would help students to see other people's perspective.

- *How did Auntie Maata feel about the soldiers coming?*
- *What would it have been like for a soldier entering Parihaka? What would they have seen?*
- *What about Api and Rangī? Would they be thinking differently from Rarawa?*

Have the students rewrite their story, or part of a story, from another character's point of view.

Ask the students to isolate the facts in the story.

- *If you were a reporter watching what happened, what would you have written?*
- *Would you report on what people were thinking and feeling?*

Explore other texts to see how articles and news reports are written. Model how you approach these texts.

- *What does the heading tell me about the article?*
- *Does this show what, how, when, where, and why?*
- *Is this a fact or an opinion?*

Three-level reading guide activities will support students to distinguish between fact and opinion.

Have the students rewrite a known story as an article.

- *Think about what would be interesting for an outside reader.*



Writing standard: by the end of year 8

The Literacy Learning Progressions