

## Where the heart lives: the enduring homesteads tying Māori to their heritage

**Level:** Advanced – Teacher’s notes

**Article summary:** Māori in New Zealand are reclaiming, or returning to, the traditional homes of their ancestors and discovering a great sense of belonging.

**Time:** 90 minutes

**Skills:** Reading, speaking, storytelling, writing

**Language focus:** Vocabulary, speaking, writing

**Materials needed:** One copy of the worksheet per student

### 1. Warmer

- In this warmer task, students work with a partner or in groups of three and brainstorm what they know about the Māori. Ask for their answers and write them on the board.
- Then students do the Māori language quiz and, afterwards, find the words in the article, where they are either translated, explained, or described clearly from context.

**Key:**

- |      |      |
|------|------|
| 1. f | 5. a |
| 2. c | 6. e |
| 3. g | 7. b |
| 4. d |      |

### 2. Key words

- Students write the correct word from the wordpool next to the definitions on the lines provided. Then find them in the article to read in context.

**Key:**

- |                   |                 |
|-------------------|-----------------|
| 1. dismantled     | 9. colonization |
| 2. nurture        | 10. determined  |
| 3. constellation  | 11. spur on     |
| 4. homestead      | 12. yearning    |
| 5. scattered      | 13. vacant      |
| 6. endured        | 14. abandoned   |
| 7. enclaves       | 15. bedrock     |
| 8. manifestations |                 |

- Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

- |                   |               |
|-------------------|---------------|
| 1. scattered      | 6. enclaves   |
| 2. abandoned      | 7. endured    |
| 3. manifestations | 8. vacant     |
| 4. dismantled     | 9. determined |
| 5. yearning       | 10. homestead |

### 3. Understanding the article

- Students read the statements and decide whether they are True or False according to the article. They should correct any that are false.

**Key:**

- True
- False. They buried it in the ground.
- False. They are rebuilding their house on the homestead.
- False. They were driven off their land by colonization and drifted to cities to look for work.
- False. She says that many Māori have lost their connection to the land through colonization and urban drift.
- True
- False. She was born in the house on her Ponga homestead.
- True

### 4. Key language

- Students find phrases that fit with the meanings.

**Key:**

- lay someone/something to rest (Note: though here it is used to talk about the house, the phrase is usually used to talk about burying someone’s body)
- in defiance of
- urban drift
- in a bad state of repair
- my place (Note: this is often used in the negative.)
- sense of belonging

- Then they use the phrases to talk about the article.

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### 5. Discussion

- a. Students discuss the photos that accompany the article and then the questions that are related to the topic of home and belonging.

### 6. In your own words

- a. The website contains a huge amount of information about Māori customs, heritage, traditions and myths. To honour the traditional art of storytelling, students read a few stories – set a time limit that is appropriate for your lesson planning – and then sit in small groups and retell some stories to each other.