



He Rotarota

Mahuta mai, Matariki, te kāhui tapu o te tau

Ka hoki ngā mahara ki ngā rā kua pau.

Ka kai ō tātou mata ki a Waitī, ki a Waitā

Kia hiwa ki ngā tohu o te awa me te moana.

Ko Tupuānuku, ko Tupuārangi e taukapo mai ana

He tūtohu nō te māra me te manu mōmona.

Kōpatapata ko te ua, āwhiowhio ko te hau

Waipunarangi, Ururangi tohu huarere ki a tātou.

Tuakana, teina, Pōhutukawa, e Hiwa, ē

Awhero, kōingo, hoki mahara ki ngā mate.

Kei wareware a Matariki, te kanohi o te hauora

Kōkara o te whānau, hākui ki te katoa.

Ka rere noa ngā mihi i Te Tahi o Pipiri

Ki ngā tauwhirotaanga a Papatūānuku rāua ko Ranginui.

Kia hoki anō ki ngā tikanga a ngāi tāua, a te Māori

Hei oranga mō te whānau, mō te hapū, mō te iwi.



What is a Rotarota?

A short verse for learners on a given topic that uses literary devices like rhyme, similes, and metaphors to convey a message and create emotion. Hand gestures can be added to help learners remember the words and understand the content.

Suggestions for use:

- Read the rotarota aloud to students. During the first reading, students highlight any new words or phrases. Using dictionaries, students work in pairs to find the meaning of the words and phrases they have identified. On the second reading, students work in pairs to identify examples of rhyme, descriptive language, and/or other language features that are being studied from within the text. Discuss as a class.
- Students find synonyms for words they have identified as new. In pairs, they replace the words with the synonyms and read the new rotarota to make sure the text still makes sense.
- Using the rotarota as a guide, students work in pairs to create a rotarota of their own as a mihi to Matariki. Students share their rotarota with the rest of the class.



He Mihi

E te whānau marama, e te kāhui Takurua,
heke noa nei a Uruao i te paerangi.

Kawea atu rā te tira mātai pō i tō rātau waka
wairua ki a Pōhutukawa, ki reira hikohiko ai
hei whetū i te rangi.

Mahuta mai, Matariki, te whetū tapu o te tau!
Waiho mā mātou koe e mihi, e tangi,
e whakamānawa, ē!

He Mihi ki a Matariki

Nei rā te mihi ki a Matariki, ē
He kāhui whetū rongonui, nē?

Tupuānuku, tiritiri kai

Tupuārangi, manu rere mai

Waitī, tuna tīoioi

Waitā, kina koikoi

Ururangi, hau haruru

Waipunarangi, ua māturu

Hiwaiterangi hiki, hāpai, ē

Pōhutukawa ... e moe, ē!



Suggestions for use:

- In pairs, students read the mihi together and practice pronunciation, expression, and fluency. Students identify and highlight any new words for discussion as a class.
- Students find synonyms for the words they have identified as new. In pairs, these words are replaced with the synonyms to create a new version of the original mihi. The new version is read carefully to ensure the text still makes sense.
- Using the mihi as a guide, students work in pairs to create a mihi of their own dedicated to Matariki. Alternatively, students may choose one of the stars from the Kāhui Whetū to research and compose a mihi that pays tribute to its unique characteristics. Students present their mihi either orally or in written form. Encourage students to use visual language to enhance their composition.



Te Mana Nui o Kawa – He Kōrerorero

E whakawhiti kōrero ana a Hiwa (Hiwaiterangi) rāua ko Kawa (Pōhutukawa). Kua mutu tō te whānau marama wā whakatā, ā, e takatū ana rātou ki te kawē i ā rātau mahi nui whakaharahara o te tau.

Kei te āhua pōuri a Kawa i te āhua o āna mahi ake, ā, kei te ngana a Hiwa ki te hiki i tōna wairua.

Hiwa	E Kawa, he aha koe e amuamu nei? Kātahi anō ka hoki mai i te hararei, me te aha, he hararei whai oranga!
Kawa	<u>Koia!</u> Nā te rawe o te hararei kāore au e hiahia ana ki te hoki ki te mahi!
Hiwa	Auē, e kare! Kia kaha rā! He tau hou e <u>kainamu</u> mai nei ... kia rite mai!
Kawa	E kī, e kī, e Hiwa. Mōhio tonu koe, kua riro kē māku tētahi mahi nui. Heoi anō tāu, he <u>taukapokapo</u> noa!
Hiwa	He tika tāu, me te aha, he kaha tonu taku taukapokapo! Heoi, kei wareware i a koe, he mahi nui tāku, he mahi nui hoki tā te whānau. Nō reira, he aha koe e <u>haku</u> nā?
Kawa	<u>E kō</u> , ka titiro ana te tangata ki a koe, ka harikoa. Ka kore rawa e pērā mai ki a au. He tangi kē i te hunga <u>tē</u> kitea mai anō i te ao kikokiko te mahi. Kātahi te mahi taumaha ko tēnā!
Hiwa	<u>E tai, ē!</u> Ki te kore koe e taunga, ko wai kē atu? Ahakoa he tangi, he mihi tonu te heke o te roimata. He mana nui tōu, <u>e hika!</u> Koinā i tohua ai koe e Māmā hei kaikawe i tērā mahi nui. Māu te hunga mate e ārahi ki te poho o tō tātau matua, o Ranginui. <u>Me kore ake</u> koe, kei taku tuakana.
Kawa	Tēnā rā koe, e Hiwa. Ahakoa ko koe te pōtiki o te whānau, arā tonu <u>te pakeke</u> o ōu nā whakaaro. Ka pai ... kua rite au. Kāti, kua rite tāua!



Tauira mahi | Ideas for use

1. Students read through the text and highlight any new words or phrases. Using dictionaries, students work in pairs to find the meaning of the words and phrases they have identified. Discuss as a class before continuing with any activities.
2. Read the dialogue aloud to students. During the first reading, students just listen. On the second reading, students work in pairs to identify examples of 'mihi' from within the dialogue.
3. In pairs, students read the dialogue together as if they are the characters (Hiwa and Kawa).
4. Using some of the information written in the dialogue, students fill in a 'Character Map' to support their description of each character i.e., their responsibilities, their place in the whānau etc.

Example:

Ko tōna āhua	Tāngia tētahi whakaahua o te kiripuaki	Ko tōna wāhi i te whānau
<p>He roroa ngā makawe o Kawa, me he ngaru nō te moana whēuriuri te rite.</p> <p>He māmangu ōna karu, ānō ko te pōuriuri.</p>		<p>Ko Kawa te tuakana o te whānau.</p> <p>Ko Hiwa te pōtiki.</p>
Ko ōna tāera		Ko āna mahi



5. Students find synonyms for the underlined words in the dialogue. In pairs, they replace the synonyms and read the new dialogue aloud, ensuring the text still makes sense.

Example:

Te Kupu/Kiānga	Te Kupu Taurite
haku	komekome, tangi, pōuri ...
me kore ake	waimarie i a ..., nōku te whiwhi ...
taukapokapo	pīataata, rikoriko ...

6. Using the dialogue as a guide, students choose two other members of te whānau marama to create another dialogue. Students decide on the setting and context of the dialogue.

References

- <https://matariki.twoa.ac.nz/the-stars-of-matariki/>
- <https://www.tepapa.govt.nz/discover-collections/read-watch-play/matariki-maori-new-year/how-celebrate-matariki/matariki>
- <https://www.museumswellington.org.nz/wp-content/uploads/2022/01/Matariki-booklet.pdf>