



## Overview

This is a recount of a visit to the exhibition of Kahu Ora (living cloaks) at Te Papa Tongarewa, the Museum of New Zealand. In the exhibition, there is one korowai that has a special significance to Marama, the author. She learns about how korowai are made and how a special korowai reveals a story from her iwi.

“Kahu Ora” requires students to “confidently use a range of processing and comprehension strategies to make meaning from and think critically about” text (from *The Literacy Learning Progressions*, page 14).

The characteristics of this text provide opportunities for students to make connections and inferences, identify and summarise, and use multiple sources of information to clarify meaning.

An audio version of the text is available as an MP3 file at: [www.juniorjournal@tki.org.nz](http://www.juniorjournal@tki.org.nz)

If you need support with your pronunciation of the Māori vocabulary, listen to the audio before the lesson.

## Text characteristics

Key text characteristics relating to the reading standard for after three years at school are shown in the boxes with a solid outline.

Visual language features (subheadings and captions) that are clearly explained and linked to the body text

A mix of explicit and implicit content that requires students to make connections between ideas in the text and their prior knowledge in order to make simple inferences, for example, about how Marama feels about the korowai and why

It was made from muka and thousands of feathers from kereru, tūi, and kākā. They must have had heaps of birds to make that korowai.

### Muka

Muka is the strong flax fibre inside the green harakeke leaves. The green part is scraped off with a sharp shell. Then the white muka is washed and made soft for weaving. It can be rolled between the hands, or beaten with a patu muka (flax pounder) to make it soft.



Patu muka

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Needles used in cloak making

We saw lots of tools that were used for sewing on the feathers and for making the patterns on the korowai. I liked the needles made from bone. They came in lots of funny shapes. One was really long, like a ruler, and some were curved. Some were really small, like the needles Mum uses to sew on our buttons. We looked around for ages. I wanted to stay even longer, but Dad said it was time to go. So I went to have one more look at Kahu Huruhuru before we left.

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Unfamiliar subject-specific words (for example, muka and patu muka), which are supported by the context and photo

Students may need support with the correct pronunciation of the words in te reo Māori

A variety of sentence structures, mostly simple and compound, with a few complex sentences

**English (Reading)**

Level 2

- Ideas: Show some understanding of ideas, within, across, and beyond texts.
- Structure: Show some understanding of text structures.

**Social Sciences**

Level 2 – Social Studies: Understand how cultural practices reflect and express people's customs, traditions, and values.

**The Arts**

Level 2

- Understanding the Arts in Context: Share ideas about how and why their own and others' works are made and their purpose, value, and context.
- Communicating and Interpreting: Share the ideas, feelings, and stories communicated by their own and others' objects and images.

**Suggested reading purpose***(What can the students expect to find out or think about as a result of reading this text?)*

- To find out what Marama learns on her visit to the Kahu Ora exhibition and how it makes her feel

**Suggested learning goals for this text***(What opportunities does this text provide for students to learn more about how to "read, respond to, and think critically" about texts?)*

**Select from and adapt** the suggestions below according to your students' strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for Years 1–8*, Knowledge of the learner, page 6).

- The students make connections between their prior knowledge and the ideas in the text to make simple inferences.
- They identify and summarise the main ideas.
- They use multiple sources of information to clarify the meaning of unfamiliar words and ideas.

**Text and language features****Vocabulary**

- The Māori vocabulary, such as "Kahu Ora", "korowai", "whānau", "Te Whare Pora", "karakia", "atua", "harakeke", "iwi", "kuia", "koro", "Kahu Huruwhiri", "Ngāi Tūhoe", Mārewa-i-te-rangi, "muka", "patu muka", "tapu"
- The names of birds, such as "kereru", "tūī", "kāka"
- The use of macrons to denote long vowels in Māori words
- Some possibly unfamiliar English words, such as "exhibition", "guardian", "fibre", "sewing", "respect" and the phrases "handed down" and "made our way"
- The concept of "living cloaks".

**Possible supporting strategies**

Before reading the text, have the students listen to the audio version. This will help students with the correct pronunciation of any unfamiliar language.

Make a glossary of the Māori vocabulary. Prompt the students to think about the context and look for definitions in the text, for example, the bracketed definitions of "atua", "harakeke", and "patu muka", to **clarify word meanings**.

Monitor the students' **word-solving** attempts by noticing their use of words from the text during discussion. You may need to explain the use of the macron to denote a long vowel sound.

When supporting English language learners with breaking words into syllables, show them which syllable is stressed. This is a significant part of saying and hearing words of more than one syllable in English (for example, "res-**pect**", "ex-hi-**bi**-tion").

To check English words, have bilingual dictionaries available for students who have a first language other than English.

Explore the idea that all korowai have a story behind them that connects them to people in the present.

**Text features**

- The structure of the text as a recount, including the introduction and the use of past tense
- The text box explaining how the flax is prepared
- Words in brackets to denote English translations
- Photographs with captions and illustrations
- The karakia in Māori and English
- Some complex sentences.

Remind students about the features of a recount, including the use of mostly past-tense verbs. Make links to any recounts the students may know.

Explain that this text is a combination of photographs with captions and illustrations.

**Specific knowledge**

- Of things that have been passed down
- Of weaving and sewing
- Of cloaks
- Of karakia
- Of tapu (for example, washing of hands)
- Of visiting exhibitions

Have students bring in or talk about an artefact that has been in their family for a long time.

Have the students share their experiences and knowledge of weaving or sewing.

Some students may have been to an exhibition and you could get them to share their experiences of what they saw and found out.

**Metacognition**

Effective readers are metacognitive. They are aware of the processes and strategies they draw on and are able to explain how they use these to successfully make meaning and think critically. Examples of metacognitive behaviours, or strategies teachers can use to promote metacognitive behaviours, are threaded through the notes and indicated by .

**HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE**

 Ask questions: *How did you know that bit was wrong? Or: I noticed that you reread that bit when you got confused. How did rereading help you?*

 Use prompts: *Think about what you can do to find help with the meaning of that word. Look at the rest of the sentence. How did it help you?*

 Ask questions: *What did you learn from reading about the korowai exhibition? Has it made you think about the things that are special to your whānau? How?*

## Introducing the text

- Listen to the audio version to establish the correct pronunciation of Māori words.
- Tell the students that they are going to read about a girl called Marama Rangiaho-Katipa who visits an exhibition at Te Papa and sees something special from her iwi.
- Briefly discuss any exhibitions that students may see at Te Papa or their local museum.
- Have students think, pair, and share about special artefacts that have been in their family for a long time. Then have them share back with the group. You could draw out the idea that these items help connect the past with the present.
- Share the reading purpose and learning goal(s).

## Reading and discussing the text

Instructional strategies you can use to support the students to achieve the learning goals are in the right-hand column. Select from and adapt the suggestions according to your students' needs.

### What to look for, prompt, and support as the students work towards achieving their learning goal

#### Page 8

The students make predictions and share their ideas about what they think the title "living cloaks" might mean. They use the illustrations to help them.

They use the words "Te Whare Pora – The House of Weaving" to identify that the cloaks will be woven.

They use the theme of the exhibition (cloaks) and where Marama and her father are going (to Te Whare Pora) to hypothesise that the "something special" is a woven cloak.

#### Page 9

The students use "prayer" to confirm the meaning of "karakia". Some students may be able to make connections to saying karakia.

They make connections to what they know about weaving and korowai.

They make connections to their prior knowledge about showing respect, including walking quietly around the exhibition, and share these ideas with the group.

They identify the information within the text to summarise what they have learnt about korowai.

### How you can support students to read, respond, and think critically

Students may need to hear the audio to support the pronunciation of Māori vocabulary, if you have not already done this. (See Introducing the text.)

Read the introduction. Ask the students to think about what "living cloaks" means. Explain that as they read the rest of this text, this might become clearer and that you will return to the idea later in the session. Some students may be familiar with cloaks, and they should be given an opportunity to share what they know. Alternatively, you may need to explain that they are a kind of clothing worn over the shoulders.

Have students read the rest of the page, supporting them with the Māori words as necessary. Briefly explain that as they read they will see some words in brackets, which will help them to clarify what the Māori words mean.

*What clue tells us how the cloaks might be made?* For students who are unfamiliar with weaving, briefly explain what happens. You may have students in the group who could share their knowledge.

*What do you think the "something special" is?* Have students think, pair, and share. *Let's read on to see if you were right.*

Have the students read the page, providing support as necessary.

Check the students' understanding of what a karakia is and their experience of karakia (for example, before eating, on a marae, at a tangi, before weaving).

Briefly discuss how people might show respect for the weaving.

*What have we found out about the cloaks?*

If necessary, provide students with a scaffold, such as the summary chart below.

Page	Korowai
9	We use _____ to make korowai.
10	
12	
13	

## Page 10

The students make connections to their family history and things that may have belonged to someone long ago.

They infer that even if people are no longer here, things that used to belong to them can show that they will always be with us.

They use their prior knowledge of similar conversations with their parents/ caregivers to identify that Dad wants it to be a surprise.

The students notice the exclamation marks at the end of the last two sentences, which suggest Marama is excited about having found the korowai, and the inclusion of “my iwi ...”, which means she is proud of it.

Students search for clues in the text to help them make an inference about what a living cloak is.

Have the students share their ideas about what “handed down” means. *What do you have that has been given to you by an older family member?* You may want to make connections to the artefacts discussed when you introduced the text.

*What do you think Dad means when he says the korowai helped connect our kuia and koro to us today?* Prompt the students to think about how something from the past helps us to remember people no longer with us.

*Why do you think Dad doesn't tell Marama what the special thing is?* Draw out the idea he wants it to be a surprise.

*How does Marama feel when she sees Kahu Huruheru? How do you know?*

Check that students have noticed that Kahu Huruheru is made of feathers.

*Which iwi does Marama belong to?* The students may need support with the correct pronunciation of Ngāi Tūhoe.

Allow students to study the photograph and read the caption. Invite them to look for the most important sentences and add them to the summary chart.

Page	Korowai
9	We use _____ to make korowai.
10	Korowai are passed down through _____.
12	
13	

## Page 11

The students explain that the cloak looks new because it is important to the whānau and has been looked after.

They make connections to their own family and where they are from to support the concept of “home”.

They confirm their earlier thoughts about the “something special”.

The students summarise the main information about Kahu Huruheru, including that it came from Ngāi Tūhoe, it's more than one hundred years old, it's made of feathers, and it belonged to a girl who died when she was young.

The students make predictions about what Marama might find out.

After students have read the page, prompt them to think about why the cloak looks new even though it is more than a hundred years old. Link back to the statement on page 9 referring to the cloaks being in “... glass cases, so we couldn't touch them.”

You may need to clarify the idea of “home” being where the family comes from. Students who have links to their iwi can share their knowledge.

Have students revisit their earlier hypothesis about what they thought the “something special” would be.

*What have we found out about Kahu Huruheru?* Have students think, pair, and share. Add the students' ideas to the summary chart.

*I'm wondering what Marama might learn about Kahu Huruheru.* Before turning the page, have students suggest what kind of information Marama might have read about the korowai.

## Page 12

The students identify that the korowai was made from flax and feathers. They make connections to the word “thousands” and what they know about birds to infer that a lot of feathers would have been used to make the cloak.

Have students locate the box with information about “muka”. Explain that “muka” means part of the flax used for weaving. Have the students read the information and identify the main ideas. Add these to the summary chart. Have them read the sentences at the top of the page and ask them what Marama found out. Students could look again at the photo of Kahu Huruheru on page 10 to see how thousands of feathers were used from three kinds of birds.

## Page 13

The students share their knowledge of cloak-making tools.

They are able to explain how the comparisons help them to visualise what some of the needles were like.

The students identify the words “I wanted to stay even longer” and make connections to a time when they felt the same way to infer that Marama is really enjoying her visit.

They make connections to the text and infer that Marama is proud of the korowai and wants to remember what it looks like.

Allow the students to look at the photo and read the information on this page.

Some students may be familiar with tools, other than needles, that are used to make cloaks.

*How does the way Marama describes the needles help the reader?* Draw out the idea that comparing the needles with other things makes it easier for the reader to visualise the needles.

*How is Marama feeling about being at the exhibition? What clues tell you that?*

*Why do you think Marama goes back for another look at Kahu Huruheru?*

The students make connections to the information and explain that Kahu Huruuru connects Marama to her whānau. It had belonged to Marewa-i-te-rangi, who was from the same iwi as Marama.

The students identify that Marama likes the korowai (“she was lucky to have such a beautiful korowai made for her”), it helps her to connect to the past, and it makes her think about whether she would ever wear one.

☑ With support, the students reflect on their learning. They revisit the reading purpose and learning goal(s).

☑ The students identify some challenges in the text and how they worked (or tried to work) them out.

Read the karakia. Ask the students if they remember what Nan said about why they say karakia when weaving. If necessary, remind them that it was to thank the atua for the flax.

Have the students read the next two pages.

You may need to clarify the concept of tapu, meaning sacred, and how some activities (such as weaving) and places (such as Te Whare Pora) are considered tapu.

*What is the thing that connects Marama to her whānau from long ago?*

*How does it link the past to now?*

If necessary, draw out the idea that Kahu Huruuru, the korowai once worn by Marewa-i-te-rangi, is the link and that Marama has a special connection to the korowai because it comes from her iwi, Ngāi Tūhoe.

*How does she feel about the korowai?*

Ask students if they remember the name of the exhibition. If they don't, have them reread the first two sentences on page 8. *Why do you think the exhibition was called Kahu Ora (living cloaks)? What clues helped you?*

Prompt students to think about how korowai keep the past alive.

Revisit the reading purpose and learning goal(s).

☑ *What helped you when you weren't sure of the meaning of a word?*

☑ *Was it easy to summarise the main ideas? How did you know what was a main idea? How did summarising help you to understand the text?*

☑ *How did making connections to the special things in your family help you to understand the importance of the korowai to Marama?*

## After reading

- Students can reread the article as they listen to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide opportunities for students to practise summarising main ideas.
  - Have them reread the text, and with help, write a sentence to summarise each section. The students can then use these summaries to present a brief explanation (orally or in writing) of Marama's visit to the exhibition.
  - For English language learners, you could provide sentence frames to help them create sentences for their summary chart – for example, \_\_\_\_\_ made from \_\_\_\_\_. You could link this to a study of descriptive language (X are ..., X have ..., X are made from ..., X are made by ...).
- Provide opportunities for the students to practise summarising other texts. See the related texts section below for examples of texts you could use in a guided reading session.
- For students who need support with the vocabulary, have them work in pairs and give them selected vocabulary (6–8 items), definitions, and simple example sentences (that you have provided). Prompt them to use the simple sentences to work out the meanings of the words and match them with their definitions. Provide bilingual dictionaries where appropriate. Review the correct answers as a group and clarify any issues. Have the students reread the text to find each vocabulary item and discuss their meanings.
- Have the students draw an item from their family that has been passed down. Have them write two or three sentences about the item including what it is, who it had belonged to, and how it makes them feel. Provide a writing frame for students who need support. Differentiate the levels of support according to your students' needs. For example, for some students, you could simply review a model text, identify the sections together, and provide a frame using the sections.
- For students who need more support, you could identify and work through examples of the types of sentences they need to use, co-construct an example, and provide them with a frame that also includes sentence starters such as, This is a \_\_\_\_\_. It is made from \_\_\_\_\_. It belonged to \_\_\_\_\_. He/She was \_\_\_\_\_.
- Provide opportunities for the students to apply their newly acquired knowledge by having them find out more about weaving. If possible, have someone from the local community share knowledge about weaving or korowai.

## Related texts

Texts about a family treasure: the RTR texts *Treasure from the Sea* (Purple), *A Gift for Auntie Ngā* (Gold)

Texts from *School Journals* that could be read by the teacher: “Family Treasures” (SJ, Pt. 1 No. 3, 2007), “Te Taonga Nui a Tāne” (SJ, Pt. 1 No. 1, 2011)

Texts that require students to summarise: “Tākapu”, “Pōhutukawa” (both JJ 45)