

“TE POUĀKAI”

a gigantic (now extinct) manu of
legendary fame in te ao Māori



Te Rūnanga o Ngāi Tahu

Teacher support material for kura
(integrated curriculum teaching and learning
ideas, relevant for Aotearoa NZ Histories,
literacy, the arts, social sciences, science,
mathematics and technology)

NOTE: At times this material may be edited or up-dated
including the new version number and date. Do check
back on www.ngaitahu.iwi.nz/education/teacher-resources
to ensure you have the latest version.

This version is **v.3, April 2024**



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Some teaching/learning activities & ideas



<i>Each title below links to takes you to the page you need</i>	
Analyse the painting , describe what you see	The story of Te Pouākai from 1898
Compare four accounts about this legend	Reword the story into modern English New words?
Study an image	Social Inquiry strategy Consequences wheel activity
Critical skills development	Illustrate your story Retell your story as a play
Investigate places of habitation	Write yourself into the story Kiwaha use
	Read sketch retell display strategy Questions to check
Junior Journal Another School Journal article	If the pouākai lived today
Make a pouākai Mahi Toi Art ideas	A little more Keep in mind Some ideas
Pronunciation tips	Create quizzizz, kahoots, reinforcement activities
Ngai Tahu Language and Education strategy links	Helpful website links to more manu information
Endangered species inquiry	Sites for further reading about endangered species
Compose a waiata	Useful resource pages

Te Pouākai

The images link you to **four** sources of information about the pouākai.

There are some similarities and some different points of view expressed through these accounts.

Chart the commonalities and differences.



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Study an image: what do you see?



Image by John Megahan for PLoS Biology from <http://goo.gl/73ZoNJ> is used under a Creative Commons licence (CC BY).

Suitable for Years 0-6

What does this painting show?

Can you describe what you see in this image?

What do you notice in the background?

What do you think is happening?

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This story is taken directly from Canon Stack's book, *South Island Māoris, a sketch of their history and legendary lore* (published 1898).

This account is about the giant eagle, **the pouākai.**"



Image by John Megahan for PLoS Biology from <http://goo.gl/73ZoNJ> is used under a Creative Commons licence (CC BY).

"A Pouākai (Old Glutton) had built its nest on a spur of Tawera (Mt. Torlesse) and darting down from thence it seized and carried off men, women, and children, as food for itself and its young. For though its wings made a loud noise as it flew through the air, it rushed with such rapidity upon its prey that none could escape from its talons. At length a brave man called Hautere came on a visit to the neighbourhood, and finding that the people were being destroyed, and that they were so paralysed with fear as to be incapable of adopting any means for their own protection, he volunteered to capture and kill this rapacious bird, provided they would do what he told them. This they willingly promised, and having procured a quantity of mānuka saplings he went one night with fifty men to the foot of the hill, where there was a shallow pool, sixty feet in diameter. This he completely covered over with a network formed of saplings, and under this he placed the fifty men armed with spears and thrusting weapons, while he himself as soon as it was light, went out to lure the Pouākai from its nest. He did not go far before that "destroyer" spied him and swooped down upon him. Hautere had now to run for his life and just succeeded in reaching the shelter of the network when the bird pounced upon him, and in its violent efforts to reach its prey, forced its legs through the meshes, and becoming entangled, the fifty men plunged their spears into its body and after a desperate encounter succeeded in killing it."

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Did you know?

The **pouākai** is in some accounts known as a **hōkioi**



Task One

Reword the story into modern English

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He kupu hou?

Any new words?

1

- Make a note of new words to you, and use a dictionary to work out the meanings, so you can re-write the story, without losing the essence of the story.

2

- How would you re-write each part using more “modern” conventions?
- What changes would you make?

3

- Put the story together again, in its correct order.
- Retell the story, using your language.

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Retell your story as a play

Write the dialogue for Hautere, and the warriors, to retell the story. Think of what they may have been saying while they were planning their actions, what they may have whispered to each other as they were hiding, while they waited, or when they attacked.

Present your play to a wider audience. Capture the play (e.g. on an iPad) so the story can be learned by others.

You could also make costumes and props to support.



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Illustrate your story

A variety of art methods and media could be used ...

- Mosaic - create mosaic tiles of the pouākai, for garden stepping-stones or a wall mural
- Clay - mould a pouākai; use your mould for a 3-D creation
- Collage - Create pouākai picture from magazine images or coloured paper
- Painting - a landscape of what it may have looked like with a pouākai flying near the hills



Be inspired by other images to create your own. Keep true to the tree species around (i.e. use NZ native species in your painting)

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Make a pouākai ...

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1

- Watch the Te Papa video telling the story of re-creating a life sized pouākai.

2

- Make it life sized (or to scale) and display it prominently. If it's in flight, it could be hung from above.

3

- Display the “modern” story alongside your pouākai, so everyone can understand the story.

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MAHI TOI: create art works

Nāia ētahi momo arapāho, momo tikanga toi mā koutou
A variety of art methods and media could be used ...

Toi rōpinepine - Mosaic: create mosaic tiles of a pouākai

Uku - Clay: mould a scaled down sized pouākai; use your mould for a 3-D creation

Toi Piripiri - Collage: create a pouākai picture from magazine images or coloured paper

Peita - Paint: a pouākai in its environment, using a method of your choice

Or something else?

"When New Zealand's rangatahi get involved in the arts, other areas of their lives see the positive benefits: relationships improve, there is a strong feeling of belonging and tūrangawaewae and there is optimism for the future."

Tukutuku Kōrero, 9 October 2023, p.16

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A social inquiry ...

If the pouākai lived today ...

- ❖ what would it feed on?
- ❖ Where would a pouākai thrive? Why do you say that?
- ❖ What benefits would a pouākai bring to its' environment?
- ❖ What would be difficult about having a pouākai living in today's times?
- ❖ What impact would a pouākai place on other birds?
- ❖ What affect would they have on the trees?
- ❖ For any of the problems you have predicted, what solutions can you offer?

Consider:

The pouākai's food, habitat, impact on other bird life, tree life, environment, community, people, its purpose and use. Note any other wonderings that you have.

You can find helpful information online about the pouākai (Haast Eagle), the moa and other extinct or endangered creatures of Aotearoa.

Some helpful links are on the next slide.

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Write yourself into the story

Be Hautere or one of the fifty men.

Or, be the Pouākai.

What did Hautere say and do?

What was the Pouākai thinking to himself?

Re-tell that story or encounter, with you in it.

Illustrate the story, and publish for your Big Books corner.

Give the new story an interesting title.

Copy the story book for the junior class, and go and read the story to that class.



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Kīwaha use

Insert these kīwaha Māori (slang or colloquial phrases) into the story in places where it makes sense! Read the finished story to others. (the translation are there to help you choose the right ones; they might not all be able to fit into the story). Read them with expression!

Āna, e pūkana mai ana!	There it is! Right under your nose!
ā, kō ake nei	Shortly, presently (in the future)
Maniori!	Shush! Be quiet!
Auē! Taukuri ē!	Oh no, how dreadful!
Aua hoki	I don't know
Hoake tātou!	Let's go (quickly)
Ka kino kē ia	He's so clever
Ko Māui atu au i a koe!	I'm cooler than you'll ever be!
Areare mai ōu taringa	Listen! Open your ears
And any other kīwaha that you know that will fit into the story well 😊	

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Next ...

Ngā Toi – The arts

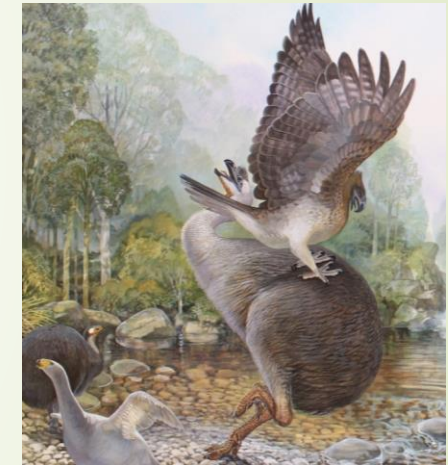
Tito waiata – compose a waiata about the pouākai



It could be an action song, a haka, a pātere, a chant or even a rap, or something else – you choose the genre

Teach others your song.

Perform it to the class/school.



Choose a tune or a rhythm that is easy to follow and others will learn it effortlessly.

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Read, sketch, retell, display, view

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Kaiako instructions to ākongā

- I am going to read the story. “Pouākai”.
- I am going to read it in four “beats”. Four separate parts.
- You have four pieces of paper, one piece for each beat of the story.
- You have to quickly sketch something that will remind you what you hear so that you can retell the story later. You can’t use letters, numbers or words.
- I will read each beat of the story two times. You might want to listen the first time, and then draw, or you might want to start drawing immediately.
- When I have finished reading it the second time, I will give you two minutes to finish your sketch.
- It doesn’t have to be a saleable work of art, it is just a sketch that will remind you of the story so you can retell it when asked.
- He pātai? Any questions?
- Let’s start now.

READ AND SKETCH

- Read each beat through slowly and clearly, two times. Then leave two minutes for ākongā to finish up their sketches, before moving onto the next beat

RETELL

- Moving around the room ask students to retell one fact from Beat 1, to the best of their recollection, using their sketch to help. Ask a second student to add to what has been told. When all details have been recalled, proceed to the following beats

DISPLAY

- Display the beats on the floor
- Give everyone an opportunity to view each other’s work.
- Let students decide which one (or more) from each beat to display on the walls

Q&A

- Ask questions about the story: Kaiako to have prepared some questions to elicit information – have your answers alongside the questions for you.
(prepared questions for this story are on the following slide)

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Questions to gauge understanding and recall of the story “Pouākai”

1. What English two-name phrase was used to describe the Pouākai?
2. Where did the pouākai build its nest?
3. What did the pouākai swoop on as kai?
4. Who was the brave man of the story?
5. What type of wood did he gather?
6. How many men accompanied him at night?
7. What was at the foot of the hill?
8. What did Hautere and his men do there?
9. When the pouākai chased Hautere and he ran for his life, what happened next?
10. How did it all end?

Answers

1. “Old Glutton”
2. On a spur of Tawera (Mt Torlesse)
3. Men, women and children
4. Hautere
5. Mānuka saplings
6. 50 men
7. A shallow pool, sixty feet in diameter
8. Covered the pool with a network formed of saplings, and under this were the 50 men armed with spears and thrusting weapons
9. Hautere reached the shelter, the bird pounced on him, forced its legs through the meshes and became entangled
10. The 50 men plunged the spears into its body and killed it

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Take a moment to reflect on the outcomes, praising the group effort to recall the story

Te whanaketanga o ngā whakaaro arohaehae

Critical skills development

1. Learn the information to embed the knowledge - mōhiotanga. Research widely
2. Use your content knowledge and your social sciences curriculum knowledge to design explicit teaching points for your ākonga
3. When using an iwi cultural narrative, consult with and engage with mana whenua at the outset, and ensure you stay true to the story without making assumptions about the facts.
4. Have a variety of reliable sources of information at the ready for your students to explore
5. Start with a rich question
6. Plan for progression within progressions – take the learning to where the students' interest directs, delving deeply with critical questioning skills
7. Revisit the same big ideas and practices in different contexts
8. Encourage ākonga to look at everything with a critical eye

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Acknowledgement: these ideas adapted from
ASSEN Conference workshop, July 2022

Social Inquiry strategy

Zero in on one aspect of interest about your topic and following this social inquiry model:

- **Plan** – identify your focus area, and your methods of research. Plan methods of presenting the information
- **Explore** – ask further questions and conduct your research. Read from a variety of sources, ensuring validity and authenticity in the information.
- **Use and choose** – organize the information and evaluate your discoveries, with justifications.
- **Create** a presentation for your material – make sure it is clear and you can use a range of formats; practice your presentation so you can confidently
- **Share** your mahi to a wider audience, and finally
- **Review** – assess the process and skills you used. What action/s can you take?
 - What would improve an inquiry like this in the future?
 - What did you do really well?

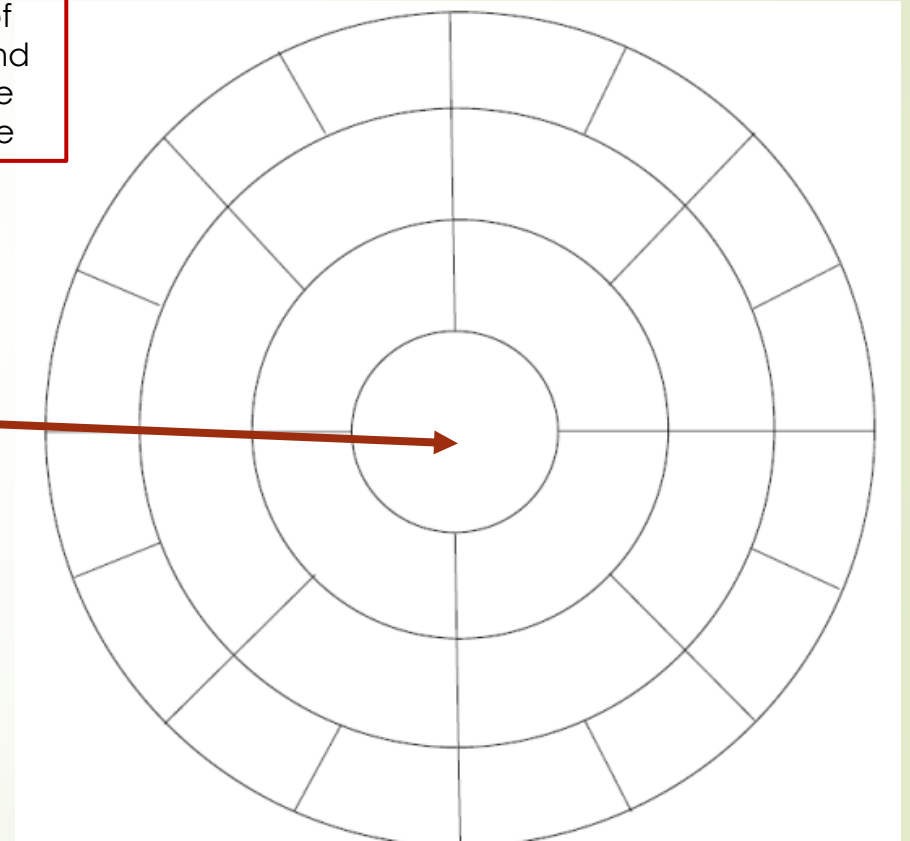
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“Consequences wheel” activity

Consequence Wheel link: Starting with the “BIG IDEA” in the centre circle, wānanga together as to the impact of that “action” in every widening circles. Think of the impact on people, their well being and ability to gather kai, the environment, and show consequences that have an ongoing effect through the wheel. Here is an example for the centre “BIG IDEA”.

If the pouākai were
alive today, what
impact would it have
on our lives?

Access a wide range of
information to discuss and
debate – many links are
included in this resource



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Sites for further reading and actions

Some links:

[Terror of the forest | New Zealand Geographic \(nzgeo.com\)](#)

[Extinct New Zealand Giant Eagle | Haast's Eagle \(wingspan.co.nz\)](#)

[Pouākai - the sound of the Haast's Eagle - YouTube](#)

[Giant eagle \(Aquila moorei\), Haast's eagle, or Pouākai | Collections Online - Museum of New Zealand Te Papa Tongarewa](#)

[Haast's eagle | New Zealand Birds Online \(nzbirdsonline.org.nz\)](#)

[Pouākai - The world's largest eagle | RNZ](#)

[Haast's eagle | Christchurch City Libraries](#)

Check out some DOC videos and other articles about saving endangered species.

[Chatham Islands black robin: New Zealand native land birds \(doc.govt.nz\)](#)

[Remembering Don Merton and a bird called 'Old Blue' - Predator Free NZ Trust](#)

[The Black Robin - A Chatham Island Story | Television | NZ On Screen](#)

[Kākāpō Recovery \(doc.govt.nz\)](#)

Kura Tawhiti was one place of habitation. Here are some links to further information:

[Kura Tawhiti Conservation Area: North Canterbury and Arthur's Pass region places to visit \(doc.govt.nz\)](#) (click history and culture tab for more information)

[Arthur's Pass - Kura Tawhiti Conservation Area \(arthurspass.com\)](#)

[Everything You Need to Know About Castle Hill New Zealand \(Kura Tawhiti\) – We Seek Travel Blog](#)

[The rocks of Castle Hill | New Zealand Geographic \(nzgeo.com\)](#)

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Investigation: places of habitation

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This image is from Ka Huru Manu. www.kahurumanu.co.nz

Start with a search for “Mount Torlesse” (indicated in blue square above) and there are green diamonds nearby, blue lines (rivers) and green lines (trails), as well as orange areas (reserves).

Check out these locations and find out what you can about these places.

- Tawera Te Hāpua Waikawa
- Whakamatau Ōpōrea
- Ōpōreaiti Waimakariri
- Waikirikiri Rakaia
- Waitāwhiri Nōti Raureka
- Tawera Native Reserve 897



AN INQUIRY: (some prompts)

1. What can you deduce about the pouākai’s life?
2. Check with other sources of information, what supportive information did you find?
3. What contradictory information have you found?
4. Think about how to present this information visually.
5. What is your point of view and justification for your belief as to what was correct?
6. Plan and produce a presentation of your point of view, and then share (e.g; a persuasive speech, a visual presentation, a rap, a picture book).

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“Kāhu and Hōkioi” by Ariana Tikao

Junior Journal 51, Level 2, 2015

Kāhu and Hōkioi

by Ariana Tikao
illustrations by Stevie Mahardhika

0:00 / 6:05

TEXT TSM PDF DOWNLOAD AUDIO

Access the story and the accompanying teacher support material.

Includes text and audio as well

Note: hōkioi is another name for the pouākai

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Another related School Journal article

The Coprolite Hunters

by Neil Silverwood

School Journal
Level-3, -November-2020
Year-6



The Learning Progression Frameworks 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.



Science and Literacy focus

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For Ngāi Tahu language revitalisation ...



There are many opportunities around language learning for the Ngāi Tahu students in your kura, and resources that anyone can access.

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For Ngāi Tahu Education Strategy



Maybe your school strategies align with Ngāi Tahu's? Check it out

How do we pronounce native bird names?

Go to www.maoridictionary.co.nz

This site allows you to search for information about the bird, and by pressing the speaker icon, you can hear the word spoken. Keep pressing the speaker and repeating the correct pronunciation until you have it!

Why do we need to say those words correctly?

"If you pronounce Māori words correctly, **it implies you have respect for the language.** If you have respect for the language that would imply you have respect for the culture. "If you have respect for the culture, you most probably have respect for the people."

[Read the article here](#)

Te Reo Māori pronunciation guide

Learn to pronounce Māori words correctly to become more confident using them. Access the guide from Victoria University [here](#)

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A little more ...

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On the following pages are some ideas of how you can explore and learn more about the native birds in your area.

Like the *kīwaha*, these ideas become provisions for your learning journey.

By learning about your birds, you will know the right actions – the correct *tikanga* – to use in your environment for the best Aotearoa we can create.

He kīwaha Kāi Tahu

E ō moho.

Provision/s for a journey. Snack.

Moho is most likely an ancient bird. Ō moho is used in the same way as ō *kākā*.

This derives from the practice of the *kākā* (parrot) keeping little bits of food clenched in its claws to eat at a later time.



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Keep in mind ...

- ▶ Use copyright free sources
- ▶ Native birds were here first – they have Māori names, so learn to use those names.
- ▶ Find out the traditional uses, mahinga kai, and how iwi here - Ngāi Tahu – interacted with those birds
- ▶ Share what you have learned with others. With other classes, with your whānau, with your school community. Invite your contacts from the marae to come along too.
- ▶ Make sure your school values are visible in the learning, so you can demonstrate appropriate actions (tikanga) and a respect for your environment (kaitiakitanga)



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Some ideas

- **Geography:** mapping locations of your bird, note flora/fauna features nearby
- **Maths:** graphing distances for feeding, travel, migration, comparison between species - habitat, nesting, physical characteristics (Venn) or population graphing
- **Science:** where did your bird thrive in the past? Birds were used for kai, feathers, or foretelling - how was your bird used? How do you know?

Reinforce your learning

- **Honohono:** create a matching activity with bird - beaks, feet - from a variety of birds to understand features
- **Create a 3-way puzzle** - Māori name - English name - photo - students to match all three
- What other fun things can you do to remember what you have learned? Create the puzzle, the quiz, the game, the chant or hand game to play with others.



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Best Quiz Creation Sites for Education

- ClassMarker. ...
- EasyTestMaker.
- Factile.
- Fyrexbox.
- Gimkit. ...
- GoConqr.
- Google Forms.
- GoToQuiz.

your students could create their own quiz to test each other's understanding of the story – here are some platforms they could use



Typeform



Kahoot!

Game PIN

Enter

QUIZIZZ

FlexiQuiz

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Click on the image to visit websites

Aotearoa New Zealand's histories
Planning together

Understand

Know

Do

Aotearoa New Zealand's
histories in the
New Zealand Curriculum



The New Zealand
Curriculum Online



NZHTA



Aotearoa NZ's Histories



Te Rūnanga o Ngāi Tahu