



## Inquire to Learn!

There are many ways in which *Kawariki and Tutira/Sea and Shore* can be used as a base for Inquiry Learning. This is just one suggestion.

## Session 1

Using the Big Book, share-read *Kawariki and Tutira*, stopping at natural points for discussion. Draw on the students' prior knowledge of Māori culture, folk tales, and gods; friendship; magic; loyalty; and sharks.

### Possible Starter Questions for Discussion

**Māori Culture, Folk Tales, and Gods:** *Who is Tāne? Who is Hinemoana?* Discuss with the students that in Māori folk tales, Tāne or Tāne Mahuta, is the god of the forest and forest creatures. Hinemoana is the daughter of Tangaroa (god of the sea). She is the guardian of all sea life and can be seen as a personification of the ocean.

**Friendship:** *Can friendship exist between any two people? What does it mean to be a good friend?*

**Magic:** *How is magic used in folk tales and other stories?* Discuss that magic is used in stories to enable extraordinary things to happen. It is a feature that sets stories apart from real life. Brainstorm folk tales and other stories that use magic e.g. *Rata and the Waka* (StoryWorld 1), *The Girl and the Waterfall* (StoryWorld 1), *Sina and the Eel* (StoryWorld 1), *The Sun-Child* (StoryWorld 2), *Wali Dad and the Gold Bracelet* (StoryWorld 2), *Cinderella*, *Jack and the Beanstalk*, *Snow White*, *The Frog Prince*.

**Loyalty:** *What is loyalty?* Discuss that loyalty is the quality of staying firm in friendship or support for someone or something. Loyalty is shown by the

keeping of commitments or obligations.

**Sharks:** *Do you think a shark is likely to be a good character or a bad character in a folk tale? Why?*

### Text and Illustration Based Inquiry Questions

Cover: Hide the text and ask the students to look at the cover illustration. Ask, *How can you tell that this is a folk tale from New Zealand? What do you think the story might be about?*

PP. 2–3: Revisit the text and discuss the Māori words if necessary: *Aotearoa*: Land of the Long White Cloud/New Zealand; *tohunga*: an expert in a field, particularly a spiritual expert or priest; *tamariki*: children. Discuss that as a future leader, Kawariki's life was both the same and different to those of other children. Ask, *How was Kawariki's life the same as other children?* (She worked in the garden and she played with the other children.) *How was Kawariki's life different?* (She spent time learning and studying to become a future leader.) Direct the students to the illustrations and ask, *What do you think Kawariki is learning about?* (How to identify plants that can be used as medicine.)

PP. 4–5: Revisit the text and point out that Kawariki and Tutira are close friends, despite the difference in their social standing. Lead a discussion around the concept that friendship is for everyone.

# Kawariki and Tutira/ Sea and Shore

## Teacher's Notes continued

PP. 6–7: Review the text and illustration and ask, *How do you think Kawariki felt when her father announced to the iwi that she was to be married? How do you think Tutira felt?* (surprised, shocked, horrified, powerless) Ask, *Because of her high position, do you think Kawariki is obliged to do what is best for her people? Why/why not?* Be sensitive to the different cultural perspectives that members of the class might bring to the concept of arranged marriages. Ask, *Was it fair of Matakite to ban Kawariki from speaking to Tutira? Why/why not?*

PP. 8–9: Review the text and, if necessary, define the word *whare*: hut/house. Draw the students' attention to the word *curse* and ask, *What is a curse?* If necessary, share with the students that a curse is a series of magic words that are intended to bring harm or punishment to someone. Ask, *Why does Tutira need saving?* (Because not only has Tutira been turned from a young man into a shark, but he is in the bush and sharks cannot breathe out of water.) Ask, *Why does Matakite refuse to help Tutira?* (Matakite wants Tutira to be punished for his disobedience and arrogance and he wants him out of Kawariki's life to make way for her new husband.)

PP. 10–11: Review the text and illustration and ask, *How does the text and illustration tell us that Kawariki works hard to find and save Tutira?* Point out the following verbs and adverbs: *ran, crashing, calling, fell, asked, grabbed, pulled, heaved*. Ask, *Why do you think Tāne helps Kawariki by showing her where to find Tutira?* (Because Kawariki was trying to do the right thing and deserved help.) *What character traits does Kawariki show?* (loyalty and determination) *What is Kawariki trying to do?* (Get Tutira into the water to save his life.)

PP. 12–13: Review the first paragraph and draw the students' attention to the word *blessings*. Define blessings as spiritual protection or favour. Read on and ask, *What magic was in Kawariki's tears?* (Answers will vary but could include Hinemoana's magic, ocean magic, love.)

PP. 14–15: Review the text and ask, *How would Kawariki feel when she saw Tutira as a man again?* (happy and excited) Brainstorm other stories/movies that include time-based transformations e.g. *Cinderella, Shrek, Shrek 2*.

PP. 16–17: Review the text and ask, *Why can Kawariki not see Tutira again?* (Because she is to be married and she feels that it is her duty to support her husband, not Tutira, once she is married.) Ask, *How would Kawariki be feeling?* (sad, alone, resentful) Point out the reference to the *cold sea* and ask, *How would Tutira be feeling?* (sad, alone, defeated) *Why does he have "no choice"?* (Because he is powerless to stop Kawariki's marriage and he is powerless to stop himself turning back into a shark.)

PP. 18–19: Revisit the text and illustration and ask, *What is a waka?* (a traditional Māori canoe) *Who is Hinemoana?* (the guardian of all sea life and a personification of the ocean) *Why did she send a huge wave to crash into the waka?* (Because she was angry with Matakite for using her sea magic without her permission and she wanted to upset his plans.)

PP. 20–21: Review the first paragraph and ask, *Why was it not in Tutira's best interests to help the people in the water?* (Because he knew that one of them was the future husband of Kawariki.) *Why did he help them?* (Because he knew it was the right thing to do.) Reread the second paragraph and ask, *Why did the visitors scream and clamber on to the waka?* (They were scared the shark would eat them.) Reread the final paragraph and ask, *Why did Kawariki throw herself at the shark and then explain to everyone that it was really Tutira, whom she loved?* (Because she was proud of Tutira's selfless action in saving the visitors and she was no longer prepared to live a lie.)

PP. 22–23: Review the first paragraph and ask, *What has made Matakite change his view?* (Tutira's honourable action in saving the visitors, the mutual love shown by Kawariki and Tutira, and the involvement of Hinemoana.) *What has Matakite realized?* (That it is not his

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## Teacher's Notes continued

right to interfere in the lives of either Kawariki or Tutira or to use his knowledge of ocean magic without the permission of Hinemoana.)

P. 24: Revisit the text and discuss that Tutira started out as a slave, became a shark, and ended up as a great leader. Ask, *What lessons can we learn from Tutira?* (To help anyone who needs our help, regardless of who they are. That anything is possible in life with the right attitude.) *Do you think Kawariki and Tutira went on to have a happy life together? Why/why not?*

## Further Discussion and Inquiry Extension

Invite the students to design their own tattoo or mark that connects their family to the natural world. They could choose an animal or a natural feature such as mountains, rivers, waterfalls, sea, or bush as the basis for their design.

Share-read other folk tales from Aotearoa, such as *Rata and the Waka* (StoryWorld 1), *Rangi and Papa* (StoryWorld 2), *Rona and the Moon*, *Pania of the Reef*, *Taming the Sun*.

Research to learn more about Tāne and Hinemoana. What other folk tales from New Zealand do they feature in?

What would it be like to transform into an animal? Invite the students to select an animal they would like to spend time as and write a story about their transformation. How does it happen? Is magic involved? What is it like to be that animal? Are there rules they have to follow?

Use the Internet to explore the paintings of NZ artist Erika Pearce, in particular the exhibition/ collection *The Wahine Project*, which includes a painting of Kawariki. Invite the students to paint their own portraits of Kawariki. Scan or photograph the visual art and email to [info@cleanslatepress.com](mailto:info@cleanslatepress.com) with the artist's name, age, and school. The best artworks will be posted on the Clean Slate Press Facebook page and the artist will receive a prize.

Share-read other folk tales and legends about sharks e.g. *The King of Sharks* (Hawaii'i), *The Heart of a Monkey* (Zanzibar), *The Shark and the Octopus* (Fiji and Tonga).

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## Session 2

Using the Big Book, share-read *Sea and Shore*, stopping at natural points for discussion. Draw on the students' prior knowledge of New Zealand, sharks, beaches and tides, rock pools, and poetry.

## Possible Starter Questions for Discussion and Inquiry

**Māori Greeting:** *Does everyone know how to say hello in the Māori language? It is kia ora.*

**Cover and Contents Page:** Look at the cover of *Sea and Shore* and tell the students that the area of coast shown is Mangawhai, in Northland, New Zealand. Ask, *How are the sea and the shore, or the beach, important to New Zealand culture?*

**Location of New Zealand/Geography:** Read the text on P. 1 of *Sea and Shore* and note that New Zealand sits between the Pacific Ocean and the Tasman Sea. Ask, *How much of the world do you think is made up of water?* Share with the students that approximately 71 percent of the surface of Earth is water. There are five oceans in the world (Arctic, Atlantic, Indian, Pacific, Southern) and many smaller areas of water, usually between areas of land, known as seas.

**Sharks:** Ask, *Have you ever seen a shark? How much do you know about them?* Reread PP. 2–3 of *Sea and Shore* and tell the students that the following shark species are protected in NZ waters: great white, basking, oceanic whitetip, deepwater nurse, and whale.



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## Teacher's Notes continued

**Beaches and Tides:** *What are tides? What causes them?* Reread PP. 4–5 of **Sea and Shore** and review the students' understanding of the text. If necessary, demonstrate the concept of gravitational pull with magnets and paper clips.

**Rock Pools:** *Have you ever explored a rock pool? What plants and animals did you see?* Reread PP. 4–5 of **Sea and Shore** and discuss the students' experiences of rock pools. Brainstorm other marine plants and animals that are found in rock pools. Remind the students that rock pools are great places to explore, but that they shouldn't remove plants or animals they find from their natural habitat.

**Poetry:** *Do all poems have to rhyme?* Share-read P. 8 of **Sea and Shore** aloud and discuss that poems do not have to rhyme, although "A Shark Is a Pet" is an example of a rhyming poem. Point out the rhyming structure AABCCB and how it adds rhythm to the poem.

## Further Discussion and Inquiry Extension

Research to learn about the world's oceans and their borders. Challenge the students to locate and mark the different oceans on a world map.

As a class, study global warming and the issue of rising sea levels. Questions to consider are: What is global warming? Why are the sea levels rising? What impact will rising sea levels have on NZ/Australia? What impact will rising sea levels have on low-lying Pacific nations? What can be done to slow down the rising of sea levels?

Encourage the students to learn more about the boat voyages made by early explorers and settlers to New Zealand.

Invite the students to pick one species of shark and write a research report on their chosen species.

It may be possible to arrange a trip to a local beach to view rock pools at low tide and/or to make sand sculptures.

Research to learn more about life in a rock pool.

Make rock pool viewers from dark plastic bottles (L&P bottles are ideal) or clear bottles covered with acrylic paint. Cut the end off the bottle and cover with cling-film held in place with a rubber band. Students can get a closer look into rock pools by placing the base of the viewer just under the surface of the water.

Using P. 8 of **Sea and Shore** as a springboard, challenge the students to write and illustrate their own poem about sharks or another sea creature.