



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.

Taipōrutu is a sheep and cattle farm on the Māhia Peninsula. The land has belonged to the same whānau for twenty generations. The whānau is working to restore the whenua by regenerating native plants, restoring biodiversity, protecting waterways, and encouraging the return of local bird life. Steeped in the history of the local area, the article provides an opportunity for readers to develop their understanding of matāuranga Māori, with a focus on the traditional uses of three key native plants: tī kōuka, tītoki, and mānuka. The article provides opportunities to explore the concepts of continuity and change.

This article:

- has strong links to Aotearoa New Zealand's histories (see page 4 of this TSM)

- reflects a holistic understanding of the whenua
- provides information about traditional uses of various native plants and their roles in the local ecosystem
- speaks to the importance of healing the land and the people
- references such significant events as the arrival of great voyaging waka and first encounters between Māori and Pākehā
- has themes of regeneration, biodiversity, and the impacts of colonisation
- includes photographs and diagrams to support the text
- provides opportunities for students to use prior knowledge, to make inferences, and to think critically.

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

Texts related by theme

“Journeys of Discovery: The Life of Alfred Wallace” SJ L4 Nov 2020 | “The Art of Aute” SJ L3 Aug 2020

Text characteristics

Opportunities for strengthening students' reading behaviours

farmed. A wetland has also been fenced off to encourage the birdlife to return. Two breeding pūkeko have already made their nest among the kuta reeds.

The whānau who wrote the Ahikāroa plan have many ambitions. They want plantings along the Taipōrutu stream, harakeke and wharariki fire barriers, and stands of toetoe kākaho to control erosion. The whānau also want to provide resources for artists. This includes timber, such as tōtara and rimu, which can be used by future carvers. The starting point is to heal the land and its waters. Then the health of the people will follow.

some abstract ideas that are clearly supported by concrete examples, requiring students to make links to other parts of the text and to their prior knowledge

BEGINNINGS

Ahikāroa means “long occupation” – when generations of people live on the land and use its resources. This is one of the most important ways Māori connect with their whenua and why the Ahikāroa plan begins with the ancestors. Their knowledge of the peninsula goes back more than eight hundred years.

The history of Taipōrutu starts with the great voyaging waka *Tākitimu*, which landed at various places along the East Coast, including Nukutaurua on the Māhia Peninsula. The waka was one of many that brought people from the homeland of Hawaiiki to settle in Aotearoa. Because these migrations were planned, the ancestors travelled with everything they needed to start life in a new land.

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas

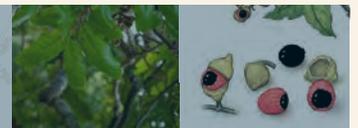
MĀNUKA

Mānuka (*Leptospermum scoparium*) is a fast-growing native that thrives in all kinds of soils and climates. It does especially well in exposed coastal areas, including the Māhia Peninsula. The trees' roots help to prevent erosion and filter hill country run-off, cleaning the water before it reaches the streams.

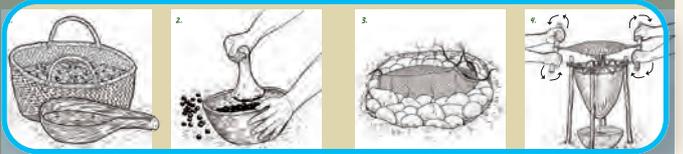
Typically, mānuka are one of the first trees to grow back when land is left to regenerate, and they provide shelter while other young natives grow.

academic and content-specific vocabulary

then put in a finely woven harakeke bag, called a kopa whakawiri tōki. This bag was either hidden in an umu or nestled among hot rocks (3). Finally the kopa was wrung (whakawiri) by placing two sticks at each end and twisting them in opposite directions to squeeze out the oil (4).
Because tōki oil was so difficult to extract and most tōki trees only produce a decent crop of berries every four or so years, the oil was highly prized. Usually it was reserved for rangatira. When Captain Cook's Endeavour anchored off the peninsula in October 1769, men rowed a waka out to meet the ship. Three of the men in this waka wore perfumed sachets around their necks that were made using tōki oil. Some people think the oil may have come from Taipōrutu.



Making tōki oil



illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content

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 “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.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding that rongoā Māori is a traditional healing system that has been passed down through many generations
- Understanding that Hawaiki is the ancestral homeland of tangata whenua
- Some understanding of the migratory journeys of Polynesian peoples who discovered and made their home in Aotearoa
- Some knowledge of native plants and birds
- Some awareness of the concept of ecosystems and the importance of biodiversity
- Some understanding of the environmental impacts of farming
- Some awareness of the ongoing impacts of colonisation on both the whenua and the tangata whenua
- Some knowledge about first encounters between Māori and Pākehā, particularly the visit by James Cook in 1769.

Possible supporting strategies

- Draw on the students' prior knowledge of the healing properties of plants. Make connections with native plants that are found in your local environment.
- Use this Science Learning Hub resource to explore [rongoā](#). The website provides a silent card game that the students can use to [explore rongoā](#) as a group.
Allow English language learners to add translations in their first language to the back of the ailment cards. You could also add cards with a definition for each ailment to be matched as part of the game.
- Explain the importance of waka in Māori culture and identity, for example, knowing your ancestral waka connects you to a place and to a people. Migratory waka form the origins of iwi. Identify the waka that have particular significance for the rohe of your region. This Wikipedia page, [List of Māori Waka](#), provides a useful summary.
- Use the Department of Conservation web page [Bush Layers](#) to compare features of the bush with those of land used for farming.
- Discuss the concept of an ecosystem and the ways organisms interact with each other and the environment. Explain that because the various components of an ecosystem interact, anything that impacts on one aspect of the ecosystem will impact on other aspects too.
- Explore the impact that farming can sometimes have on the environment using this [Te Ara Encyclopedia of New Zealand](#) page. Key areas to focus on include soil erosion, wetland drainage, and pollution of waterways. This could be read as a [Jigsaw activity](#). Use this [Te Ara Encyclopedia interactive](#) to explore the scale of deforestation in Aotearoa New Zealand.
- To help English language learners understand the content, reuse the vocabulary, and become more orally fluent, use the graphics for a [4, 3, 2 task](#) in which the students explain to a partner what the maps are telling us about deforestation in Aotearoa.

VOCABULARY

- Possibly unfamiliar words and phrases, including “ensured”, “restore”, “occupation”, “voyaging”, “oral history”, “cluster”, “250-acre block”, “crucial”, “erosion”, “filtered”, “habitat”, “pollinate”, “vital”, “cultivated”, “fibrous”, “starch”, “abundant”, “snares”, “groves”, “protein”, “regenerate”, “condition”, “chapped”, “pulp”, “nestled”, “extract”, “decent”, “reserved”, “sachets”, “thrives”, “exposed coastal areas”, “hill country run-off”, “vapour”, “inflammation”, “sedative”, “understory”, “margins”, “wetland”
- Words in te reo Māori, some of which are translated, including “rongoā”, “whānau”, “whenua”, “Ahikāroa”, “waka”, “tai”, “pōrutu”, “pā”, “koata”, “umu”, “kete”, “pua manu”, “tuki”, “kopa”, “whakawiri”, “ko”, “powhenua”, “hoe”, “whare”, “kina”, “wharariki”
- Names of places: “Taipōrutu”, “Māhia Peninsula”, “Nukutaurua”, “Hawaiki”, “Aotearoa”, “Taiwānanga”
- The name of an ancestral waka “*Tākitimu*” and a British ship “*Endeavour*”
- Names of trees and other plants: “tī kōuka”, “mānuka”, “rewarewa”, “tītiki”, “kahikatea”, “nīkau”, “kawakawa”, “harakeke”, “heketara”, “akeake”, “hīoi”, “manakura”, “kuta reeds”, “toetoe kākaho”, “tōtara”, “rimu”
- Names of birds: “kererū”, “pūkeko”
- Latin scientific names of plants: *Cordyline australis*, *Alectryon excelsus*, *Leptospermum scoparium*.

Possible supporting strategies

- Remind the students of strategies for working out unfamiliar words, such as using word knowledge, looking for words within a word, identifying prefixes and suffixes, making connections with their prior knowledge, rereading to look for clues, and reading on to see if the meaning becomes clearer.
- Familiarise yourself with any of the te reo Māori vocabulary and names that are new to you. Use the knowledge of your students, other staff, or experts in your community to provide accurate pronunciation and support for meaning. You could also have bilingual dictionaries on hand.
- Explain that one of the things that makes New Zealand English special is that it includes a number of kupu Māori. Have the students share their understanding of words used in the text that haven't been translated (for example, whānau, whenua) and share other te reo Māori words that they commonly use. Create a class vocab list of commonly used te reo Māori words and display them on the classroom wall for the students to reference as they read and write.
- Provide labelled images of the various trees, plants, and birds mentioned in the story or, if possible, take the students to nearby bush or gardens to see the plants.
- Explore the process of erosion and other environmental effects of farming.
- English language learners could use a graphic organiser to become more familiar with the vocabulary. Have them write each word, copy the sentence where the word is used in the article, give their own explanation of the word, provide some synonyms and antonyms, and draw an illustration or symbol to represent the word.
- *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.

TEXT STRUCTURE AND FEATURES

- An introduction
- A structure shaped by a Māori world view, beginning with the arrival of the ancestors and the naming of the land
- Subheadings to organise the text
- An explanation of the process of making tītiki oil, supported by illustrations
- Other photographs and drawings that support the text.

Possible supporting strategies

- Skim the article with the students, prompting them to notice the features and predict its purpose and the kind of information it will contain.
- Support the students to make connections between the structure of the article and the importance of whakapapa in Māori culture and identity. This discussion can be extended by comparing the structure of this article with that of “Journeys of Discovery: The Life of Alfred Wallace” (SJ L4 Nov 2020). While both stories explore ways of understanding the environment, the Wallace article focuses firmly on the role of the individual whereas “Rongoā for the Land” emphasises collective knowledge and understanding.



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 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

ENGLISH (Writing)

- Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

SOCIAL SCIENCES

- Level 4 – Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Level 4 – Understand that events have causes and effects.

Aotearoa New Zealand's histories

The key ideas for Aotearoa New Zealand's histories are:

- our changing values and attitudes to land we are connected to impacts on how we use it and shapes our sense of identity and belonging
- that the ancestors have relevance today and for future generations
- that Māori are tangata whenua and that many iwi have connections to the land that they can trace back hundreds of years to the arrival of the first Polynesian explorers.

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

- Learn about the traditional uses of three native plants and their role in sustaining the environment.

Possible subsequent reading purposes

- Identify ways that the ancestors cultivated and used plants
- Explore the concept of ecosystems and the importance of biodiversity
- Explore ways that the knowledge from the ancestors is guiding a family's approach to regenerating their land.

Possible writing purposes

- Research and describe the traditional uses of another native plant
- Write about another environmental project designed to restore and heal the whenua
- Write about ways that the place you live in has changed and ways it has stayed the same over time.



Instructional focus – Reading

English Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

Social Sciences Level 4 – Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people; Understand the events have causes and effects.



Go to the [Learning Progression Frameworks – Reading](#) to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

First reading

- Prior to the first reading, explore rongoā and the impacts of farming on the environment so that the students have a good understanding of the context of the article.
- Read the title and the introductory paragraph together. Discuss the idea that over time, our attitudes to land (including the way we use it) and what we value can change. Have the students share their ideas about how the land in Aotearoa New Zealand is in need of healing and ways that people are working to restore it. Emphasise the length of time that the farm has been in the same family and the links they can make back to the first arrivals of people in Aotearoa New Zealand.
- Explain the structure of the article – the way that it begins with the migration story of the ancestors before moving on to their valued knowledge and the use of three specific plants. Have the students work in pairs to explore the article one section at a time, identifying aspects of ancestral knowledge as they go. After reading each section, prompt the students to ask each other questions to find out how the information connects with things they already know and to see if they have any shared questions about the content.

Possible supporting strategies

(LPF – Making sense of text: using a processing system)

If the students require more scaffolding

- 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.
- Model how to work out the meaning of unfamiliar words and phrases.
- Give the students sticky notes to identify words, phrases, or contexts they are finding challenging.
- Ask the students to share what they already know about rongoā and various uses of native plants. If necessary, build up their prior knowledge of this topic (see page 2 of this TSM for a link to a relevant Science Learning Hub resource).
- Prompt the students to make connections with other examples of ways that knowledge is passed down through generations.
- Provide images of trees, plants, and birds that students can refer to as they read.
- Prompt the students to use the illustrations and other visual features to support their understanding of the text.

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.

Knowledge of the ancestors

The teacher

Discuss why the writer chose to begin the article with the arrival of the ancestors and the naming of Taipōrutu. Emphasise the long relationship the whānau who own the farm have with the land and the unbroken thread of ahikā (occupation).

Have the students identify and explore references to the knowledge of the ancestors woven throughout the article.

- *What knowledge did the ancestors bring with them?*
- *What types of knowledge did they develop as they settled in Aotearoa?*
- *How was this knowledge passed on?*
- *Why has some of this knowledge been lost?*

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- share their understandings of the importance of whakapapa in Māori culture and relate this to their own world view
- identify the long history the whānau have with the land
- locate examples of ancestral knowledge in the text, for example, knowledge about what they needed to travel with to settle in a new land and knowing which plants to plant and where to plant them
- make inferences about why some aspects of ancestral knowledge have been lost.

Ecosystems

The teacher

Ask the students to reread the paragraph about the Ahikāroa plan on page 4. Give them an A3 sheet of paper to create a diagram of the Taipōrutu ecosystem.  Alternatively, they could use Mindmup or Google Slides for this task. Have them place native plants in a bubble at the centre of the page with lines extending out to bubbles representing other parts of the ecosystem, for example:

- animals (insects, birds, reptiles)
- people
- the land (soil)
- water.

Beginning with the text on page 4, the students can add information about how parts of the ecosystem interact to the diagram as they read the article. Allow English language learners to add information in their first language if they wish.

Allocate pairs of students one of the key plants (tī kōuka, tītoki, and mānuka). Have them identify traditional ways the plants were used (for food, shelter, tools, rongoā, or other cultural purposes) and the role they play in the ecosystem of the farm. The students can add this information to the people section of their ecosystem diagrams.

Ancestral knowledge and change

The teacher

Discuss the historical concepts of continuity and change, for example:

- that some things change over time and some things stay the same
- that change can occur at different rates
- that change can be both positive and negative.

Have the students reread the text to find examples of continuity and change, identifying whether the changes are positive or negative.

- *Which aspects of Taipōrutu have stayed the same over time?*
- *What changes have taken place to the natural environment? How dramatic or significant are these changes?*
- *What changes might happen in the future? How will these be shaped by changes being made today?*

Help English language learners to identify the future tense by providing modelling and sentence scaffolds.

METACOGNITION

- *Which aspects of the text felt familiar to you, and which were new? How did this affect the ways you understood the text?*
- *How important was your prior knowledge of rongoā to your understanding of this text? What connections did you make?*

(LPF – Reading to organise ideas and information for learning)

The students:

- synthesise information in the text to create a diagram of the Taipōrutu ecosystem
- show how the parts of the ecosystem interact, for example, the trees provide food for kererū and the kererū spread seeds and are a source of protein for humans
- identify various uses of a native plant and add this information to their ecosystem diagram
- use their diagrams to explain the system to a partner.

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- identify examples of continuity and change in the natural and cultural landscape of Taipōrutu
- synthesise information and think critically about the scale and significance of these changes
- evaluate whether the changes were positive or negative
- use the final paragraph of the text to predict possible future developments of the Taipōrutu ecosystem.

GIVE FEEDBACK

- *You've made some important connections between the restoration of Taipōrutu and the planting work we've been doing at school. What other similarities between our community and the article can you find?*
- *The class gained a lot when you shared your understanding of ways that plants are used for healing in Sāmoa. Using our own knowledge and experiences helps us to make useful connections to new information when we're reading.*



The Literacy Learning Progressions

Assessment Resource Banks

Instructional focus – Writing

English Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.

Social Sciences Level 4 – Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people; Understand that events have causes and effects.



Go to the [Learning Progression Frameworks – Writing](#) to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

Text excerpts from “Rongoā for the Land”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 2

The history of Taipōrutu starts with the great voyaging waka *Tākitimu*, which landed at various places along the East Coast, including Nukutaurua on the Māhia Peninsula. The waka was one of many that brought people from the homeland of Hawaiki to settle in Aotearoa.

FRAMING THE PAST

Our understanding of the past is shaped by how we view the world.

Our world view influences the way we tell stories about the past as well as which stories we choose to tell.

(LPF – Creating texts to communicate current knowledge and understanding)

Discuss why the writer began the article with the arrival of the waka and how this reflects a Māori world view of Aotearoa and our place in it.

Explain that texts about the history of Aotearoa New Zealand often frame things from a Pākehā perspective, focusing on the actions and ideas of individuals and on events that have occurred since the arrival of Europeans.

Have the students research and write about the history of their local area or region, focusing on the history of tangata whenua before others arrived and on the migration stories of hapū and iwi. Use the relationships you already have with local iwi to ask them if they would like to share their stories about your area. The students could present their work as a booklet for the school library or as a video for use on social media.

Page 5

These trees were an essential resource for early Māori and had multiple uses. They were especially valued as a source of food and for weaving, which is why they were planted and cultivated. Tī kōuka also have a strong root system that helps prevent erosion ... Māori used the leaves to make cord, rope, kete, sandals, snares, and raincapes.

SPECIFIC DETAILS

When writers are trying to convince the reader of a general point, they make their argument stronger if they include specific details and examples to support what they say.

(LPF – Writing meaningful text: using knowledge of text structure and features)

Discuss how the writer has added details to support her statement that tī kōuka was an “essential resource”. Have the students reread pages 6–8 to see how she has done the same for tītoki and mānuka. It may be useful to explore how the author has included more detail about the plants’ features and uses by including specific descriptive phrases in compound and complex sentences. For example: “Mānuka bark was also used in ointment for burns, and it was boiled to make tea that was drunk as a sedative.”

Ask the students to choose one aspect that they think is interesting or important from the piece they wrote on local history. Have them expand it by adding specific details. Alternatively, they could write a paragraph about a local landmark or feature and include specific details that show why it is important.

Have the students swap their work with a partner for peer feedback. *How many specific details relate to the topic? Do they help to explain why the subject is important or interesting? Is there anything your partner could add?*

Page 6

First, the berries were collected in kete and soaked in water (1). The soaked berries were pounded and washed to remove the pulp from the seeds, and the clean seeds were crushed with a tuki (2).

USING KUPU MĀORI

The use of kupu Māori in English language texts is a special feature of New Zealand English.

It's important to always use te reo Māori words respectfully and correctly.

(LPF – Writing meaningful text: vocabulary knowledge)

Explain that te reo Māori is a taonga that is found only in Aotearoa New Zealand and that New Zealanders are fortunate to have the chance to learn and use it. Have the students share some of the te reo Māori words they commonly use or hear in the classroom and at home.

Have the students locate examples of te reo Māori used in the text. Explain that many te reo Māori words are now part of everyday New Zealand English, which is why they can be used without translation.

Remind the students of the importance of using te reo Māori accurately, for example, using macrons to indicate a long vowel sound and not adding the letter “s” to words to make plurals.

Make a range of high-frequency Māori words readily accessible, for example, on a wall chart or on large cards. Encourage the students to actively look for opportunities to use these words in their writing, checking the correct use of macrons when they edit their work.

Note: You can find a list of Māori loan words commonly used in New Zealand English on Wikipedia. The New Zealand History website provides a list of 100 Māori words that every New Zealander should know, including recordings to support correct pronunciation.

GIVE FEEDBACK

- *It's great to see you weaving kupu Māori into your writing. Remember to be careful with macrons – if they're not correct, the word can have a different meaning.*
- *One way to strengthen your report is to include specific evidence or examples of consequences. This will help your readers make connections between the past and the present.*

METACOGNITION

- *Why is it useful to plan the structure of your text before you write it? What changes did you make to the structure of your article as you developed it? Why?*
- *How helpful was it to swap your work with your partner's work? How did their feedback help you to make improvements to your report?*



The Literacy Learning Progressions