

The Story of Mauao

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Year 4



The Learning Progression Frameworks (LPFs) 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 story tells how Mauao, the maunga that stands guard at the entrance of Tauranga Harbour, got its name. Maunga are the sacred tūpuna of many iwi and hapū.

Some ākonga may have a special relationship with a maunga, or there may be a maunga in your own rohe that has significance. Some ākonga will have heard of, visited, or be connected to Mauao.

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

Themes

“The Story of Mauao” connects to the theme of tūpuna. Other texts in this Journal (and the Level 2 and 4 journals for June 2022) also focus on this theme. This story is scaffolded for extra support and is designed to introduce the important ideas and vocabulary connected with the theme of tūpuna. On page 5 of this TSM, there is an overview of all the texts in this Journal, including a list of themes for each text.

The theme of tūpuna refers to ancestors and grandparents. In te ao Māori, tūpuna are an integral part of whakapapa, identity, and belonging. Among the texts that focus on tūpuna, we have included stories about ancestors born long ago whose legacy lives on – either through their actions or through the special characteristics of their descendants. Note: Tūpuna is the eastern and southern variation of tūpuna.

You could further explore the theme of tūpuna by using the resources in the ANZH resources online collection, such as [Tūhura Years 4–6](#), [Our Stories: Pacific Peoples](#), and [Our Stories: Chinese histories](#), as well as watching [Episode 7: Moriori](#), which is part of RNZ’s Aotearoa History Show.

Other themes that can be explored in this text include:

- Whakapapa
- Resilience
- Identity

Related texts

“Ngāti Kurī Proud” *School Journal* L2 Nov 2019 | “For the Ancestors: One Woman’s Malu” *School Journal* L3 Nov 2019 | “Ancestors” *School Journal* L3 Aug 2018 | “Kura Huna: The Art of Reweti Arapere” *School Journal* L3 May 2021 | “Taranaki Views” *School Journal* L2 Aug 2020 | “Across the Sea” *School Journal* L4 Nov 2019

Strengthening reading behaviours (what to notice)

Text structure and features	Requiring students to:
<ul style="list-style-type: none">• A range of sentence lengths, including complex and compound sentences <i>One night, as the forest sparkled in the moonlight like pāua shell, the nameless one looked out over the land.</i>	<ul style="list-style-type: none">• distinguish between the main and supporting clauses and use their knowledge of how these can introduce new ideas to understand the sentence and to visualise the scene
<ul style="list-style-type: none">• Adverbial phrases <i>the nameless one lived peacefully ... they finally reached ... Over time</i>	<ul style="list-style-type: none">• use context, as well as their knowledge of the word meanings and sentence structure, to recognise adverbs and know that they help them to identify when and how the events in the story take place
<ul style="list-style-type: none">• Words in te reo Māori <i>moana, maunga, pononga, patupaiarehe</i>	<ul style="list-style-type: none">• use in-text translations and contextual clues to work out unfamiliar vocabulary.

Vocabulary

Possibly challenging words

maunga, korowai, tawa, rewarewa, pononga, patupaiarehe, harakeke, karakia, ka haere, ka mapu, lamented, regal

Theme-related terms	mana, tipuna, iwi
Names of people, iwi, and places	Kihi Ngātai, Ngāi Te Rangī, Ngāti Ranginui, Tauranga, Ōtānewainuku, Hautere, Tāne-mahuta, Pūwhenua, Papatūānuku, Waimapu, Te Moana-nui-a-Kiwa, Tamanuiterā, Mauao, Maunganui, Tamatea, <i>Tākitimu</i>

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

- Some knowledge about tūpuna – what they represent and how they have passed on certain attributes and helped shape our identities. (Ākonga can discuss in pairs their own cultural understanding about ancestors.)
- Some knowledge that maunga are the sacred ancestors of many iwi and hapū.
- Some knowledge and understanding of pūrākau (Māori stories related to the creation of the world, people, the natural environment, and significant historical events), including knowledge of patupaiarehe. (Ākonga could share stories from other cultures that describe how geographical features were created.) You could also discuss pūrākau told about Papatūānuku, and that this shows the strong connection Māori have with the land.
- Awareness that pūrākau are one way to pass on ancestral knowledge.

Possible reading and writing purposes

- To identify and discuss how the story of Mauao links to the theme of tūpuna
- To make connections with other pūrākau that ākonga are familiar with
- To retell the pūrākau from a first-person point of view
- To retell a pūrākau about a maunga or geographical feature in your rohe
- To introduce pepeha and spark investigation of family roots

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your ākonga ([Approaches to teaching reading](#)). If you need further information for some students, you could refer to *Effective Literacy Practice in Years 1–4*.

Possible curriculum contexts

This text has links to level 3 of the *New Zealand Curriculum* in English.

Understanding progress

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

- Reading for literary experience
- Making sense of text: using knowledge of text structure and features
- Making sense of text: reading critically.

Strengthening understanding through reading and writing

After the first reading of “The Story of Mauao”, select from the following suggestions and adapt them according to the strengths, needs, and experiences of your ākonga. Most of these activities lend themselves to ākonga working in pairs or small groups.

- **ASK** ākonga whether their predictions about how the story would link to the theme of tūpuna were accurate. *Did anything in the story surprise you? What questions do you have? What do you wonder?*
- **CHECK IN** on ākonga understandings by asking them to describe how the setting, characters, and conclusion of the story relate to the theme of tūpuna. Encourage them to use examples from the text.
- **DISCUSS** what ākonga learned from the pūrākau. *How did Mauao change throughout the story? How does the storyteller show that Mauao feels things deeply? What adjectives would you use to describe Mauao?*
- **DISCUSS** the relationship between names and identity. *Why didn't Mauao have a name at the start of the story? What is the significance of the patupaiarehe giving Mauao a name? How is Mauao's name remembered now? Discuss how names are given across cultures.*
- **FOCUS** on clues in the text that show the special significance of Mauao. Ask ākonga to find several relevant sections of the text and then describe what they think they mean or why they think they show the significance of Mauao. They could discuss their ideas and/or record them in the “Reflecting on the story” template on page 4 of this TSM.

- **PROMPT** ākonga to make connections with the naming of places and their significance for iwi and hapū in terms of establishing mana and tūrangawaewae and the ways these connections are expressed through pepeha.
- **DISCUSS** the similarities and differences between this pūrākau and other pūrākau that ākonga know (for example, ones about emotions, trials and tribulations, relationships). *What can pūrākau reveal about aroha, struggle, and resilience? How can pūrākau strengthen our sense of identity and connection to places? How can pūrākau connect people with tūpuna?* Pūrākau are often told during Matariki to younger generations to link to pepeha with their ancestral maunga, awa, or another natural feature.
- **USE** an artwork of Mauao as a basis for retelling the story. The symbolism in the artwork [The Fate of Mauao](#) by Fred Graham (on display at the Mount Maunganui public library) is described on this [original sketch of the artwork](#). Ākonga could use the artwork to retell the story to a partner, then retell it to another partner. Repeated retellings help ākonga to become more fluent and to add more detail to their retelling.
- **ĀKONGA** could retell the story from a first-person point of view. A good example is [The Story of Taranaki](#) (*School Journal*, Level 2, August 2020). They could then read their story aloud to see how well it works as an oral story.

If ākonga need extra support





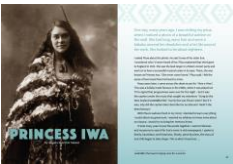
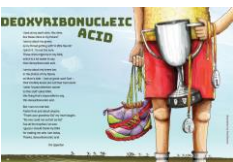


- Check that ākonga understand the connection between the theme and the story, making connections to their own lives, pepeha, or other pūrākau they've read or heard.
- Have ākonga highlight any unfamiliar vocabulary and concepts or sentences they find confusing and discuss strategies for figuring them out such as using decoding skills, word knowledge, text structure and features, and context clues.
- Divide the text into sections and provide question prompts (such as 5Ws and an H) that ākonga can use to question the text.
- Have ākonga summarise what they have read with a partner and share how it made them understand more about the theme.
- Share-read with ākonga where necessary and provide the audio so they can revisit the story.
- Provide visual images or definitions to scaffold the understanding of the Māori words as ākonga listen to or read the story. These could be reused to create vocabulary-matching activities, for example, matching the image to the word or the definition. Ākonga could also add a translation into their first language.
- Orally telling the story in the first person would help some ākonga before they write a retelling. Provide sentence stems or frames to scaffold their use of language.

Reflecting on the story: What is the special significance of Mauao?

What the text says

What I think it means

Exploring a theme: The texts marked with a **T** share the theme of tūpuna.

		READING LEVEL	THEMES	CURRICULUM LINKS
	Sapasui: It's Hard to Get Wrong! ARTICLE T Carlos presents his version of this famous recipe for Sapasui, which has been handed down over generations.	Year 5	Tūpuna	English
	The Pā That Matawhero Built ARTICLE T DOWNLOAD AUDIO Matawhero is building a memorial to the past. This article explores his recreation of the pā "by building a living memorial to the past".	Year 5	Tūpuna Identity Belonging Environment	Social Sciences
	The Great-Great-Greatest PLAY T Cousins at a family reunion try to figure out who everyone else is.	Year 5	Tūpuna Identity Inherited traits	Social Sciences The Arts
	Grandad's Couch STUDENT WRITING T A poem about a house-proud grandad and his new couch.	N/A	Tūpuna Grandparents	English
	Princess Iwa BIOGRAPHY T A great-niece pieces together the life of her great-aunt, who lived and performed in London and proudly represented her Māori culture and history.	Year 6	Tūpuna Cultural identity	English Social Sciences The Arts: Drama
	Deoxyribonucleic Acid POEM T A playful poem that explores the mysteries of DNA.	Year 6	Tūpuna Inherited traits	English
	The Story of Mauao STORY T DOWNLOAD AUDIO Long ago, there were three maunga on the shores of Tauranga Moana. This story tells how Mauao, the maunga that guards the entrance to Tauranga Harbour, got its name.	Year 4	Tūpuna Whakapapa Resilience Identity	English Social Sciences
	Sunday Hero STORY T There are too many keys in Grandma's tin ... A story within a story as a grandmother retells a significant family event.	Year 6	Tūpuna Family story	English