The Story of Taranaki

by Hone Rata (Ngāruahine, Taranaki)

The <u>Learning Progression Frameworks</u> describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

Overview

This traditional story, known by many iwi in the Taranaki area, tells how Mount Taranaki was once called Pukeonaki and stood in the centre of the North Island, close to Mount Tongariro. The two mountains fought over Pihanga, a nearby mountain. Tongariro won and Pukeonaki left in anger and grief, travelling to his present position and forming the Whanganui River on the way. The people who came to live in the region later named him Taranaki.

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

Themes

- Traditional stories
- Place and identity
- Tangata whenua
- Love

Related texts

"Taranaki Views" SJ L2 Aug 2020 | **"Kupe and the Giant Wheke"** SJ L2 May 2020 | **"Baskets of Fire"** SJ L2 Nov 2018 | **"Kōpūwai and the Clever Girl"** SJ L3 May 2017 | **"Awarua: The Taniwha of Porirua"** SJ L2 May 2016 | **"Kurī"** SJ L2 Oct 2015 | **"The Sons of Maʻafu"** SJ L2 Oct 2015

Strengthening reading behaviours (what to notice)

Text structure and features	Requiring students to:
• A pakiwaitara (story) about the creation of some well-known natural features *My tears flowed so much that I could barely see. They created a great river behind me – the Whanganui.*	• make inferences, think critically, and explore characterisation, plot, and setting, and to also enjoy and interpret the figurative language of this text
• First-person narrative *It seems like only yesterday that I lived in the centre of Te-Ika-a-Maui with those other mountains.*	• make connections between the characters and events in the story and the geographical features and processes they are describing
• Vivid descriptive language and expressive vocabulary *Tongariro drew great balls of fire and molten rock from the earth. He hurled them at me.*	• use prior knowledge to decode the words and phrases used in order to visualise the action and appreciate fully the images the author creates.

Vocabulary

A number of te reo Māori words (mostly place names)	pīpīwharauroa, korowai, awa, Ruapehu, Tongariro, Ngāuruhoe, Pihanga, Te Ika-a-Māui, Pukeonaki, Rauhoto, Whanganui, Pouakai, Patuha, Hangatahua
Possibly challenging words and phrases	green jewel, rumbles, summit, guided me (as in gave advice), jealous, frowned, accepted the challenge, molten rock, hurled, blasted, blows, drew apart, barely, lava, crater, cracked, dazed, shaky, gather my strength

Helpful prior knowledge (pre-reading and introducing the text)

- Traditional stories (and the narrative structure of these)

- Aotearoa New Zealand's geographical features (such as mountains, lakes, rivers, and seas) and their locations

TEACHER SUPPORT MATERIAL FOR "**THE STORY OF TARANAKI**", SCHOOL JOURNAL, LEVEL 2, AUGUST 2020
Accessed from www.schooljournal.tki.org.nz
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Possible reading and writing purposes

• Learn about the traditional story of Mt Taranaki and how it came to be where it is

• Identify the links between the story and the features of the landscape in the middle of the North Island

• Identify and explore the language features

See *Effective Literacy Practice Years in 1–4* for suggestions on using this text with your students (Approaches to teaching reading) and for information about teaching comprehension strategies (Building comprehension and Text processing strategies).

Possible curriculum contexts

This text has links to level 2 of *The New Zealand Curriculum* in: ENGLISH   SOCIAL SCIENCES

Understanding progress

The following aspects of progress are taken from the Learning Progression Frameworks and relate to the specific learning tasks below. See the LPFs for more about how students develop expertise and make progress in these aspects:

• Reading for literary experience

• Making sense of text: using knowledge of text structure and features

• Reading to organise ideas and information for learning

• Creating texts for literary purposes.

Strengthening understanding through reading and writing

The *School Journal* provides rich texts that can be returned to many times. The following suggestions are based on the premise that rereading the text is a fundamental part of developing students' understanding and reading skills. **Select from and adapt** them according to your students' strengths, needs, and experiences.
Note: Most of these activities lend themselves to students working in pairs or small groups.

• Listen to and read along with the audio version of the text.

• Have the students share their opinions and give examples on which mountain was their favourite and who the hero of the story was.

• Explore the author's use of descriptive vocabulary to build the intensity of the battle by having the students complete a **Word power** template like the one at the end of this TSM. Give the students a blank ladder and a list of words to place on the ladder. Then have them compare and justify their placements. Alternatively, they could find related words in the text or in a thesaurus and use these to extend the word choices in their own writing.

• Have the students match descriptions from the text with the natural features and phenomena they refer to. For example, "Tongariro drew great balls of fire and molten rock from the earth" (a volcanic eruption) and "tears ran down my slopes" (rain falling and rivers forming). You could show the students photographs or videos of mountains erupting and rivers flowing.

• Explore how the first person is used by the author to describe the thoughts, feelings, and actions of Pukeonaki and the other mountains. Encourage the students to consider why the author has done this and what effect it has.

• Have the students create character maps, looking for words and phrases in the text that reveal each mountain's personality, appearance, attitudes, and emotions. Encourage them to make inferences about the characters' feelings using evidence in the text, for example, *How does Pihanga feel about the fighting? How are her feelings shown in the text?* ᴰᴵᴳᴵᵀᴬᴸ ᵀᴼᴼᴸˢ 🖥 *

• After reading the first paragraph, discuss how the feelings of Pukeonaki are revealed through the way he sees both himself and his surroundings. You could have the students use these descriptions to draw Pukeonaki and annotate the drawing with his emotions and feelings. In another colour, they could also write what caused these feelings. English language learners may need help to name and describe feelings. They might also use their first language to annotate the illustration.

• Review the features of traditional stories together (the hero goes on a journey, supernatural elements, overcoming obstacles, moral/lesson, newfound wisdom). Have the students retell the story using a story map – they select and draw the five most important moments in the story and write three sentences for each moment. ᴰᴵᴳᴵᵀᴬᴸ ᵀᴼᴼᴸˢ 🖥 * (This could also be a good opportunity to explore the linking sentences that join the various sections or to reuse vocabulary by orally retelling the story. This will give English language learners practice in using sentence structures before they write.)

• The students could create their own story based on a local physical feature. They could start with a character map to build the features and a plot map to plan the story. Challenge them to write in the first person and use language features matching those in the text, for example, dialogue and descriptive phrases that appeal to the senses. Alternatively, they could retell "The story of Taranaki" from another character's perspective. ᴰᴵᴳᴵᵀᴬᴸ ᵀᴼᴼᴸˢ 🖥 *

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"The Story of Taranaki" Word power

Possible labels	Example from text	Another example
More power	blasted	Yelled
	hurled	Called
	battle	announced
	attack	Stated
Neutral word to be scaled	**fight**	**Said**
	struck	mentioned
	stand over	mumbled
	challenge	muttered
Less power	settle this	whispered

Labels	Example from text	Another example
More		
Neutral word to be scaled		
Less		