

THE CREATION OF NEW ZEALAND – 1

Read the Maori legend.

Long ago, the demigod Maui lived in Hawaiki, the Maori ancestral homeland. He had secret magical powers.

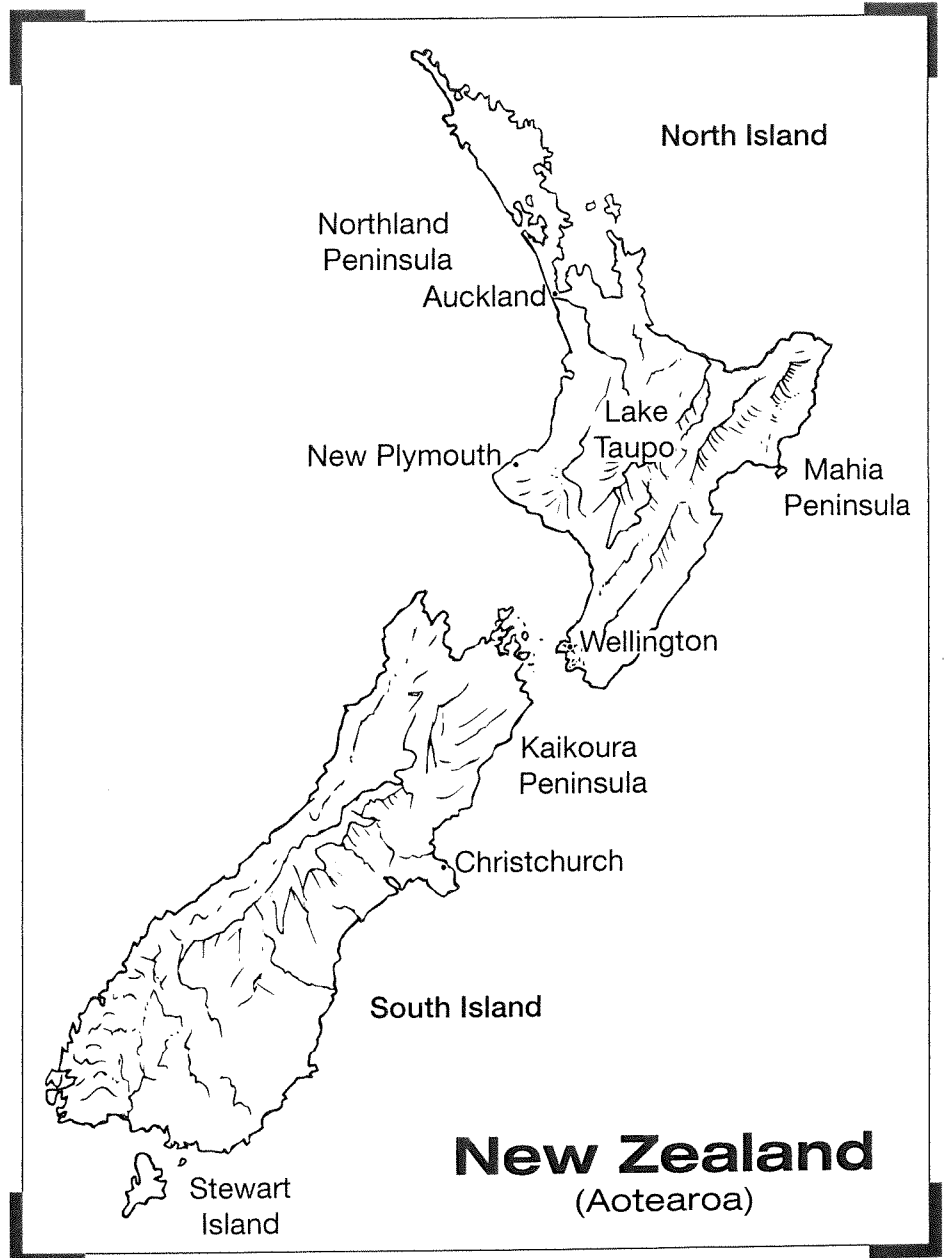
One day, Maui's brothers decided to go fishing in their canoe without him. But Maui hid in the bottom of the boat. His brothers were well out to sea before they found him. They wanted to take Maui back to land, but he used his magic to make the land look much further away than it actually was. So the brothers let him stay.

Before long, they stopped rowing and the boat was anchored. Maui brought out his magic fishhook, the jaw of his sorcerer grandmother. He tied it to a rope and then dropped it into the water. Soon, Maui felt a powerful tug on the line.

This does not feel like any ordinary fish, he thought.

Maui began pulling on the line. The fish was so strong that he had to brace himself and pull with all his might. But after a long struggle, Maui finally pulled up a giant fish. This fish became the north island of New Zealand or *Te Ika a Maui* ('the fish of Maui'). The fish's mouth is Wellington Harbour and its tail is the Northland Peninsula.

Immediately after he caught the fish, Maui began to pound it with his greenstone club. This created the mountains and valleys of the island. Maui's fishhook became Mahia Peninsula—the *Te Matau a Maui* ('the fishhook of Maui').



The other islands of New Zealand were also created by Maui. The South Island is his canoe—*Te Waka o Maui* ('the canoe of Maui')—and Kaikoura Peninsula is where he placed his foot during his struggle with the fish. Stewart Island, the tiny island below the South Island, is *Te Punga a Maui* ('the anchor of Maui').

It would be many years later that the Maori people would sail the thousands of kilometres from Hawaiki to live on these islands. They called the country *Aotearoa* ('Land of the Long White Cloud').

THE CREATION OF NEW ZEALAND – 2

Use the text on page 43 to answer these questions.

1 Literal

- (a) What are each of these places known as to the Maori?
- (i) Wellington Harbour _____

- (ii) Kaikoura Peninsula _____

- (iii) Stewart Island _____

- (iv) Mahia Peninsula _____

- (v) Northland Peninsula _____

- (b) What is another name for New Zealand?

- (c) Order these events from 1 to 5.
- The Maori people migrated to New Zealand.
- Maui caught a giant fish.
- Maui's brothers discovered Maui in the canoe.
- Maui created the mountains of the North Island.
- Maui tied his magic fishhook to a rope.

3 Applied

Do you think it is important for all New Zealanders to know this legend? Why?

2 Inferential

- (a) Why do you think Maui's brothers let him stay in the canoe?

- (b) What do you think each of these Maori words means in English?

(i) 'te'

(ii) 'a' or 'o'

(iii) 'ika'

(iv) 'punga'

(v) 'waka'

(vi) 'mataui'

- (c) (i) Which place on the map of New Zealand do you think the Maori believe is the giant fish's heart?

- (ii) Which place on the map of New Zealand do you think the Maori believe is on one of the giant fish's fins?

THE CREATION OF NEW ZEALAND – 3



Use the text on page 43 to help you complete this activity.

This legend does not give us much information about Maui's point of view. What might he have felt, seen, heard, touched or smelt?

- For each of these events from the legend, write your impressions of what Maui might have sensed.

Event	Emotions	Sights, sounds, smells or feelings (touch)
<i>Maui hides in the canoe.</i>		
<i>Maui is discovered by his brothers.</i>		
<i>Maui makes the land appear far away.</i>		
<i>Maui pulls in the fish.</i>		
<i>Maui pounds the fish, creating mountains and valleys.</i>		

- Choose one of the events listed above. Rewrite this section of the legend from Maui's point of view. Include all the senses you listed.

.....

.....

.....

.....

.....

.....

.....

.....

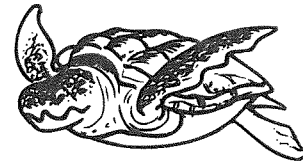
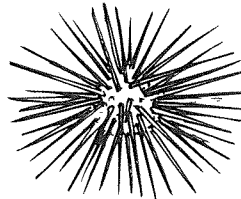
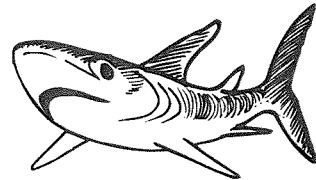
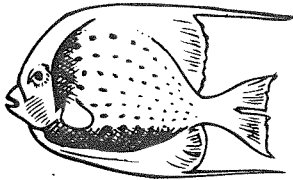
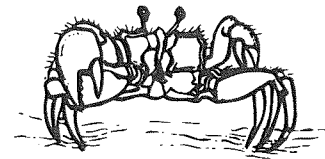
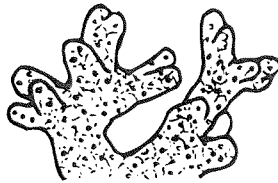
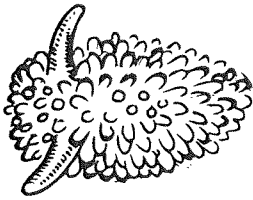
.....

.....

Name: _____

Coral reefs

Coral reefs are rich and colourful sea (marine) habitats. They provide food, shelter and a breeding ground for a huge variety of life.



- The organisms (living things) shown above are just a few you might find living near a reef. Some of them are plants, some are invertebrates (they don't have a backbone) and some are vertebrates (animals with a backbone).
- Underneath each organism, write the name of the group you think it belongs to.

1. Which coral reef is found off the north-east coast of Australia?

2. What threats are there to coral reefs? _____

Dear Helper,

Being able to classify living things according to their characteristics is a useful skill, and one which may be required in the national tests. We have been looking at how scientists classify creatures in class. We have talked mostly about local habitats, but this homework challenges your child to apply their knowledge to a less familiar setting. If you have access to the Internet, try looking at www.bbc.co.uk/nature, which provides a fun and fascinating introduction to the environment. Ask your child to tell you how they are deciding which creatures belong to which groups.

Investigate

Technical language

Investigate

- Match the language to the subject.

Tissue affected by sarcoid appears under the microscope to contain tubercles (or granulomas) but tubercle bacilli are not found.

Let's take it from the top. One, two, three. Scoop to the right - and again. To the left. Then fishtail. Heel - toe, heel - toe.

Subjects
law
fitness instruction
gardening
medicine
chess

I give all my property not otherwise disposed of by this will or any Codicil hereto unto my Trustees upon trust to sell the same (with power to postpone sale).

Propagate rhododendrons by layering... Continue to prune shrubs... Root the cuttings to be potted in the spring.

You shouldn't have castled.

I had to get the rook out.

You could have sacrificed your king's pawn.

- Write the technical words on the chart.

Subject	Verbs	Nouns
law		
fitness instruction		
gardening		
medicine		
chess		



- Investigate the language of other subjects and record your findings on a chart.

Look at books about the subjects.



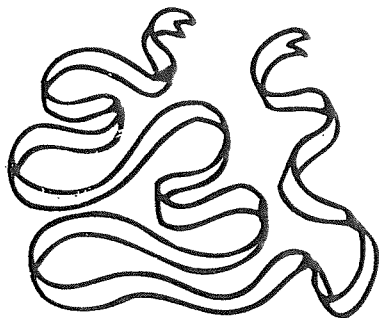
Teachers' note The children could find the meanings of the technical words. They could re-write one of the technical texts in a way which does not use jargon - and thus realise why jargon has to be used in some instances (so that one or two words can be used instead of several).

Developing Literacy
Sentence Level Year 6
© A & C Black 1999

name _____

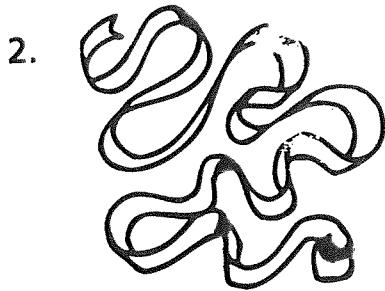
Multiplying decimals by 100

Write each length in centimetres.



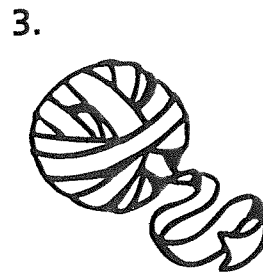
2.3 m

cm



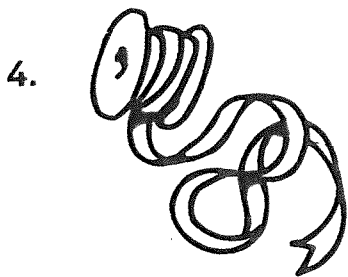
1.7 m

cm



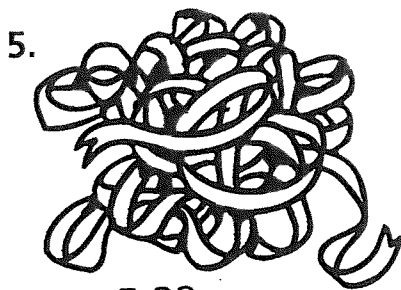
6 m

cm



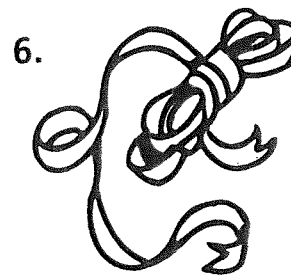
4.8 m

cm



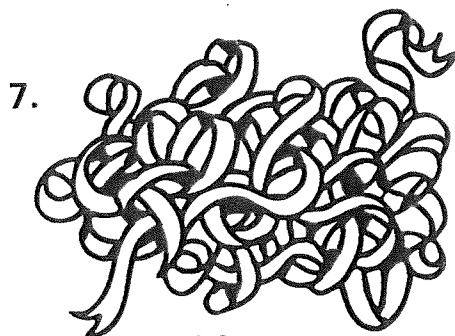
5.32 m

cm



4.06 m

cm



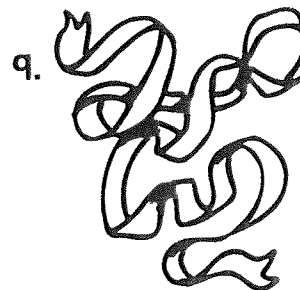
7.00 m

cm



$8\frac{1}{2}$ m

cm



1.39 m

cm