

Stories from Te Wharehenui

Teaching Resource 'Identity'

OVERVIEW

This unit explores the importance of oral and visual storytelling in Māori culture to show identity and record the history of people and events over time.

Learning Outcomes

Students will:

- Identify the purpose, context and materials of traditional Māori taonga seen in wharehenui
- Identify key patterns and symbols found in whakairo, kōwhaiwhai and tukutuku
- Share their own stories of who they are or retell traditional stories using a range of ways

Contents

1 – WHAREHENUI (Carved Meeting House)

Wharehenui represent the ancestors and are made up of many parts to symbolise the human form. Many contain carvings and panels that show whakapapa (genealogy) of the iwi (tribe) and stories of the people and land.

2 – WHAKAIRO (Carvings)

Māori did not have a written history in the form of an alphabet, but the carvings themselves are recorded history that people could read; the shape of the head, position of body and surface patterns combine to tell stories.

3 - TUKUTUKU

Tukutuku are the woven harakeke (flax) panels that adorn wharehenui and are placed between poupou. Their purpose is to tell stories of life to complement the poupou on each side. Explore their symbolism.

4 – KŌWHAIWHAI

Kōwhaiwhai patterns are found on the rafters of the wharehenui and as well as being decorative, they are used for enhancing stories. Nature is often the inspiration for these beautiful patterns.

Curriculum Links

<p>Social Science:</p> <ul style="list-style-type: none"> ▪ Place and Environment ▪ Continuity and Change <p>The Arts:</p> <ul style="list-style-type: none"> ▪ Understanding the Arts in Context ▪ Developing Ideas ▪ Communicating and Interpreting <p>Te Reo Māori - Te Whakatōtanga 1:</p> <ul style="list-style-type: none"> ▪ Kōrero - speaking ▪ Mātaakitaki – viewing ▪ Whakaatu – presenting 	<p>English:</p> <ul style="list-style-type: none"> ▪ Making meaning ▪ Creating meaning <p>Digital Technology:</p> <ul style="list-style-type: none"> ▪ Designing and Developing Digital Outcomes ▪ Computational Thinking <p>Mathematics and Statistics:</p> <ul style="list-style-type: none"> ▪ Geometry and Measurement <p>Technology:</p> <ul style="list-style-type: none"> ▪ Technological practice ▪ Nature of technology
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Stories from Te Wharennui

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SETTING THE SCENE FOR THIS UNIT OF LEARNING

Class activity

[Watch video](#): '*Kō Tanē me ngā kete o te wānanga/Tanē and the kete of knowledge*' on how Tāne climbed up to the heavens to fetch the three precious kete of knowledge. From Te Papa's collection "*He Paki Taonga i a Māui*" - a series of short films telling stories of Māori legends (6:10mins, in te reo Māori - English subtitles are available)

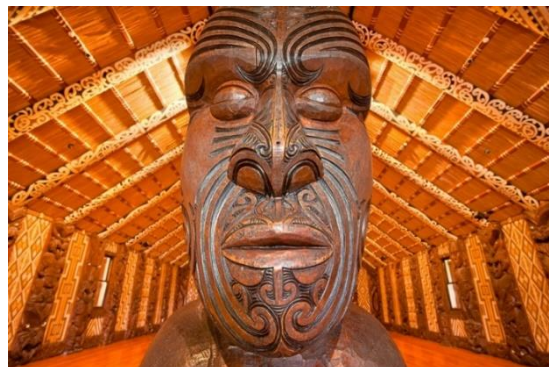
[Read a story](#) aloud to the class - this version has no illustrations and while there are many beautiful illustrated books of this story, the above 2 ways of storytelling encourage students to think about ways stories were traditionally preserved and shared before Māori became a written language.

Before discussion consider:

- Be aware of mamae and grief of whānau Maori about loss of identity
- Not everyone who is Māori necessarily understands te ao Māori - be mindful of expectations on people
- Be aware of Māori ways of giftedness
- There are different versions of the same story depending on who the storyteller is and where they come from
- Some knowledge may be tapu and is not always shared with outsiders
- Some te reo Māori vocab used may differ from your area due to dialect variations. Please adapt as needed to suit.

Discuss:

What was Tāne's mission? What is "knowledge"? Why was Tāne given 3 baskets? They represent different types of knowledge in our world, e.g. our identity - knowing who we are and where we come from. How do we learn about our tupuna (ancestors) - grandparents, great-grandparents and so on? (Family trees, photographs, portraits, diaries, letters, stories told, old family taonga) How did people pass on this knowledge without writing it down in books, letters and diaries and without photographs or paintings? How did Māori traditionally gain knowledge about important past events and people in their history? Share ideas.



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CLASSROOM LEARNING

Throughout the unit, mix and match activities to best suit your students' needs and interests

1) Whareniui

Just like stories that are told in books, letters, diaries and old photos and paintings, the taonga in whareniui also tell stories about important people and events of the past. Whareniui are often called whare tūpuna (ancestral house) and important ancestors are depicted in it. It's like a library of information about people and events of the past, or like a gallery with portraits of ancestors. The whareniui is built to symbolise a human form, inside being the belly of the ancestor.



Class activities

- Visit your local marae if possible and explore the whareniui. If you cannot visit, invite a marae rep to talk with you.
- Take a [virtual 3D tour](#) of Te Whare Rūnanga (the Carved Meeting House) at Waitangi Treaty Grounds. Locate Waitangi on a map - why is it significant? Te Whare Rūnanga is a whare for all New Zealanders. It represents ancestors from many areas of New Zealand; usually whareniui tell stories of one area. View the 3D model and explore navigation tools. (Can also view in virtual reality with VR headset or mobile phone with Cardboard or similar).

Group activities

View the [virtual 3D tour](#) of Te Whare Rūnanga and use the Te Whare Rūnanga [Carvings PDF](#) to discuss:

1. Different artforms and their purpose inside and outside the whareniui, as well as symbolism of whareniui as a whole
2. Key words/ideas about patterns, colours and materials e.g. kōwhaiwhai patterns are red, black and white
3. Features seen on faces in figures - tā moko, protruding tongues, paua shells in eyes
4. Objects and animals seen in poupou e.g. weapons such as patu and animals such as the moko/lizard

Class activity

Share ideas: Use [Padlet](#) (online collaboration tool) or pre-prepared sheet to discuss purpose of art forms, key patterns, objects, symbols and features (e.g. poupou usually have a figure, the tongue is a prominent feature). Sort into 4 main forms; the whareniui itself, whakairo, tukutuku and kōwhaiwhai. Provide scaffolding as needed. It is important that students identify purpose and features of artforms before creating their own. Add to Padlet or sheet during the unit.

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STUDENT ACTIVITIES

Whareniui

Read [Building a Whareniui](#) (or a similar text suited to your students' needs and interests). This article is about the process of building a traditional whareniui, including describing the materials and building techniques used and explanation of symbolism and spiritual significance of the whareniui. It also explains how and why process and materials used have changed in modern times. Choose from the following activities:

1. Decorate and put together your own whareniui, e.g. using this template: [Whareniui 3D net](#) (see photo below)
2. Design a digital 3D whareniui, using [Paint 3D](#) (Windows 10 only) or [Tinkercad](#).
Download these instructions: [Get started with Paint 3D](#) & [Get started with Tinkercad](#)
3. As a class, use craft materials and/or paints and decorate your classroom entrance to represent the entrance to a whareniui (house of learning).
4. Watch **Raranga Matihiko TV Te Whare Rūnanga - Junior** (Levels 1-3 NZ Curriculum) on kaitiakitanga (guardianship and protection) featuring Waitangi's Te Whare Rūnanga. It includes hands-on activities using [Book Creator](#) to create a digital book about special people and places or create a fold-out paper book to draw them.
5. Watch **Raranga Matihiko TV Te Whare Rūnanga - Senior** (Levels 3-5) also visits Te Whare Rūnanga and has hands-on activities using [Pixlr photo editor](#) to create an image of a special place. Download instructions: [Get started with Pixlr](#)
6. Investigate the [parts](#) that make up Te Whareniui. Use this [bilingual interactive](#) to learn about different parts of a whareniui. Draw and label a whareniui.



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CLASSROOM LEARNING

2) Whakairo

Māori did not have their history written in the form of an alphabet and words, but the [Whakairo](#) (carvings) themselves are recorded history that people could read. How did they read them? The shape of the heads, position of the body, surface patterns and objects depicted came together in each piece to record and remember events. Whakairo also includes tā moko (traditional Māori tattoos) seen on the faces of carved figures.

Class activities

Discuss: What or who do the poupou represent? Tūpuna (ancestors), genealogy, the natural environment. If you have visited your wharenui, what stories do the poupou tell about your tūpuna or area? Or find the poupou that represents your ancestors or the iwi from your area in the [virtual 3D tour](#) of Te Whare Rūnanga and Te Whare Rūnanga [Carvings PDF](#) and any other poupou students connect to. What stories are told in these poupou?

- Is there an area in your school or community that tells stories, e.g. poupou, panels or murals? What stories do they tell? Talk to someone about a space your class could decorate as poupou (maybe wooden posts or poles) to show something unique about your school or community
- Invite a kaiwhakairo to visit your class or find out about visiting a carving studio to see a kaiwhakairo at work

Group activities

In small groups, explore the stories of whakairo in your local wharenui or in the [virtual 3D tour](#) of Te Whare Rūnanga and Te Whare Rūnanga [Carvings PDF](#).

1. Tekoteko: What or who does the tekoteko of your wharenui represent (or the face under it)? Who does the tekoteko of Te Whare Rūnanga represent? (see photo below showing Kupe) Carvings use symbolism to tell stories, so an object can mean a lot more than what meets the eye. What is Kupe holding? (a hoe or paddle). What else could this symbolise? (leader, navigator, migration)



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2. Pou-toko-manawa: Research the purpose of pou-toko-manawa in your local whareniui or #6 in the virtual tour: This back central pou-toko-manawa (see right) shows the importance of whakairo in recording genealogy of important Ngāpuhi ancestors. Rāhiri, paramount chief stands at the base with the figure above representing Kohuru, the fifth generation from Rāhiri. It is of Kohuru that Ngāpuhi people base their carving genealogy on.



The small detail work connecting Rāhiri and Kohuru shows the genealogy (generations that followed) with all the following connections shown below.

*“Rāhiri begat Kaharau
Karahau begat Taurapoho
Taurapoho begat Tupoto
Tupoto begat Tuteauru
Tuteauru begat Kohuru”*

Does this recitation of whakapapa sound familiar? Have you seen written ways of recording it?

- Show students written records of genealogy such as this [written family tree](#) so they understand how the kaiwhakairo (carver) fulfills this purpose in carved form.
- **Discuss** tā moko on Rāhiri's face. These lines and patterns were also a way of recording whakapapa and showed the wearer's skills and status within the iwi.

3. Poupou : What stories do poupou in your whareniui tell or find out what poupou #5 in the virtual tour depicts. It shows Hine-ā-Maru, ancestress of the Ngāti Hine subtribe of the Bay of Islands. If you look closely there are representations of the *whe*, the daddy-long-legs spider, alongside her head because one story tells how she had a difficult time giving birth to her son and the daddy-long-legs helped her finally give birth to him through her armpit. She is linked by the heke (ribs) where we see kōwhaiwhai patterns, to Kawiti also an important ancestor of Ngāti Hine. The Ngāti Hine iwi (tribe) donated all the wood the meeting house is carved from, so the carvers wanted to acknowledge these ancestors.

- What is common about the carved faces in the poupou? (the protruding of tongues and tā moko) The tongues can mean an act of defiance, but also show the importance of oral history and storytelling. They also show that any fighting and weapons were to be left outside. Inside the whare was a place of peace where things were discussed and debated. What is seen in the eyes (paua shell)? This is usually the last thing the carver adds to bring their work to life.

Class Activity

Share ideas and add more detail to Padlet or a brainstorming sheet before choosing from Student Activities for whakairo.

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STUDENT ACTIVITIES

Whakairo

Poupou traditionally represent ancestors who have passed away. But you can get creative and design one to represent yourself. Incorporate symbols, patterns, shapes or objects to show who you or your whānau are. Some figures in poupou hold objects that show who they are e.g. animals such as moko (lizard), weapons such as patu or objects like fishhooks. Choose from the following activities:

1. Design a poupou on paper, make one from plasticine/clay or use a cardboard tube (great for the 3-D effect.)
2. Create a poupou digitally using [SculptGL](#). Download instructions: [Get started with SculptGL](#)
3. Retell a traditional legend in a poupou; either using plasticine/clay or a cardboard tube as in Activity 1 or using [SculptGL](#). Watch this video of the legend of [Kupe and the Giant Wheke](#) or choose a legend from your area.
4. Recreate a legend such as Tāne and the 3 baskets of knowledge, Kupe and the Giant Wheke or your own local legend using animation programmes such as [Cloud Stop Motion](#) or [Scratch](#). You could even make a game out of the story. Download instructions: [Getting started with Cloud Stop Motion](#). Watch this video [Introducing Scratch](#)
5. Design a poupou or other whakairo pattern and 'carve' your design into a foam sheet, then print it – you can print it over and over in different colours and create an artwork. Download instructions: [Poupou and whakairo prints](#)
6. With your class, read and discuss this news article: [Carvings reflect city's cultures](#) about poupou representing different cultures installed in Whangarei alongside traditional poupou. How would these look different to the Māori ones? How could they show other cultures and heritages? Use this article as a springboard for ideas for the activity below.



At home: Create a colourful, fun poupou to show who *you* are; use what you have at home and in your garden. Start by creating the "figure" shape from clothes, then add your special taonga and things from nature. Take photos to share at school.



What can you tell about this person? The penguin, shells and ferns show a love of nature, four hearts represent four children, the wooden spoon shows a love of cooking and the small giraffe connects the person to Africa. Add some Māori patterns (this one has a koru) and also tukutuku designs on the legs (ice block sticks).

7. Research whakairo e.g. best types of wood and where else you find whakairo (e.g. waka huia, weapons, waka, other taonga such as heru) and present your learning in poster form or using [Google Slides](#).

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CLASSROOM LEARNING

3) Tukutuku

- Tukutuku are the woven flax (harakeke) panels that adorn whareniui and are placed between poupou. Their purpose is to tell the stories of life to complement the poupou found on each side. The different raranga (weaving) patterns have different meanings. Not all iwi have the same interpretation of patterns.

Class activities

- Read this article from [Junior Journal Number 55 Level 2 'Weaving Tukutuku'](#) which explains how tukutuku panels are made and the symbolism of some of the patterns, including the patterns that feature on our \$5 and \$10 banknotes. Add to the Padlet or brainstorming sheet.
- Discuss stories told in the tukutuku panels found in your whareniui. View this [Tukutuku patterns and meanings slideshow](#). Discuss meanings of designs and how they represent legends and also the natural environment. Patterns often have deeper meanings. Not all iwi have the same story for the same patterns.
- Invite an expert to talk about the art of raranga (weaving) and teach you how to weave something e.g..a flower
- Talk to someone at your school or council about a space at school or in your town that your class could decorate with tukutuku patterns meaningful to your school or area. What story could you tell?

Group activities

From your own whareniui or from this guide to Māori forms and patterns [He Wakahuia Toi Māori.pdf](#), as well as the [virtual 3D tour](#) of Te Whare Rūnanga and Te Whare Rūnanga [Carvings PDF](#), find the following patterns.

1. Find a tukutuku pattern showing the story of Tāne and the three baskets of knowledge? How does this design add to the story. (Poutama depicts the pathway of Tānes' steps to heaven to retrieve the baskets of knowledge. What else could this mean personally? (levels of knowledge in life as we grow up)
2. Find a pattern that represents the natural environment e.g. Pātikitiki - the diamond -shaped tukutuku patterns. This was a group of stars near the Milky Way whose position guided the Māori fishing seasons. The deeper meaning relates to success and prosperity from good planning, cooperation etc. In turn, there would be a whakatauki (proverb) about this which reinforced knowledge.
3. Find a weaving pattern that represents a mythical sea and river monster. What story do you think this pattern tells? (Niho taniwha shows the teeth of the taniwha)
4. Find a pattern that represents strength. How does the pattern show this? (kaokao - a warrior's open armpits represented strength as he flexed his muscles) Example of how not all iwi have the same interpretation as for Tainui, the kaokao can represent the many bends of the Waikato River.

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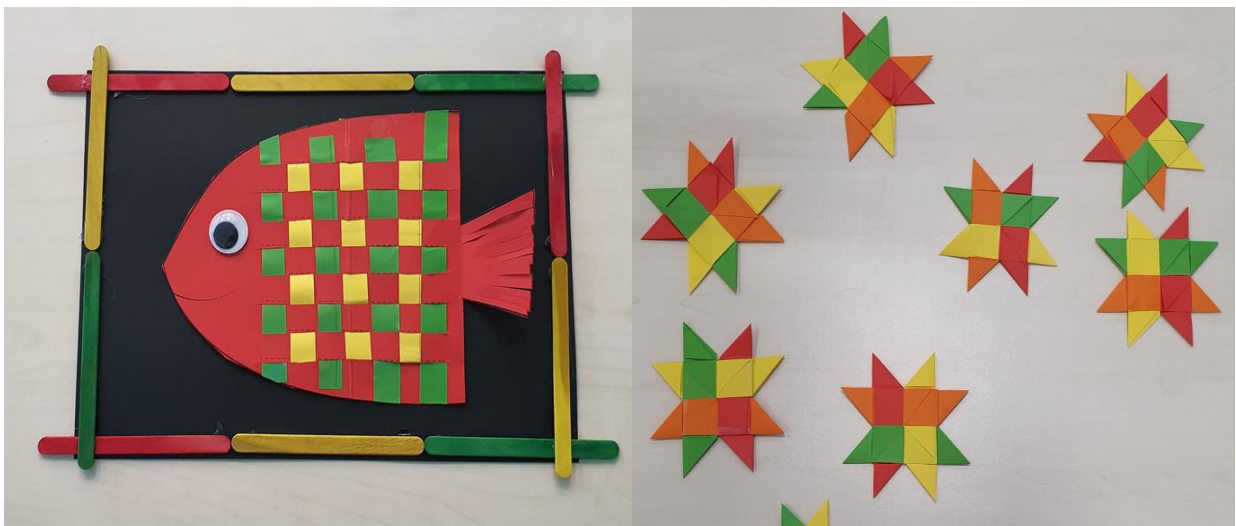
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STUDENT ACTIVITIES

Tukutuku

Choose from the following:

1. Make a tukutuku panel using tape and paint; download instructions here: [Tukutuku panel instructions](#)
2. Use digital art tools like [Paint 3D](#) or [Autodraw](#) to create tukutuku designs. You can stick to traditional ones or why not combine some or design your own to represent a legend or whakatauki, or your own story
3. Choose a legend or whakatauki and design a tukutuku pattern to represent this – use traditional patterns or have a go at designing your own patterns to represent a legend, whakatauki, or your own story.
4. Paper weaving is a good alternative to flax – watch this video on how to make [woven paper stars](#). There are lots of great videos on how to weave fun things such as fish and flowers, or interesting raranga patterns.
5. Find out more about the art and history of weaving in other traditional taonga such as korowai and kete and present learning in different ways e.g [Google Slides](#), [Paint 3D](#) or in booklet or poster form.



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4) Kōwhaiwhai

Kōwhaiwhai designs are found on the rafters of wharehenui and are decorative as well as used to enhance stories. Nature is often the inspiration for these beautiful patterns. The main element of kōwhaiwhai design is the koru seen in many Māori art forms. This coiled form symbolises growth and renewal. We see it in nature in shells, snails and ferns.



Class activities

- Find out about the meaning of kōwhaiwhai patterns found in your local wharehenui. You can also view this [Slide Show](#) and [He Wakahuia Toi Māori poster](#) from *He Wakahuia Toi Māori - Māori Visual Culture in Visual Arts Education (Y7-10)* book (which is a great resource you can buy from [Down the Back of the Chair](#)) as well as the [virtual 3D tour](#) of Te Whare Rūnanga
- Find out about a space at school or in your town that your class could decorate with kōwhaiwhai patterns meaningful to your school or area. What story or whakatauki could you tell through the patterns?

Group activities

Research different kōwhaiwhai patterns, and share your learning; this could be in booklet or poster form or in a [Google Slides](#) presentation. Also use this TKI resource: [Kōwhaiwhai-Poster](#) which is useful in showing students the origins in nature of common kōwhaiwhai patterns. It also supports students to create their own stylised motifs from nature.

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STUDENT ACTIVITIES

Kōwhaiwhai

Choose from the following:

1. Design and make a kōwhaiwhai container; download instructions here: [Kōwhaiwhai container instructions](#)
2. Choose a whakatauki or legend and create a kōwhaiwhai design to represent it for example: the mangopare (hammerhead shark) kōwhaiwhai pattern relates to the whakatauki (proverb)- *Kaua e mate wheke mate ururoa* - *Don't die like an octopus, die like a hammerhead shark* - Octopus don't fight when being captured, however a hammerhead shark will fight bitterly to the end. Commonly used to encourage someone not to give up
3. Use digital art tools like [Paint 3D](#) or [Autodraw](#) to create kōwhaiwhai designs. You can stick to traditional ones or why not combine some or design your own to represent you?
4. Experiment with translations, reflections and rotations of a pattern to create new designs (on paper or digitally) see [Kōwhaiwhai NZ Maths](#) for ideas. Explore symmetry in kōwhaiwhai: [NZ Maths: symmetry in Kōwhaiwhai](#)
5. Research where else you find kōwhaiwhai patterns e.g. on waka, on kapa haka costumes and present your learning in poster form or using Google Slides



Kōwhaiwhai container

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Websites and Links

Tāne and the 3 Kete of Knowledge video: <https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/he-paki-taonga-i-maui>

Tāne legend to read: <https://www.knowledge-basket.co.nz/about/knowledge-basket-legend/>

Te Whare Rūnanga virtual 3D tour <https://www.cyark.org/projects/waitangi/3D-Explorer>

Genealogy https://commons.wikimedia.org/wiki/File:Family_tree.svg

Poupou: <https://collections.tepapa.govt.nz/category/73>

Māori patterns: <https://collections.tepapa.govt.nz/search/maori%20patterns/results>

Māori forms and patterns: [He Wakahuia Toi Māori.pdf](#) (taken from *He Wakahuia Toi Māori - Māori Visual Culture in Visual Arts Education (Y7-10)*)

Tukutuku patterns slideshow: <http://www.maori.org.nz/slideshow/category.php?CategoryID=15>

Māori carvings: <https://collections.tepapa.govt.nz/search/maori%20carvings/results>

Tā moko: <https://www.tepapa.govt.nz/discover-collections/read-watch-play/maori/ta-moko-maori-tattoos-history>

Whareniui: <http://instructionalseries.tki.org.nz/Instructional-Series/Connected/Connected-2011-Level-2-Structure/Building-a-Whareniui>

Kōwhaiwhai earliest examples painted on hoe: <https://instructionalseries.tki.org.nz/Instructional-Series/School-Journal/School-Journal-Level-2-June-2018/Painted-Hoe>

Newspaper article on poupou: https://www.nzherald.co.nz/northernadvocate/news/article.cfm?c_id=1503450&objectid=10933240

Symmetry in kōwhaiwhai: <https://nzmaths.co.nz/resource/i-spy-symmetry>

Translations, reflections, rotations in patterns: <https://nzmaths.co.nz/sites/default/files/2020-05/Kowhaiwhai.pdf>

Resources to download

Kōwhaiwhai container instructions: <https://drive.google.com/drive/folders/1rgap7Kd51KKv4xvZkopatg6dbifsW8wc>

Tukutuku panel instructions: <https://drive.google.com/drive/folders/1rgap7Kd51KKv4xvZkopatg6dbifsW8wc>

Poupou/whakairo print instructions: <https://drive.google.com/drive/folders/1rgap7Kd51KKv4xvZkopatg6dbifsW8wc>

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Digital Tools, Instructions and Tutorials

Book Creator

Website: <https://bookcreator.com/>
Instructions: <https://drive.google.com/open?id=1yqHXphQeUlhcNALTiRL8UZfgmVYG4Sb3>
Video Tutorial: https://drive.google.com/open?id=1Al1oc23sqhCoq_6IKJ8Chf690JAnBrc-

Tinkercad

Website: <https://www.tinkercad.com/>
Instructions: <https://drive.google.com/file/d/1TNCVHFfdP3WGM4MHfVZmxayB22ih0rOk/view?usp=sharing>
Video Tutorial: <https://www.youtube.com/watch?v=BCqWHoekVmM> and
<https://www.youtube.com/watch?v=U1rOiqTbm8M>

SculptGL

Website: <https://stephaneginier.com/sculptgl/>
Instructions: https://drive.google.com/file/d/1fo1TFnNWabob3p58c_t6rBQsCzUS2XgM/view?usp=sharing
Video Tutorial: https://www.youtube.com/watch?v=-B8vP-_uU3g and <https://www.youtube.com/watch?v=yooqyExr8l>

Cloud Stop Motion

Website: <https://cloudstopmotion.com/>
Instructions: <https://drive.google.com/file/d/1aeDBgEC7IaRbtqRVkWIFRS2DyGlgRnS/view?usp=sharing>
Video Tutorial: <https://youtu.be/pJIUYd2BhwQ>