



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.

Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The material provides many opportunities for revisiting the text.

“Taranaki Views” is a lengthy article that offers a range of perspectives on Taranaki Mounga. (“Mounga” is a Taranaki iwi pronunciation and spelling; it’s spelt “maunga” by most other iwi.) The text is written in two parts, the first presenting historical and geographical information about the mounga and incorporating the views of scientists and mana whenua. The second part is based on interviews with local people and focuses on what the mounga means to them.

A sense of belonging – having a place to stand – is integral to our identity and well-being. Taranaki Mounga is at the heart of the Taranaki region. For Taranaki Māori, their mounga is an ancestor; for all locals, it symbolises the place they belong to. It is a familiar geographical feature for all New Zealanders and has a rich and interesting history.

This article:

- has strong links to Aotearoa New Zealand’s histories (see page 4 of this TSM)
- has themes of belonging, place, identity, and the environment
- provides an opportunity for students to engage with and appreciate diverse scientific, cultural, and local knowledge and perspectives
- draws from interviews to present various people’s perspectives on Taranaki Mounga
- explores the connection between Māori and the land and retells the story of the formation of Taranaki Mounga
- provides information on geology, eruptions, plants and animals, and the naming of the mountain
- offers a springboard for exploring the significance of a local landmark.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

“Celebrating Puanga at Ramanui” SJ L2 Nov 2017 | “Baskets of Fire” SJ L2 Nov 2018 | “The Story of Taranaki” SJ L2 Aug 2020 | “Coronation Forest” SJ L2 May 2015 | “Bringing Back the Birdsong” Connected L2 2017 | “Pepeha” JJ 53 2016 | “Tōku Pepeha” JJ 53 2016 | “Learning from the Tangata Whenua: An Interview with James Ataria” Connected L2 2015

Text characteristics

Text characteristics – opportunities for strengthening students’ reading behaviours

decided that both Taranaki *and* Egmont would be the official names for the mountain. Then, in January 2020, the name Egmont was dropped. Taranaki Mounga was restored as the mountain’s only name.

Soon, Taranaki Mounga will be granted legal personhood. This means that the mountain will be seen as an ancestor and a citizen. It will have the same rights as you and me. Nobody will own it – it will own itself.

some abstract ideas that are clearly supported by concrete examples in the text or are easily linked to the students’ prior knowledge

Scientists on Taranaki

In recent times, Taranaki Mounga has always been peaceful. It’s easy to forget that one day, it will probably erupt again. To help us to know if an eruption is going to happen, scientists have put **seismometers** on the mountain. These measure and record any volcanic earthquakes or ground movements. GeoNet staff also collect **samples** from the mountain and make observations. Any changes on the mountain, such as a landslide, gas escaping

some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by illustrations and/or written explanations



Vicki Fairley works for Venture Taranaki, an organisation that helps to promote the region to visitors. She says that Taranaki Mounga attracts lots of tourists. A lot of people want to climb it or walk its many tracks and trails. And of course, it’s beautiful to photograph.

a straightforward text structure, such as a structure that follows a recognisable and clear text form



other visual language features that support the ideas and information, for example, text boxes or maps

Text and language challenges

Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students' needs.



Go to the Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge” and “Making sense of text: using knowledge of text structure and features” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

VOCABULARY

- Many te reo Māori words and phrases, including names (“Te-Ika-a-Māui”, “Taranaki Mouna”, “Pukeonaki”, “Ruapehu”, “Tongariro”, “Ngāuruhoe”, “Pihanga”, “Pouakai”, “Te Papakura o Taranaki”, “Ruataranaki”, “Tawhiti”, “Hāwera”, “Ōakura”, “Taupō”), concepts (“iwi”, “hapū”, “mauri”, “mana”, “Te Aō Māori”, “tangata whenua”), and a job title (“Kaitiaki Whenua”)
- Topic-specific vocabulary related to volcanology, including “stratovolcano”, “eruption”, “dormant”, “seismometers”, “volcanic earthquakes”, “GeoNet”, “samples”, “observations”, “chemical changes”, “data”, “lava”, “erosion”
- Other place names and other proper nouns, including “Earl”, “Egmont”, “Ireland”, “Marion Du Fresne”, “Pic Mascarin”, “New Zealand Geographic Board”, “Department of Conservation”, “Venture Taranaki”, “Alpine Club”
- Other words or phrases that may be unfamiliar, including “fled”, “guardian”, “protector”, “source”, “Range”, “shrubs”, “creatures”, “rare”, “pests”, “volunteers”, “official”, “legal personhood”, “ancestor”, “citizen”, “stoats”, “ferrets”, “predators”, “tramp”, “translocations”, “tagged”, “traditional custodians”, “musket wars”, “sanctuary”, “promote”, “region”, “mountaineering”, “unstable”, “ranger”, “archaeological features”, “financial support”, “identity”, “arteries”, “crystal-clear”, “polluted”
- Adverbs of time, some of which require interpretation, including “Long ago”, “In those days”, “today”, “120,000 years ago”, “in 1854”, “In recent times”, “one day”, “time to prepare”, “in 1770”, “Two years later”, “In 1986”, “in January 2020”, “Soon”, “Every two weeks”, “now”
- Figurative language, including “Te-Ika-a-Māui”, “Those who live in the shadow of the mountain”, “a source of life”, “He is only sleeping”

Possible supporting strategies

- Remind the students of strategies for working out unfamiliar vocabulary, such as clarifying the context, using knowledge of word patterns and prefixes or suffixes, and making connections to prior knowledge. Point out that the text contains many names, including those of places, people, iwi, and organisations. Remind the students that proper nouns have capital letters.
- It may be useful to explore the double meaning of the word “views” – something you look at and also a particular perspective (point of view).
- Look up or ask others for help with any words in te reo Māori that are unfamiliar to you. You could ask people in your school community or iwi for support, or you could listen to the audio version of the story or to the recording of the words on the online Māori Dictionary.
- Depending on the knowledge of your students, provide support for the pronunciation and meanings of te reo Māori terms. (In some cases, students may know the terms when they are spoken, but they may not recognise the written versions.) Review the correct pronunciation of these words.
- Go to [Te Ara: Te Ao Mārama – the natural world](#) for more on mana and mauri.
- For support with the language of volcanology, go to the [Science Learning Hub: Investigating volcanoes – key terms](#). Students might sketch and annotate a picture of Taranaki Mouna.
- Play vocabulary card-matching games in which the students match each word with the correct definition and an illustration of the word. Alternatively, they could sort the cards into categories and suggest a title for each category. Focus on those words that have wider contexts, for example, “source”, “range”, “official”, “promote”, “unstable”.
- Draw attention to the photographs, the footnote on page 3, and the glossary.
- Check that English language learners notice and can distinguish the meaning of the adverbs of time in this article. If necessary, discuss their meaning in the context of the article.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Aotearoa New Zealand is on a major fault line and prone to volcanic activity
- Volcanoes are formed by eruptions that bring up material from within the Earth
- Scientists study volcanoes to find out more about them and to try to predict future eruptions
- The government has created National Parks to protect areas of great environmental and scenic value
- Many species of native flora and fauna are endangered because of introduced predators
- Everyone names places, and renaming places is often a way of exercising power and claiming ownership
- People form attachments to places for different reasons

Possible supporting strategies

- Activate the students' prior science knowledge about the formation of Aotearoa New Zealand and specific geological features.
- Discuss traditional stories from te Ao Māori about the creation of Aotearoa New Zealand.
- Review the students' knowledge of the cultural concepts covered in the story and, where necessary, build their background knowledge of these. Some students may wish to share what they already know.
- Invite the students to look at the heading and photographs on pages 6 and 7, then think about and discuss the impact of people on the local fauna and flora.
- Invite the students to share what they know about places that had a name in te reo Māori but were renamed by European explorers or settlers. Go online or talk to community members. A helpful starting point could be [Te Ara: The Encyclopedia of New Zealand: Tapa whenua – naming places and Place names](#). Be aware that the topic may be a sensitive one for some students so ensure that all discussion is respectful of others' views, experiences, and feelings. Students and whānau may or may not want to share their stories.

- Taranaki Mounga is regarded as the ancestor of Taranaki iwi, and the mountain will soon be given legal personhood

- Discuss the idea of granting Taranaki Mounga special legal status, alongside other places such as Te Urewera and the Whanganui River. For further information, see *National Geographic: A voice for nature, Tearaway: The Whanganui River's legal status: What you need to know*, or the *Community Law Manual: Legal personality for maunga, awa and other natural features of the land*.
- The following websites offer information and ideas to help you integrate this article into a wider investigation of your place and its people: [Pūtātara: A call to action](#) and [Hītori Māori / Māori History \(in the New Zealand Curriculum\)](#). See especially the description of place-based education by Professor Wally Penetito, Ngāti Hauā. To enable e-learning through place-based learning, go to [Supporting place-based education with digital technologies](#).

TEXT FEATURES AND STRUCTURE

- The length, which is about double that of typical level 2 texts
- The five sections, with subheadings in the first part
- The repetitive structure of the interviews in the second part: an introduction, an explanation of what the person does, and then their thoughts about the mountain, including embedded quotes
- Photographs with captions
- Bolded words explained in a glossary
- The use of an asterisk to mark the explanation of “Mounga”
- The question “What does the mountain mean to you?”

Possible supporting strategies

- Before reading, prompt the students to recall what they are likely to find in an article. Provide opportunities for them to talk with a partner to remind each other of the features of information texts.
- Explain that this is a long article in two parts. Preview the text, prompting the students to use the title, headings, and photographs to predict where the second part might begin and the various “views” that the article will present. Record the students’ predictions so that they can check them later as they engage with the text. You could project a shared [Google Doc](#) to record the class predictions and refer back to them.

	Our predictions	What we found
The legend of Taranaki		
Taranaki – the volcano		
Scientists on Taranaki		
Plants and animals on Taranaki		
Naming Taranaki		
What does the mountain mean to you?		

- Have the students discuss the purpose for each part.



Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describe the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

ENGLISH (READING)

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

ENGLISH (WRITING)

- Level 2 – Structure: Organise texts, using a range of structures.

SCIENCE

- Level 2 – Planet Earth and Beyond: Explore and describe natural features and resources.

SOCIAL SCIENCES

- Level 2 – Understand how places influence people and people influence places.
- Level 2 – Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Aotearoa New Zealand's histories

Within social studies at level two, this text particularly links to understanding how places influence people and people influence places and how the status of Māori as tangata whenua is significant for communities in New Zealand. The key ideas for Aotearoa New Zealand's histories are:

- what makes a place a landmark
- how all people name the places around them
- why and how names have changed over time.

Throughout your work with this text, consider these connections and bring them into the teaching and learning in ways that work for your rohe and your learners. Some examples of ways to do this are given in these support materials.

Possible first reading purpose

- Find out why Taranaki Mounga is important to local people.

Possible subsequent reading purposes

- Identify and evaluate the structure of the article
- Explore the different ways people value and respect the mounga
- Explore and understand the history of Taranaki Mounga.

Possible writing purposes

- Record and organise information about a local geographical landmark
- Write an article about a geographical landmark in your area
- Interview people in your class, school, whānau, or local community to find out what a local geographical landmark means to them.



Instructional focus – Reading

English Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

Social Sciences Level 2 – Understand how places influence people and people influence places; Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.

Science Level 2 – Planet Earth and Beyond: Explore and describe natural features and resources.



Go to the Learning Progression Frameworks – Reading: “Acquiring and using information and ideas in informational texts”, “Making sense of text: using knowledge of text structure and features”, “Making sense of text: reading critically”, and “Reading to organise ideas and information for learning” to find detailed illustrations showing how students develop expertise and make progress in these aspects.

First reading

- Share the purpose for reading with the students.
- Introduce the text and provide a brief overview.
- Have the students think, pair, and share what they know about Taranaki, either from personal experience or from afar.
- It would be best to spread the reading over at least two sessions. Preview the text using a chart like the one in “Text features and structure” on page 3 of this TSM to record the students’ predictions. For the first reading, focus on structure and content. On the second reading, you can focus on the themes and the views of the people who are interviewed.
- Support the students with vocabulary, proper nouns, and pronunciation as necessary.

Possible supporting strategies

If the students require more scaffolding

- Before reading, you could build the students’ prior knowledge about Taranaki Mouna by exploring the resources suggested on page 2 of these TSM.
- Remind the students of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- Read “The Legend of Taranaki” together and check that the students understand how it relates to the shaping of the Taranaki landscape. Prompt them to make connections to stories about their own local landscape or to similar stories from their own culture.
- Have the students read pages 10–16 in pairs, then prompt them to notice the structure of the text. You may need to tell them to notice how each person is introduced, what they do, and why the mountain is special to them. Have them read on to check whether the patterns they have noticed continue. Discuss why the writer might have chosen to use this repetitive structure.

Subsequent readings

How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

Structure

The teacher

Revisit the prediction chart and check that the students understand the structure of the article especially the shift in focus from the factual and scientific to feelings and opinions. Prompt the students to think critically about this shift and how it is matched by the inclusion of photographs and direct quotes from interviewees.

- *What do we find out about the mountain in pages 4–8?*
- *What happened in your head when you read the words “What does the mountain mean to you?” What is the purpose of this question?*
- *What impact did the shift in focus have on you? Why do you think the writer did this? How effective was it?*

The students:

- revisit the text and use the text headings and visual features to summarise key information about the mouna
- use their knowledge of text structures and features to identify and compare the various people’s views of the mountain
- compare the two main parts of the article to understand how the writer uses the interviews to reinforce the points about the importance of Taranaki Mouna to local people and to others
- evaluate the impact the writer’s choices have on the reader, using examples from the text as evidence.

The importance of the mountain to the people

The teacher

Explain that all the people in the article have their own feelings and experiences of the mounnga. Have the students complete a table summarising the views of the people who were interviewed. This could be a Jigsaw activity, with pairs of students linking up to compare and discuss their findings. You could work together with the group on the first person interviewed, supporting the students to understand that Tui's perspective is that of both mana whenua and an environmentalist. This would also be a good time to support a deeper exploration of the concepts from Te Ao Māori.

Name	Perspective	What the mounnga means to this person	How do you know?
Tui			

Ask the students to consider, in pairs, any other questions they would like to have asked the interviewees. Prompt them to think about the person whose feelings or experience most closely represent their own and why.

The students:

- make connections and use inference to identify the perspective of each interviewee and what the mounnga means to them
- organise and summarise the information in a table
- go beyond the text to think of questions they would like to have asked the interviewees
- consider, share, and explain their feelings about the person whose perspective they identify with most closely.

GIVE FEEDBACK

- *When you were reading, I noticed you referring to the questions that you'd written down beforehand. This really helped you to find specific information about how the original name of the mountain was ignored. Asking questions is a good way of getting into a text, especially a non-fiction text like this. Good job!*

METACOGNITION

- *Did you find it easy to work out what each person in the text thought about the mounnga? Was it helpful to use a table to summarise their views?*



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 2 – Structure: Organise texts, using a range of structures.

Social Sciences Level 2 – Social Studies: Understand how places influence people and people influence places; Understand how the status of Māori as tangata whenua is significant for communities in New Zealand.



Go to the Learning Progression Frameworks – Writing: “Creating texts to communicate current knowledge and understanding”, “Writing meaningful text: using knowledge of text structure and features”, and “Using writing to think and organise for learning” to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

Text excerpts from “Taranaki Views”

Page 3

Those who live in the shadow of the mountain call him a guardian, a protector, and a source of life. Taranaki Mounga is special.

Examples of text characteristics

INTRODUCTION

A strong introduction indicates what the topic, context, and focus of the writing will be. It often engages the reader's interest with a hook, such as an anecdote, an interesting fact, a rhetorical question, or a powerful image.

Teacher (possible deliberate acts of teaching)

Review the article's introduction, with its powerful statement about what Taranaki Mounga means to its people. Prompt the students to notice the imagery emphasising that Taranaki Mounga is an important part of the identity of those who live in his “shadow”: that they belong to him and are protected by him. Invite the students' responses to this introduction and then discuss what makes it effective. If necessary, explain what is meant by identity in this context.

Ask the students to identify a special feature of your local landscape. Have them share any stories they know about it and research to find out more information about it.

Then have the students write an introduction for an article about this feature, using the introduction to “Taranaki Views” as a model. They could swap their work with a partner to critique, asking them to identify what makes it effective and ways it might be improved.

Page 11

Tui says, “Māori are the traditional custodians of our land, so all the things we do have a Te Ao Māori focus. From a Māori point of view, iwi and hapū are looking after their ancestor.”

QUOTATIONS FROM INTERVIEWS

Interviews offer a particular perspective on a story or event. A good interview elicits information that the intended audience will want to know and be interested in. A skilful writer can then integrate that information into the text as direct and indirect quotations to add authenticity and interest to their writing.

Review the content and structure of “What does the mountain mean to you?” to suggest the questions the writer must have asked to get this information.

Introduce or review what is meant by open and closed questions. Discuss how a good interviewer combines closed questions that elicit facts with more open questions that draw out opinions or feelings. While the interviewer should have done background research and have a set list of questions, it is also important to listen carefully and be ready to ask follow-up questions.

Have the students draw up guidelines for conducting an interview that gets the information they need. Support the students to draw up a list of questions for interviewing a person who has a distinct perspective on a local landmark. The students could use the text as a model for writing up their interview.

Ensure English language learners can form question stems and understand the difference between open and closed questions. You could provide question stems for them to complete. Get them to practise asking their interview questions before they conduct their interview. Provide explicit feedback on their pronunciation, fluency, and rhythm. They could record themselves so that they can hear how they sound and make improvements.

DIGITAL TOOLS  They could also explore other ways of recording and sharing their interviews, for example, using one of the digital tools suggested on [Supporting place-based education with digital technologies](#).

The interviews could be conducted in small groups, with students sharing the task of recording, interviewing, and editing the story. English language learners and others could practise with a [Say It](#) activity.

Text excerpts from “Taranaki Views”

Page 8

In 1986, after a lot of debate, the New Zealand Geographic Board decided that both Taranaki and Egmont would be the official names for the mountain. Then, in January 2020, the name Egmont was dropped. Taranaki Mounnga was restored as the mountain’s only name.

Examples of text characteristics

ADVERBS OF TIME

Adverbs of time describe when, for how long, or how often a certain action or event happened or is going to happen.

Teacher (possible deliberate acts of teaching)

The teacher

Discuss what the students know about adverbs of time and why they are important in storytelling. Working in pairs, have them identify the adverbs of time in the article and then use this information to create a timeline summarising the order of events in the history of Taranaki Mounnga.

 The students could insert a timeline diagram in a [Google Drawing](#) or through using one of the templates in [Canva](#).

Prompt the students to use adverbs of time in the texts they create and share about a local landmark. The students could also create timelines, either digitally or through another means, to suit their intended audience.

GIVE FEEDBACK

- *You could have just stuck to your initial questions, but instead, you listened carefully and noticed when a new story started to emerge. Through your gentle prompting, we learnt a whole side of the story of our harbour that we might not have learnt otherwise.*

METACOGNITION

- *What did you discover, from interviewing your nanny, that you didn’t know before? Has this affected the way you see yourself and how you feel about living here?*

