



Overview

This article explains what a pepeha is and why it is important in Māori culture. In the following article, “Tōku Pepeha”, the authors’ daughter, Pareraukawa Moore, talks about her own pepeha. Both articles provide opportunities for students who are familiar with pepeha and te reo Māori to share their knowledge and experiences. The theme of connectedness encourages readers to think about the places and people that are important to them.

The text 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).

A PDF of the text and an audio version as an MP3 file are available at www.juniorjournal.tki.org.nz

Related texts

Texts that focus on Māori tikanga: *Kapa Haka* (Ready to Read, Turquoise 2); *Matariki* (Ready to Read, Gold 2); “Kahu Ora” (JJ 47); “Rongoā Māori” (JJ 48); “Tōku Pepeha” (JJ 53)

Texts that demonstrate practices of other cultures (all from Ready to Read): *Diwali* (shared); *White Sunday in Sāmoa* (Turquoise 2); *A Quilt for Kiri* (Purple 2); *A Gift for Auntie Ngā* (Gold 1)

Texts that involve people working together: “A New Home for Mokokoko” (JJ 43); “Our Gifted Garden” (JJ 49); “The Green Team”, “Dig In!” (JJ 52)

Text characteristics

Key text characteristics relating to the reading standard for after three years at school, as they relate to this text, are shown in the boxes with the solid outlines. Other boxes indicate additional characteristics.

Some contexts and concepts that may be unfamiliar for some students

A mix of explicit and implicit content that requires students to make connections between information in the article and their prior knowledge in order to visualise elements of the pepeha and identify main ideas

Subject-specific vocabulary, including te reo Māori, that may be unfamiliar for some students, the meaning of which is supported by translations (in parentheses), definitions, the context, the sentence structure, and/or visual language features

WHAT'S IN A PEPEHA?

Most pepeha include:

waka - canoe

For Māori, pepeha tell the story of how their tūpuna (ancestors) came to Aotearoa in large waka. Each waka had a name, and Māori can still track their family history back to those waka.



hapū - smaller family grouping

The smaller family groupings within iwi are called hapū. Your hapū includes your parents, your grandparents, your cousins, and even your grandparents' cousins!



maunga - mountain

awa, roto, moana
- river, lake, sea

When Māori set up their homes in this new land, they took note of the important landmarks (such as mountains) and waterways (rivers, lakes, and seas) in their environment. They soon came to feel closely connected to these maunga, awa, roto, and moana.



marae - gathering place

Most hapū have a marae, or traditional gathering place. They are special places where family members come together for hui (meetings) and other important events.



iwi - large family grouping

Each waka carried people that belonged to the same large extended family, or iwi.



kaumātua
- grandparents or elders

mātua - parents

Your mātua and kaumātua are an important part of who you are. They also connect you back to your tūpuna.



Visual language features such as headings and subheadings (in both Māori and English), photographs, illustrations, speech bubbles, an asterisk linked to a footnote, and traditional Māori motifs that are clearly linked to the body text

A variety of sentence structures, including complex sentences

Ideas and information organised in paragraphs

The close links between this article and “Tōku Pepeha”

English (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

Social Sciences

Level 2 – Social Studies:

- Understand how cultural practices reflect and express people's customs, traditions, and values.
- Understand how places influence people and people influence places.

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*).

Possible reading purposes

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

- To find out about pepeha and why they are important

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically about” texts?)

Several goals are provided here to choose from and adapt over multiple readings.

- The students **make connections** to their prior knowledge and between the text and the visual features to **identify (summarise)** the components of a pepeha.
- They **ask questions** about aspects they are unsure of or want to know more about and attempt to find answers in the text.
- They **make connections** to their own experiences in regard to the **main ideas** about pepeha (for example, belonging, connectedness, the importance of local places, and family history).
- They **monitor** their reading, and when something is unclear, they take action to solve the problem, for example, by rereading a sentence or looking for clues close by.



Text and language features

Vocabulary

- Possibly unfamiliar te reo Māori words and phrases, including: “Ko ... tōku ingoa”, “pepeha”, “waka”, “tūpuna”, “maunga”, “awa”, “roto”, “moana”, “iwi”, “marae”, “hapū”, “hui”, “kaumātua”, “mātua”, “Nō whea koe?”
- The use of macrons to denote long vowels in te reo Māori
- Other words and phrases that may be unfamiliar: “formal occasion”, “local environment”, “value”, “natural world”, “ancestors”, “family history”, “landmarks”, “waterways”, “traditional gathering place”, “relationships”, “community”.

Possible supporting strategies

(Use these suggestions before, during, or after reading in response to students' needs.)

Prompt the students to remember the strategies they can use, often in combination, for example:

- when **decoding**:
 - using their knowledge of vowel sounds in te reo Māori, including the use of the macron to indicate a long vowel sound
 - breaking words into syllables or chunks (“pe-pe-ha”, “tū-pu-na”, “kau-mā-tua”, “en-vi-ron-ment”, “re-la-tion-ships”).
- when **working out word meanings**:
 - using the context of the sentence and the paragraph
 - making connections to their prior knowledge
 - thinking of the meaning of each word within compound words (“land-marks”, “water-ways”)
 - searching for definitions or translations
 - reading on to look for further information.



Metacognition

HOW YOU CAN SUPPORT YOUR STUDENTS TO BE METACOGNITIVE

Here are some ways you can build students' awareness of the processes and strategies they are using as they make meaning and think critically.

- *What did you do to help you understand the difference between “iwi” and “hapū”?*
- *What helped you to track ideas in this article about valuing the environment?*

Introducing the text

- Some students may be familiar with mihi. A mihi is a greeting while a pepeha is a form of introduction that establishes identity and heritage. In formal settings, the pepeha forms part of an individual's mihi. A group situation where everyone gives their mihi (including their pepeha) is called a mihimihi. This is often held at the beginning of a hui.
- Use your knowledge of your students to ensure that your introduction to the text is effective in building or activating their prior knowledge and providing appropriate support for a successful first reading. (Note that the suggestions assume that the students will read "Pepeha" before "Tōku Pepeha".)

For English language learners, before reading the article with the rest of the group, explain what a pepeha is. Play a video clip showing someone giving their pepeha or share your own one. Use the images on pages 2 and 3 or 4 and 5 to draw out ideas about family and place. You could copy and cut out the images on pages 4 and 5 and have the students work together to match them with labels in te reo Māori, English, and if possible, their first language.

- There are several ways you could introduce this text. For example:
 - share your own pepeha, read the example in "Tōku Pepeha", or show a video clip as a model
 - encourage students who are familiar with pepeha to share their knowledge, if they feel comfortable doing so

- discuss the photo on the cover of the journal (from page 6)
- use the images and the speech bubbles on pages 2 and 3 to discuss what "Ko ... tōku ingoa" means. Clarify that a pepeha is a way to introduce yourself.
- Preview the article, with a focus on the visual language features. Point out the asterisk on page 2 and explain that it shows that there is more information (in a footnote) at the bottom of the page. Prompt the students to use the subheadings on pages 2, 4, and 6 and the captions on pages 4 and 5 as a guide to what they might expect to find out. Briefly discuss the page 6 heading "Nō Whea Koe?" and its translation, making a connection to the idea of a pepeha as a way of introducing yourself.
- As you preview the article together, draw out (or feed in) language and ideas that you think may need support (for example, "local environment", being "connected"). If necessary, reassure the students that you will help them with the pronunciation of the Māori words and that there are translations and/or explanations in the article. (You can use the audio version as a support for pronunciation.)
- You could develop a KWL chart to record what students already know and any questions they have.
- Provide the students with sticky notes to mark aspects they are not sure about or to jot down any questions or thoughts so they can return to them later.
- Share the reading purpose and the learning goal(s).

Reading and discussing the text

Suggestions for ways that you can support the students to achieve the learning goals are in the right-hand column of the table below.

Select from and adapt the suggestions according to your students' needs. You can revisit this text several times to explore the ideas further. The suggestions below may apply to the first or a subsequent reading.

Student behaviours

Examples of what to look for and support as the students work towards achieving their learning goal(s). Much of the processing that students do at this level is "inside their heads" and may not be obvious until the discussion during or after reading.

Deliberate acts of teaching

Examples of how you can support students as they work towards achieving their learning goal(s). Often this will involve individual students rather than the whole group.

The first reading

- The students make connections between the heading, the photographs, the speech bubbles, and the body text to help them understand what a pepeha is.
- They use the footnote on page 2 to clarify their understanding of when a pepeha is used. They make connections to their own experiences to visualise a "formal occasion".
- The students use sticky notes to record questions they have or ideas that seem important. For example, they may begin to notice references to "connections".
- They demonstrate self-monitoring, for example, they reread page 3 to check the ideas about feeling connected to the environment.
- The students identify some main points about pepeha.
- Prompt the students to use the visual features as well as the text to clarify their ideas. If necessary, remind them of what the children are saying in the speech bubbles.
- Explain that when they get to the asterisk, they should read the footnote and then go back to where they were up to in the paragraph.
- Remind them of the strategies they can use when meaning is unclear. Provide them with sticky notes to mark anything they want to come back to.
- After reading page 3, support the students in summarising the main points so far, drawing out the idea of "connections".
- As the students read pages 4 and 5, they make connections between the subheading, the captions, the body text, and the illustrations to build their understanding about each component of pepeha.
- They look for key words (for example, "family", "closely connected", and "belonged") that link to ideas about connections. They demonstrate self-monitoring by referring back to earlier sections in the text to clarify meanings, for example, noticing the repetition of "tūpuna" on page 5 and referring to the definition on page 4.
- They notice that the dashes and parentheses show links to word meanings.
- Encourage the students to take their time exploring the information on pages 4 and 5. Prompt them to make connections between sections of the text and their own experiences.
- Remind the students to be on the lookout for words that build on the ideas from pages 2 and 3: *What sorts of connections are the writers describing?*
- Provide support with pronunciation of the te reo Māori vocabulary as needed. Draw attention to the supports for word meanings.

- On pages 6 and 7, the students continue to notice (in both text and photos) examples of connections between family, friends, and the wider community.
- If necessary, clarify that the second line of the heading is an English translation.
- Prompt the students to look for ideas about the connections between people.

Discussing the text after the first or subsequent readings

- The students share their initial responses to the article.
- The students identify pages 4–5 as the key pages for summarising the elements of a pepeha. As they identify the elements, they make connections to supporting information on other pages and to their own experiences. For example, they make connections to the special place of tūpuna in their own family, such as in the passing down of names, or they might explore their understanding of “connections with the natural world” as they talk about looking after their local environment.
- Using their sticky notes as a guide, the students share aspects that they want to clarify or explore further.
- Ask the students to share their personal responses to the text.
- Remind the students of the reading purpose. Ask them to identify (summarise) the key elements of a pepeha: *What pages will be the most helpful for this?* Encourage the students to make connections to their own experiences.
- Encourage the students to refer to their sticky notes and share any questions and ideas, in particular, those related to the introductory discussion. If you created a KWL chart, you could add further information. Note aspects for further discussion that you might want to make connections to when reading “Tōku Pepeha”.

Supporting metacognition

With support, the students reflect on their learning.

- The students describe strategies for working out the meaning of unknown words and phrases, such as looking for translations, studying the illustrations, using the context of the sentence, and checking previous usage of the word.
- The students explain how they related the aspects of the pepeha (on pages 4 and 5) to the history of their family or ancestors and to the important places in their local environment.
- Remind the students of the reading purpose and learning goal(s).
- *What helped you understand the meaning of a word or phrase you were unsure of?*
- *How did your own experiences help you understand what's in a pepeha?*

After reading: Practice and reinforcement

Several of the suggestions here overlap with those for “Tōku Pepeha”.

- The 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, phrasing, and expression.
- Provide further opportunities for students to reread this article and other texts that link to the topic (see “Related texts”).
- Support students’ understanding of a pepeha by printing and cutting up pages 4 and 5. Have the students match up the captions, images, and written information.
- Have them work with a partner to choose one aspect of a pepeha from pages 4 and 5 and discuss what this means in their own life. (After reading “Tōku Pepeha”, this activity could be extended to creating a complete pepeha.)
- Ask students to work in pairs to identify what they think are important words in a pepeha and write a sentence about each one to say why it is important. Restrict them to only a small number of words, perhaps 4 or 5, so the students will need to think critically (and negotiate with their partner) about the reasons for their choices.
- The students could draw and write about their own hapū, mātua, and kaumātua. Alternatively, they could create a scrapbook (either hard copy or digital) with pictures from home.
- Together, the students could create a song or a poem about places and things that are significant to them.