

Overview

This article uses a variety of text features to report on the factors that led to the near-complete destruction of the Mori people, culture, and language and the efforts and attitudes that are helping to revive the culture. There are obvious links to other stories and articles in this Journal (and also to those in SJ 2.2.10 and SJ 3.3.10), giving students opportunities to explore the events described from different perspectives. The report is framed by the experiences of one person (Māui Solomon), helping readers to engage with the content and make links within the text.

Teachers are advised to consider the difficulty level of this

article, taking into account the increase in reading independence that occurs (and the level of support required) as students move from year 7 to year 8.

See the footnote that accompanies the reading standard (from page 32) for each of these years.

You will need to be aware of, and sensitive to, students' experiences of war. Some refugee students may have had recent experiences of war that were traumatic and that need to be addressed outside the classroom.

Journals related by theme

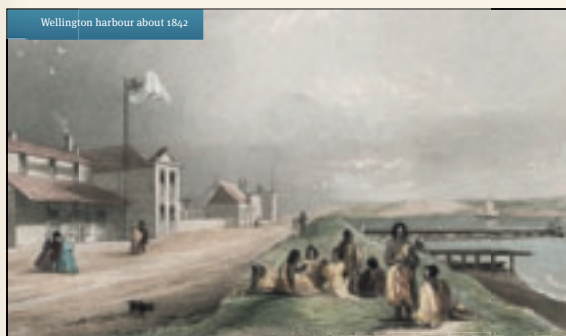
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Text characteristics from the year 7 and 8 reading standards

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

academic and content-specific vocabulary



Invasion

Two Māori iwi, Ngāti Mutunga and Ngāti Tama, had heard about this small group of islands to the east. In November 1835, they commandeered a British sailing ship from Wellington harbour, and armed with guns, they set out to invade Rēkohu. When the two iwi first arrived, seasick and hungry after a rough, week-long voyage, Mori nursed them back to health, as was their **tohu**. But the new arrivals (or "New Zealanders" as they were called by Mori) had plans to take over the island. They began to takahi – the Māori custom of walking the land to claim possession – killing as they went.

Mori men came together at Te Awapātiki to discuss their response. The young men urged fighting back. However, because of the vow of peace their ancestors

* To read more about Hirawanu Tapu, go to the Dictionary of New Zealand Biography website.

had taken long ago, the elders forbade warfare. To break the Law of Nunuku would be a violation of their customs and a loss of mana as a people. So the Mori decided to stand by their vow and offered to share their home with the new arrivals.

The invaders rejected the offer. For them, mana increased through conquest. Hirawanu Tapu, who was eleven at the time, later recalled: "[and so they] commenced to kill us like sheep ... wherever we were found."* Another Mori survivor, Minarapa, an elder from Kāingaroa, remembered: "We were terrified, fled to the bush, concealed ourselves in holes under ground, and in any place to escape our enemies. It was of no avail; we were discovered and killed, men, women, and children indiscriminately."

They were forbidden to marry other Mori, to speak their own language, and to follow their own beliefs.

Despair

Those Mori who weren't killed were enslaved. They were forbidden to marry other Mori, to speak their own language, and to follow their own beliefs. A group of survivors later wrote: "... men were separated from the women, parents from children, older children from younger children, and the strings of their heart quivered ... Many died of despair – for what was there to live for?"



Hirawanu Tapu and his wife, Rohana, outside their house at Manukau, Rēkohu, sometime at the end of the nineteenth century

By 1870, one hundred Mori remained – and only six of them remembered the language well. The Mori population was on the brink of extinction. Some had managed to escape the island; others had been traded in New Zealand as slaves. Those who remained pleaded with the New Zealand government to protect them and return their land, but they were ignored.

Because Mori were looked down on and ill-treated, many began to hide their true identity, choosing instead to say they were Māori or Pākehā. It was to stay this way for generations.

metaphor, analogy, and connotative language that is open to interpretation

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

Possible curriculum contexts

SOCIAL SCIENCES

LEVEL 4 – Understand how people participate individually and collectively in response to community challenges.

ENGLISH (Reading)

LEVEL 4 – Purposes and audiences: Show an increasing understanding of how texts are shaped for different purposes and audiences.

ENGLISH (Writing)

LEVEL 4 – Language features: Use a range of language features appropriately, showing an increasing understanding of their effects.

Possible reading purposes

- To explore one person's perspective of what it means to be Māori
- To identify the factors that led to the destruction of Māori culture and the steps taken to revive it
- To explore how the Māori are reviving their culture.

Possible writing purposes

- To research and describe how a particular individual or group has responded to a specific community challenge
- To report on a turning point for the survival of a specific culture or community
- To describe your culture and any challenges that it has faced in the past.

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:

- Words and phrases that may be unfamiliar to some students, including “phantom people”, “full-blooded”, “misled”, “marksman”, “original people”, “forbade”, “staffs”, “first blood”, “honour was considered satisfied”, “magistrate”, “ethnographer”, “thence”, “resistance”, “plummeted”, “commandeered”, “walking the land”, “vow”, “violation”, “concealed”, “of no avail”, “indiscriminately”, “enslaved”, “brink of extinction”, “unearth”, “plundered”, “dentures”, “aristocrats”, “disbelief”, “revive their culture”, “resilient”, “artefacts”, “devastated”, “enslavement”, “abolished”, “unveiled”
- The use of Māori words and te reo Māori, including “karapuna”, “tchakat henu”, “toho”, “takahi”, “rākau mōmori”, “hokopapa”
- Figurative language, including “a long line of Polynesian voyagers”, “seemed like strange beings”, “wipe out”, “kill us like sheep”, “the strings of their heart quivered”, “looked down on”, “one step closer”, “further from the truth”, “bring ... their ancestors back home”, “website goes live”, “walking the land”
- Use of quotation marks for irony, “dying race”, “specimens”.

Possible supporting strategies

At year 7, some students may need reminding of strategies for working out the meanings of unfamiliar words. By year 8, minimal support should be required.

Remind students of the different strategies they can use to work out meanings. For example, you could help students explore the different parts of words and use them as clues to meaning with words such as “misled”, “ethnographer”, and “commandeered”.

If your students need support with the vocabulary, incorporate a vocabulary focus in your lesson. You could start a class vocabulary list and work through each section having the students highlight unfamiliar words and explore them as a class. You could assign pairs of students a section of the text and have them work out the meanings of the unfamiliar words (with the help of dictionaries) and share them with the rest of the class. It may be useful to put the words into categories, such as actions, things, ideas, or even just positive, negative, and interesting. Refer students to the glossary of Māori words on page 28.

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

SPECIFIC KNOWLEDGE REQUIRED:

- Knowledge of the concepts of cultural identity and cultural survival
- Understanding of the ways in which history records changes that occur over time.

Possible supporting strategies

Provide prompts and direct support where needed to help students make connections with concepts they already understand (for example, of racism, of cultures) and the ideas in the text. Use other texts in this Journal (and those in SJ 3.3.10) to provide historical background information for students.

TEXT FEATURES AND STRUCTURE:

- Report that includes headings, a brief biography, a map, historical information, personal reflections, and a timeline
- Use of visual features including contemporary and historical photographs, illustrations, a map, captions, and large-font excerpts
- The theme of the importance of culture and identity and how they can be both damaged and restored
- The use of quotations from original sources
- The theme of resilience and survival “against the odds”
- Some long complex noun phrases, for example, “many generations of New Zealand schoolchildren”, “an immensely popular man”
- Many adverbial and prepositional phrases, often adding detail about place or time, for example, “Over the last thirty years”, “in the islands”, “between eight hundred and a thousand years ago”.

Possible supporting strategies

The text features should all be familiar to year 7 and 8 students. Some may need a reminder of the need to bring together information from different parts of an article to gain a full understanding of it.

For students who need support with understanding long and complicated sentences, help them to break them into smaller sections. For example, you could choose part of the text and fill in a graphic organiser showing who, what, where, and when. Help them to identify which words and phrases tell when and where and to look for other examples.

Instructional focus – Reading

Social Sciences (Level 4 – Understand how people participate individually and collectively in response to community challenges.)

Text excerpts from “Moriŀori: A Story of Survival”

Students (what they might do)

Teacher (possible deliberate acts of teaching)

Over the last thirty years, Moriŀori families have struggled to revive their culture and identity – and to have their story finally told. In parts it is a tragic story, but it’s also one of inspiration and hope.

Students use prior knowledge of the meaning of survival to understand the abstract concept and to apply it to the concepts of “revive”, “culture”, and “identity”. They ask and answer questions to understand that this particular struggle is very recent and that it involves revealing stories about the past. Students infer that Moriŀori have a strong will to keep their culture alive. They form expectations that they will be reading about culture and identity in this article.

PROMPT students to form expectations and set a purpose as they start reading.

- The title and the dedication are important clues to the topic and how the author will treat it. What can you infer about the writer’s purpose and point of view? How did you infer that?
- From what you know about survival stories, what do you expect will be similar in this article? What might be different? Why?
- Think about your purpose for reading: What is it you want to find out? What specific information will you be looking for?

For students who will need support to follow the events that led to the destruction and later revival of Moriŀori culture, help them to identify then mark or make notes about each key point. Use a 2-column graphic organiser to record negative and positive events.

But these newcomers were to wipe out the seals, an important source of food and clothing for the tchakat henu, and they brought diseases such as measles and flu, which the Moriŀori had little resistance to. Some visitors treated the Moriŀori as “little more than beasts”. In just forty years, their population plummeted from around 2500 to as low as 1600. Worse was to come.

Students use knowledge of sentence structures to unpack the compound-complex sentence in this extract. They draw on their prior knowledge of what people need to live to understand the deadly impact of the sealers and whalers. They evaluate the impact of the dramatic population drop, using the last sentence (and synthesise with information from other items in this Journal) to infer that the writer will go on to explain how the situation got even worse.

ASK QUESTIONS if necessary to support students to understand this part of the Moriŀori story of survival.

- Why do you think the British and others started to come to Rēkohu?
- Why do you think the Moriŀori welcomed these visitors?
- Using information in this extract, what can you say about the visitors’ attitudes to the Moriŀori and their way of life? Why might they have these attitudes?
- In what ways did these visitors contribute to the destruction of Moriŀori culture and identity?

With students who need extra support, help them to understand these complicated sentences by asking them what the information after the commas in the first sentence refers to. Prompt them to identify that “an important source of food” refers to “seals” and “which” refers to “diseases such as measles and flu”. Tell them that extra information like this usually refers to the part of the sentence just before it. Also check that they understand who “their population” refers to.

If a person expresses disbelief, he smiles and says, “I am Moriŀori and I am full of blood.” For Māui and other Moriŀori, it’s not about being a quarter or a sixteenth Moriŀori – or whatever the case may be – it’s about the fact that they identify as Moriŀori.

Students synthesise their prior knowledge of identity as expressed in terms of “bloodlines” (such as family, whānau, or iwi connections) with what they read about Māui “identifying” to understand what Māui says and to understand the explanation. After asking and answering questions, they make connections between the dwindling population numbers and the concept of identity to infer that when people who are less than “full-blooded” identify as Moriŀori, the numbers of people who can revive the culture are increased.

MODEL asking questions to support students to understand the concept of “identifying”.

- When I read this, the question that comes up for me is “What does Māui mean by ‘identifying’ and why is it an important concept for cultural survival?”
- I wonder how “identifying” as Moriŀori is different from being “full-blooded” and what the pros and cons are of defining a culture by “identification” rather than by bloodlines (or DNA)?

GIVE FEEDBACK

- You’ve listed the factors that destroyed the culture and the factors that are helping to revive it. What conclusions can you draw from these?
- You’ve synthesised three pieces of information to draw your conclusion. Do you think the author would agree with it?

METACOGNITION

Ask students to discuss the strategies they used, with a partner or in a small group. Ask them to consider:

- the strategies they used to keep track of events across the article and between this and other articles or stories they’ve read
- the strategies they used to unpack complicated sentences and unfamiliar words
- the strategies that helped them evaluate and synthesise the ideas in this text in the light of other texts they have read about Moriŀori and about cultural identity and survival.

Reading standards: by the end of years 7 and 8
The Literacy Learning Progressions
Assessment Resource Banks

Instructional focus – Writing

English (Level 4 – Language features: Use a range of language features appropriately, showing an increasing understanding of their effects.)

Text excerpts from “Mori: A Story of Survival”

Imagine being told that who you were was a myth, that your people no longer existed – or even that they never had. This is exactly what happened to Māui Solomon.

In November 1835, they commandeered a British sailing ship from Wellington harbour, and armed with guns, they set out to invade Rēkohu.

However, because of the vow of peace their ancestors had taken long ago, the elders forbade warfare. To break the Law of Nunuku would be a violation of their customs and a loss of mana as a people.

“... their numbers once exceeded the flax stalks on the Island or the Wild Ducks on the lake ...”

Examples of text characteristics

LANGUAGE FEATURE

Speaking to the reader

Writers use a direct question or invitation to the reader as a way of engaging the reader and helping them to connect with the central idea of the article.

VOCABULARY

Connotative language

commandeered, armed, invade, vow, forbade, violation

USING QUOTATIONS

When an author has access to original source materials (for example, interviews, diaries, letters) they are able to use direct quotations. Carefully chosen, these can add immediacy and authenticity to the writing.

METACOGNITION

PROMPT students to give and receive feedback with a writing partner to encourage deeper thinking.

- What strategies did you use when you were planning and writing?
- Why did you decide to use this word? What other choices did you consider?
- Using ... as a source was a great idea. How hard was it to get him to talk to you about this?
- How have you made sure that your message will be understood by your audience?

Teacher

(possible deliberate acts of teaching)

MODEL to help students clarify their writing intentions.

- When I start to plan my writing, I think about:
 - What is my purpose for writing?
 - Who is my audience?
 - How will I structure my writing?
 - How will I engage the audience's attention at the start of the text?

PROMPT students to identify vocabulary that conveys deeper meanings. Using these excerpts, replace some of the strongly connotative words with more neutral language (for example, commandeered/took, armed/equipped, invade/take over, violation/breach).

- What does the extra layer of meaning (in the author's choice of words) add to the text?
- Have a look at your writing. Is there anywhere that you could change your choice of language to convey your meaning more clearly or strongly?

At year 7, some students may need support to improve their vocabulary choices. Help them by conveying the same basic meanings with different words and discussing the differences.

EXPLAIN the importance of using authentic sources of information.

- When you're writing about real events, you can find information from a variety of sources. The closer you can get to the real people and events, the more likely your information will be accurate and have an immediate impact on your readers.

ASK QUESTIONS when necessary to support students to find sources.

- Which search tools have you used? How did you use them, and how helpful were they?
- How “close” are your sources to the original people and events that you're writing about?
- If you decide to interview people for information, how have you planned the interview?

Students from different educational backgrounds will need very clear information about using source materials and how to reference them. In particular, you may need to explain attitudes towards and conventions around intellectual property. Different cultures and countries can have very different approaches. Students may also need extra support with identifying reliable sources.

GIVE FEEDBACK

- You've chosen a very dramatic event to research and found and described the different points of view that people had at the time. This makes your writing more authentic.
- The word you've chosen here has a much more powerful impact than a neutral word. How did you choose this word?