

PLANNING LOG

THE FIRST COLUMN IDENTIFIES WHAT'S IMPORTANT. THE SECOND COLUMN HAS PROMPTS TO GUIDE YOU AND THE THIRD SPACE FOR IDEAS.

Years 4-6 HARAKEKE

How can we bring the histories to life?

What could we include in our planning?



Ākonga

Make your teaching and learning programme accessible to all ākonga. Increase engagement by making connections to your learners' lives and whakapapa in your planning.

- Deliver and interpret information using a variety of modes, e.g. storytelling, photographs, or maps.
- Make connections to the identities of ākonga, and who they are as learners.
- Explore the collective identity of people in this place
- Connect to the whakapapa and pēpeha of individual learners, and of the community.
- Help learners see themselves in their learning about the past.



Whānau and Community

Plan how you will make connections with knowledge from whānau, community, iwi, and hapū.

- Tell stories of local significance and about local people.
- Connect with whānau through family stories and look for ways that these stories can lead the learning.
- Find out who the people are in this place and how their stories feed into a collective story.
- Develop relationships with mana whenua over time, and strengthen existing relationships.

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Resources

Choose resources and experiences that will give learners a range of perspectives and voices reflecting the diversity of Aotearoa. Engage them with stories, experts, and trips to local places.

- Visit local landmarks and monuments.
- Use frameworks to classify and critique resources.
- Use deliberate questions to help students look for missing voices or stories.
- [harakeke](#) by Paul Tucker (Orewa College)

Upon arrival in New Zealand, Māori women at first used the harakeke (flax) in a very similar way to plants from their homes in Polynesia. Leaves were used to construct baskets, containers and mats. Soon however, the women learned to harvest the strong fibres from the leaves that they called muka. They obtained this by scraping the green flesh away from the fibres with a sharp shell. The muka was then pounded until it was soft so that it could be woven, twisted and plaited to create fishing nets, traps, ropes and even footwear. Māori had discovered quite quickly that their traditional clothing from the islands did not keep out the cold! Māori used the muka of the Harakeke (flax) plant and wove them with feathers and dog skin to create warm clothing - essential in the new cooler climate they now called home.

The harakeke plant proved to be very versatile with many different uses for Māori. The nectar from the flowers made a sweet drink, if they could get it before the hungry tui. The roots of the plant could be crushed to make soothing coverings for skin infections and also to produce a juice that would disinfect wounds. The sticky gum from around the base of the leaves were used to ease a warrior's pain, heal wounds and treat burns. The leaves themselves were so strong that they were often used as bandages or to secure broken bones.

Flax however was not just a useful plant. For Māori it was a way of passing on their culture from one generation to another. Harakeke fibres were woven together and often dyed with vibrant colours from nature such as berries, swamp mud and bark to create woven tukutuku panels. These panels lined whare, telling stories from the past and affirming important beliefs of the tribe.

Adapting to new environments

Produced by Paul Tucker@Orewa College (2022)

Through building knowledge about contexts and drawing on inquiry practices, I have a deeper understanding that:

Māori history is the foundational and continuous history of Aotearoa New Zealand.



Understand

Support rich learning for your ākonga by deliberately teaching the big ideas. Explore different ways to connect local history to the big ideas and the wider New Zealand or global context.

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Know

Check that your theme or topic is significant, relevant, and authentic for mana whenua, whānau and ākonga.

Include explicit support for learners' histories, languages, cultures, and identities in your planning.

Key Knowledge - Tūrangawaewae me to kaitiakitanga / Place and environment

- People adapted their technologies and tools to the new environment of Aotearoa New Zealand

Key Questions

- What adaptations, tools and technologies did early Māori with harakeke?
- How did adapting the harakeke plant influence how early Māori lived?
- How was the relationship between Tukutuku panels and harakeke so important to early Māori?



Do

Develop historical thinking through deliberate teaching of critical thinking strategies. Learners need these many different opportunities to learn and practice so they can apply their learning to new contexts

- Using a [fishbone graphic organiser](#) list all the ways harakeke was used by early Māori
- Construct a flowchart to demonstrate the ways in which a harakeke plant can be harvested.
- Using [Coggle](#) record all the ways that harakeke was used by early Māori (add links and research)
- Compare and contrast a range of Tukutuku panels from [Pūawaitanga o te Ringa - Fruits of our busy hands](#)
- Create a traditional Muku hanging [Instructions here](#)



Teachers

Reflect on the knowledge that you need as a teacher and where you could find it.