

Whakapapa

Lesson summary & Description

Whakapapa is an integral part of Mātauranga Māori, described as the layering of one thing after another. It's broad meaning being 'genealogy'. It's in all things, our characteristics, our physical and spiritual properties, it is in biodiversity, living organisms etc In the cultural context, whakapapa knowledge is transmitted from one name after the other and naming is given meaning to the whakapapa of one's character.

In this topic students will grow their understanding of their own Whakapapa. They will explore the 'basics' whakapapa of Atua Māori to make links to species in their locality. Providing a broader scope between our interconnection with biodiversity, Atua & ourselves.

Remember this activity can be done collectively, groups and as individuals.

Core Objective:

Understanding the basics of Whakapapa through the use of Te Reo & narratives, shaping their understanding of the world and biodiversity.

Specific Learning Outcomes

Students will:

- Understands the meaning of whakapapa through the exploration of their own 'family' tree
- Is able to recite their own whakapapa
- Describe the Interconnection with a range of biodiversities to Atua Māori
- Understands the whakapapa relationship between man & biodiversity
- Articulate, pronounce, understand the use of Māori words ("*Whakapapa*", "*Atua Māori*", *including the naming of each Atua Maori*) to explore findings
- understand and pronounce the names of Atua Māori to recite karakia
- Identify & recognise Atua Māori in their backyard
- Identify the whakapapa connection between biodiversity & Atua Māori

Available lesson sections and expected times:

- Introduction Activity - Whakapapa (10 minute)
- Family Tree - (20 minutes)
- Biodiversity & Atua Māori (50 minutes)
- Tikanga: Karakia (20 minutes)

Total: ~ 1.5+ hour

Curriculum Links: Level 3 - 4

Major links:

English

- *Listening, Reading and Viewing - Ideas*
- *Speaking, Writing, and Presenting - Purposes and audiences, Ideas, Language Features, Structure*

Social Sciences

Social Studies (4)

- *Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.*

Learning Language

Cultural knowledge

- *Recognise and describe ways in which the target culture(s) is (are) organised.*
- *Compare and contrast cultural practices. (3)*

Science:

Earth systems

- *Appreciate that water, air, rocks and soil, and life forms make up our planet and recognise that these are also Earth's resources. (3)*

Life processes

- *Recognise that there are life processes common to all living things and that these occur in different ways. (4)*

Ecology

- *Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced. (4)*

Preparation Resource

Dictionary [Maori to English](#)

Large paper (visual charts) Felt pens & tape

Camera for photos

[Te Reo o te Taiao/Language Vocab of the environment](#)

"All other links are attached to each lesson base activity"

----- Lesson begins -----

Activities

Te Reo: Warm up (5-10 minutes)

Begin by using these Quizlet [flashcards](#) (easier) or these [flashcards](#) (harder)



You may need to begin this game by pronouncing these language features as a whole class! Language vocab features 'kupu' pertaining to the topic 'Whakapapa', thus allowing your students to become more familiar with the use and meaning of the words.

To make this activity more challenging, you could add more vocabulary. Consider whether the students could help you to create the additional cards.

Introduction Activity

Begin this lesson by introducing the topic 'Whakapapa'

- What, where, when, how
- Start by asking the students to get into the groove of pronouncing 'Whakapapa' in Te Reo. (*It is a good idea to ask someone who is confident in speaking Te Reo, to lead*).
- Write it on your class board as the word of the week.

Whaka - Compound word - to evoke

Papa - layering - in relation to many layers of the whenua

Whakapapa - Genealogy

Family Tree (20 minutes)

The foundation for learning Whakapapa begins at the base of knowing who you are and of whom you come from 'Ko wai au'

"We are the sum of our ancestors"
Ko au, ko oku tupuna, ko oku tupuna, ko au

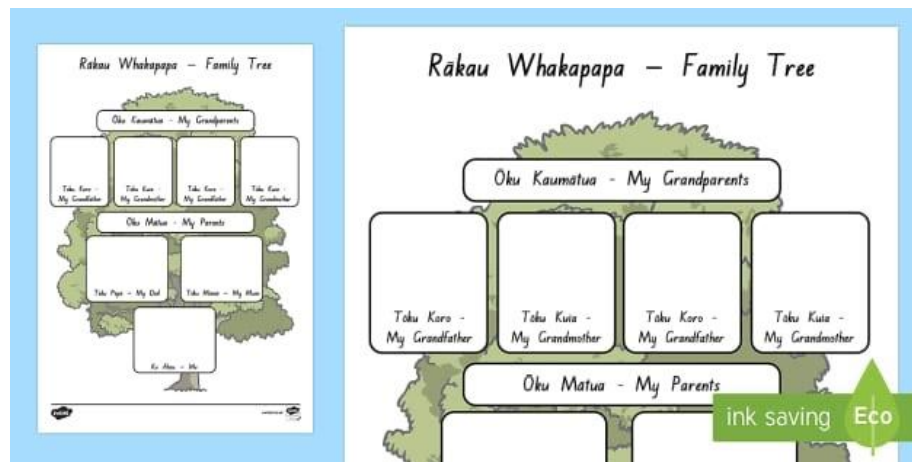
Wānanga - Discussion: Spend 5 to 10 minutes discussing what a family Tree is and why it is important? Utilise the whakapapa template below to guide your discussion. Write the ideas on a large paper visible for your students to see. This will act as an exemplar for students' independent activity.

Prompt suggested ideas to look in to:

- Occupation -
- Ethnicity -
- Skills & passion -
- Place of birth -
- Physical characteristics -
- Family qualities -

Key questions:

- Where can I get information on my personal whakapapa?
- Who can I interview in my family that might know my whakapapa?
- What are my family traits and of whom do they come from?
- What are my qualities and what are theirs? (Compare and contrast)



Independent activity:

Begin at the base level of the whakapapa chart with 'Ko wai au' 'Who am I'

Name:

DOB:

Iwi:

Skills & passions:

One appearance feature: eyes or hair colour etc

Height:

Ask your students to think about one physical feature to explore in their whakapapa. I.e hands, feet, hair colour etc

Homework:

As they begin their homework to collect whakapapa information about their parents and grandparents or even great grandparents, they can also compare and contrast distinguishing features across each generation.

Suggested follow up activities:

1. Include a map to outline places of origins
2. Write a personal biography on a chosen role model from their whakapapa
3. Include photos of the 'physical feature' across 2 or 3 generations
4. Research into a chosen ancestors
5. Research and explore findings on your last name
6. Conduct a whakapapa interview

Atua Māori (50 minutes):

Lesson Summary: Māori whakapapa often trace lines back to Atua not only mankind ancestry but all organisms including biodiversity. It helps identify the relationships we share with native species in a tangible and organised manner. Understanding intimate knowledge of whakapapa further enhances the maintenance of sustainable practices and relationships with our whenua, Kaitiaki species and other iwi.

In this activity students will focus on the Who & the What Atua look like, as well as identifying species in their backyard that pertain to certain Atua.

Choose one of the following 3x activities:

Activity 1

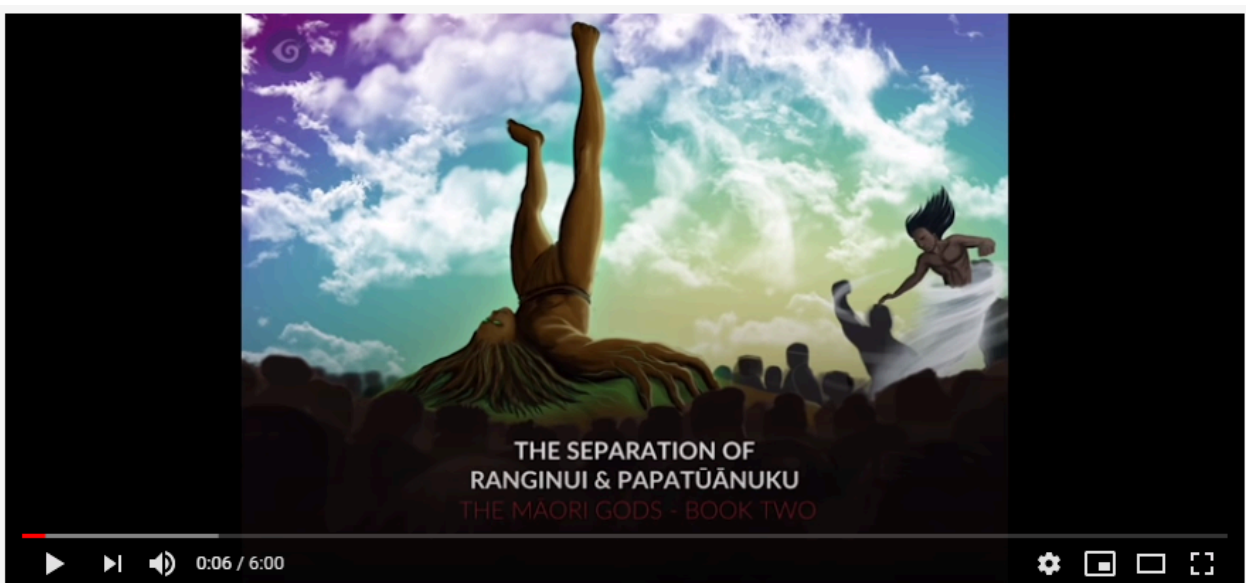
Begin this session by watching both videos on Atua Māori pertaining to the separation of Rangi and papa. Link below

[Atua Maori video](#)

[The separation of Rangi & Papa](#)



The Māori Gods - Book One: The Beginning of the Universe (English)



The Māori Gods - Book Two: The Separation of Ranginui and Papatūānuku (English)

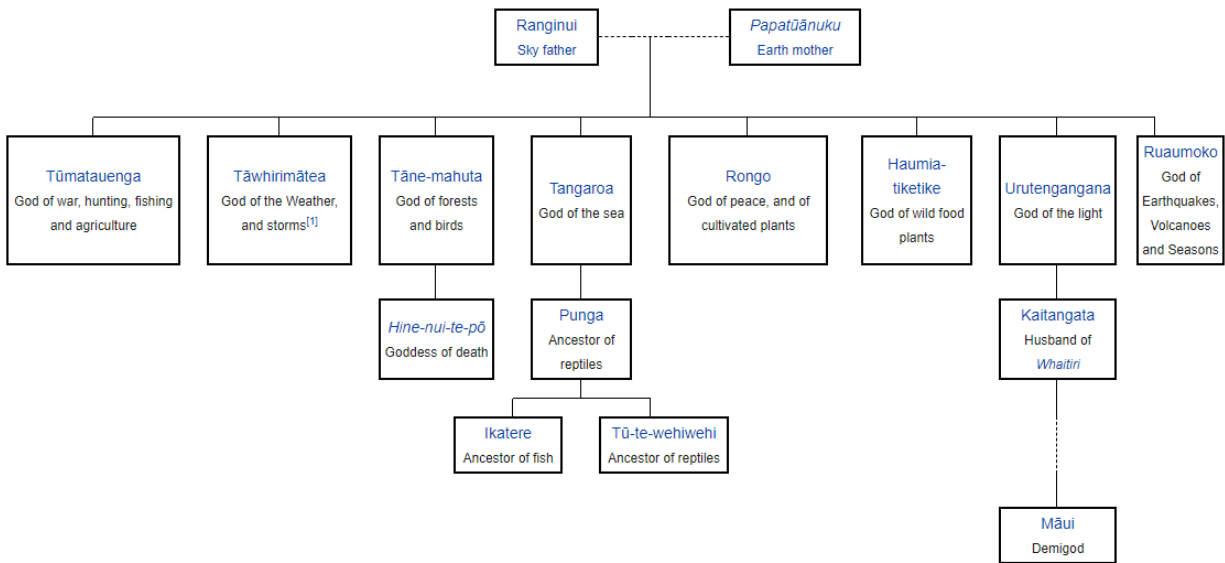
Group activity: Discuss the details regarding the story

Prompted questions:

- Who are the Atua descended from Ranginui and Papatūānuku?
- What do they personify in the natural world?
- How do they contribute to the makeup of our environment?

Create a visual reference: Whakapapa o ngā Atua chart

Example:



Embody this activity by connecting with elements inside or outside your classroom

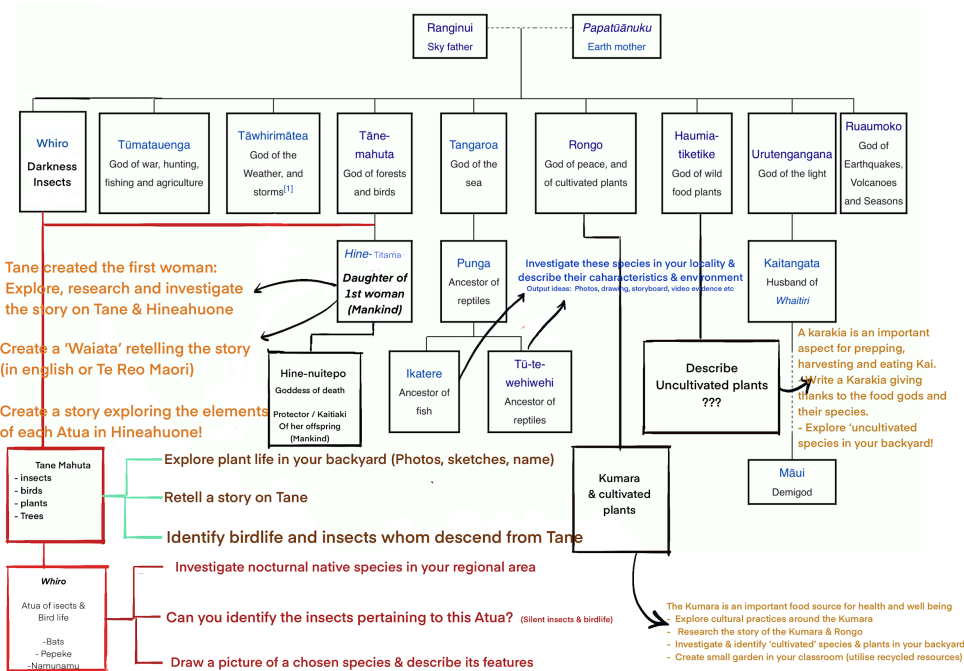
Ask students to think about which element of the natural world pertains to the 'who' in the video stories above. [Wikipedia](#) has a great description on the Whakapapa of Atua Māori and provides some details on the characteristics of each Atua.

Utilise this platform to begin expanding your students thinking about the offsprings of each Atua.

Follow up activity

- Create a classroom whakapapa Atua chart
- Break your class into groups to explore more about a chosen Atua. (*Stick to those Atua in your locality*) Suggested activities are below.
- Explore findings of different species in their own backyard & locality and make the link to Atua (*add to the class chart*)

This example of a Whakapapa chart will provide further activities for students to extend their understanding: [Whakapapa o nga Atua](#)



Extra resource:

[Te Reo o te Taiao/Language Vocab of the environment](#)

Tikanga Karakia (20 minutes):

Activity 2 - Karakia: Learning Karakia is a fantastic way to reinforce learning intentions. This Karakia pertaining to Atua Māori is simple, however a great way to acknowledge and connect with your surroundings.

Some simple steps allow us to slow down and get into the groove of 'Karakia mode'

- Breathing in and out 3x
- Allow time to relax
- Recite the Karakia mindfully (Think about each entity as you recite the words of the karakia)

Karakia: [Link](#)

Allow your students time to learn this Karakia reading out loud as a class.

Utilise hand gestures to reinforce each Atua characteristics as you recite their names.

Conclusion: If possible, do each section activity daily to reinforce learning intentions and improve building on cultural language vocabulary. Remember to encourage students to Karakia outside when connecting with the environment. This is a really important cultural practice reminding them of their place in the natural world.

Output

- recite your whakapapa!
- recite Karakia

Kia Kaha!

Suggested Assessment Criteria:

Novice	Apprentice	Practitioner	Expert
I am learning to recite my whakapapa.	I can describe Rangi and Papa	I can recite my whakapapa as far as my great grandparents	I can recite my whakapapa as far as my great great grandparents
I know who Rangi & papa are	I know my whakapapa as far back as my grandparents	I can describe more than 4 Atua in the natural world, including Rangi and Papa	on both my parents' side.
	I know more than four Atua		Am able to identify and describe more than 5 Atua Māori.
			I can identify their children in the natural world (species)

Lesson ends

Don't forget to complete this topic's Call-to-Action and send us in a video with the chance tō win prizes! 🎉🎊