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TEACHERS' RESOURCE KIT

Aotearoa: The New Zealand Story **Gavin Bishop**

Discover the story of New Zealand through this richly illustrated visual history by award-winning illustrator Gavin Bishop.

Over a thousand years ago, the wind, sea currents and stars brought people to the islands that became known as Aotearoa, the land of the long white cloud.

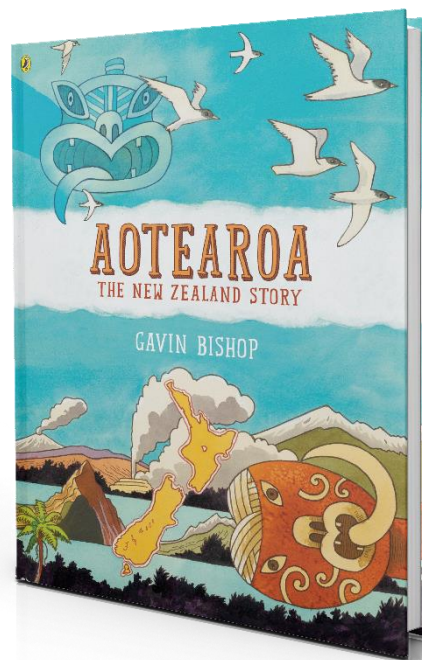
Navigate your way through this sumptuous creative non-fiction story of New Zealand. Explore the defining moments of our past, captured by celebrated children's book creator Gavin Bishop, from Gondwana right through to what might happen tomorrow. Look for the wairua, Hinepau, hidden on each page.

Discover Maori legends, layers of meaning and lesser-known facts in this unique, accessible and engaging book about New Zealand for children.



Invercargill-born Gavin Bishop is an award winning children's picture book writer and illustrator who lives and works in Christchurch. As author and illustrator of nearly 60 books his work ranges from original stories to retellings of Maori Myths, European fairy stories, and nursery rhymes.

Gavin brings his beautiful illustrative style to ***Aotearoa: The New Zealand Story***, showcasing the best of our history through his evocative and engaging art.



SPECIFICATIONS:

Imprint: Picture Puffin
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Format: Hardback
Extent: 64 pages
Readership: 5-12

RESOURCE KIT CONTAINS:

- Before reading
- Close-reading questions
- Language and style
- Activities and Creative Responses

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Aotearoa: The New Zealand Story by Gavin Bishop Teacher Notes

Before Reading:

1. What do the cover pictures indicate about the book's content?
2. When and where might the book be set?
3. What does the title suggest to you?
4. Who do you think the readership of this book will be?
5. What do you know about Aotearoa/New Zealand? Discuss and create a brainstorm and/or 'Our Wonderings?' questions as a class.
6. Read the author's dedication (p. 64). If you wrote a book to whom would you dedicate it and what would the dedication say?

Close-reading Questions:

1. How large was the hole made by the asteroid which hit the Earth about 65 million years ago (p. 3)?
2. What is the name of the legendary home of the Māori (p. 4)?
3. Who suggested that the new land Kupe visited be called Aotearoa (p. 5)?
4. What did sailors from Hawaiki use to help them cross Te Moana-nui-a-Kiwa (p. 6)?
5. Name two of the birds that are native to Aotearoa and an interesting fact about each of your choices (pp. 8-9).
6. What is the English name/translation of Te Waipounamu (p. 11)?
7. What were some of the battle tactics important in Māori warfare (p. 12)?
8. What happened to the heart of the first person to be killed in battle (p. 13)?
9. Who was the early Pakeha explorer to draw the most accurate map of the New Zealand coastline in the 1700s (p. 15)?
10. Name three of the goods traded between the Māori and foreign traders in the early 1800s (p. 17).
11. Which was the first tribe to trade for muskets (p. 18)?
12. Name two or more of the European diseases that killed thousands of Māori during the 1800s (p. 19).
13. When was the Treaty of Waitangi signed (p. 20)?
14. In the 1800s which area was known as the "breadbasket" of Auckland and why was this so (p. 21)?
15. Between 1844 and 1845 how many times did Hone Heke cut down the flagpole in Russell and why did he do this (p. 22)?
16. During which years did the New Zealand Wars take place (p. 23)?
17. In which year were women in New Zealand given the right to vote (p. 25)?
18. In 1879 how long did the trip from Invercargill to Christchurch take by train on the South Island Main Trunk line (p. 26)?
19. How many horses did New Zealand send to help in World War 1 (p. 28)?
20. What is said to be a popular occupation throughout New Zealand in the 2000s (p. 30)?
21. What were the names of two influential architects mentioned in the book and

- what did they design for New Zealand (pp. 32-33)?
22. In what year was school attendance made compulsory (p. 35)?
 23. Alongside New Zealand, what other countries made up the Allied Powers during World War II (p. 36)?
 24. What did the Immigration Restriction Amendment Act decree in 1920 (p. 39)?
 25. Where was Marmite first made in New Zealand (p. 40)?
 26. What was Tāmati Waka Nene's cloak made from (p. 42)?
 27. Where did the thoroughbred racehorse Phar Lap's name come from (p. 44)?
 28. How many national parks are there in Aotearoa (p. 46)?
 29. What did the Ohakune carrot begin its life as (p. 49)?
 30. What is considered to be the worst maritime tragedy in New Zealand waters and when did it occur (p. 51)?
 31. Who is the first published Māori novelist (p. 53)?
 32. What is the name of the 2002 film directed by Niki Caro (p. 55)?
 33. In which year was the Waitangi Tribunal established and what was its purpose (p. 56)?
 34. Around how many of Aotearoa's native species of plants and wildlife are threatened with extinction (p. 59)?
 35. How old are the northern beech forests (p. 61)?
 36. What is Hinepau and why does it feature on every page of the book (p. 64)?

Language and style:

1. What do you think the genre of this book is? List the aspects that are indicative of this genre.
2. Figurative language is used to convey ideas that might otherwise be difficult to express. A simile is an example of figurative language and an example is 'In Aotearoa, sport is like a religion' (p. 44). Write down five more examples of similes.
3. The book contains a glossary which is named 'Words in this Book' (pp. 63-64). Discuss the purpose of a glossary and how it aids the reader. Using the information in the book as inspiration, create an illustrated sentence for five of the words found in the glossary.
4. Do you like the design and layout of the book? Why or why not? In pairs, choose one page you could redesign. Discuss the changes you would make. Think about colours, fonts, placement and layout.

Activities and Creative Responses:

1. Choose your favourite section from the book to summarise. Present the

information in a poster, powerpoint or pamphlet format to your class.

2. Examine the illustrations in the book. Do you like the style? What colours are used? What kinds of lines and textures are used? Choose part of one of your favourite illustrations from anywhere within the book and create your own artistic interpretation of it, for example, a painting, drawing, photograph, model, poem, or mixed-media, etc.
3. In pairs, each choose one of the illustrations from the book to describe orally to your partner. Get your partner to draw what you describe. See if they can guess what section of the book it came from and what part it plays in the story of Aotearoa/New Zealand.
4. Choose two illustrations from the book. Carefully study the character or characters and their expressions. What range of emotions is evident? How has Gavin Bishop achieved these feelings in the illustrations? (Think about colour, size, composition, etc). Draw your own picture that expresses another emotion, such as sadness, happiness, anger or hope.
5. In small groups, choose one of the sections from the book, such as 'Voyages to Aotearoa' (pp. 6-7) or 'The Curse of the Musket' (pp. 18-19). Each create your own illustrated linear historical timeline of what you consider to be the most important events from your chosen section. Share your timelines with your group. Do you all have the same events? Next, as a group, create a group timeline with what you all agree to be the five most significant events.
6. In groups, study two different eras from New Zealand history that are found in the book. Write down any similarities and differences. Present your findings in a visual format, such as a Venn diagram, and write a one-page report about what you have learnt about New Zealand from these times, to accompany your visual representation.
7. As a class, each choose an important historical figure from the book, such as Te Rauparaha (p. 19) or Burt Munro (p. 53), as well as an important historical event from the book for example, the signing of the Treaty of Waitangi (p. 20) or the Māori Land Wars (p. 23) to research. Create a short biography of your historical figure and a short essay about your historical event to include as entries in an illustrated children's encyclopedia about Aotearoa/New Zealand. Compile, illustrate and bind your entries. Present your published encyclopedia to a younger year group to study.
8. As a class, play a game of 'Description'. Get one student to choose a person, landmark, place or object which features in the book to describe using only three statements. As a class, try and guess which person, landmark, place or object has been described, in which era it appears and why it is significant for Aotearoa/New Zealand.

9. Choose your favourite section from the book and an historical figure who features in it. Write a personal description based on your choice, for example, Evelyn Brooke during her time on the hospital ship Maheno on one of the visits to Anzac Cove at Gallipoli in 1915 (p. 29). Think about how they would describe what the world was like then, as well as their feelings about the events taking place around them. Write your description as a diary entry, a paragraph or a poem.
10. Imagine you are a newspaper journalist sent to cover one of the historical events, figures or places featured in the book. Choose one to research, and write a news article for a social media website or your local newspaper in a current, modern journalistic style. Think about what type of language, sentence and paragraph structure, headings, etc, you would use. Research and note how it differs from the style of journalism that would have been used in the period of time your chosen event, person or place. List the main stylistic differences.
11. In groups, create mini-documentaries or short films based on a section, particular event, person, place or object found in the book. Write a script, create costumes and find suitable locations in which to film. Have a screening of your creations for your class.
12. Choose a section of the book to investigate. Create a quiz of ten questions based on your findings. In pairs, after giving your partner five minutes to study your chosen section, ask them your quiz questions.
13. Play a game of 'Categories'. First, as a class, think of and list categories, for example, scientific discoveries, natural disasters, types of human habitations, political figures, etc. In pairs, divide a piece of paper into four of the categories. Then, in a time limit of choice, each pair fills in as many things as they can for each category from a chosen section from the book. Once the time is up the pair with the most objects in each category wins. Make the game more challenging by getting each pair to eliminate any object that other pairs have also written down.
14. Imagine you have been commissioned to create a section for *Aotearoa: The New Zealand Story* covering the upcoming decade. Using the same design and layout as the book, create a double page spread which could include elements such as, important scientific discoveries, technological advancements, influential figures, natural disasters, art and cultural events, human habitations, political situations, environmental issues, war and/or peace. Concentrate on your local area of Aotearoa or of New Zealand as a whole.
15. Choose a section from the book, then on a map of New Zealand, locate and draw the animals, people, places, landmarks and objects of significance mentioned in your section. Label your map with any interesting information on your chosen features.
16. Choose two animals mentioned in the book that are endemic to Aotearoa/New

Zealand, for example, the kiwi and the wētā, from 'A Land of Birds' section (pp. 8-10). Research your chosen animals and create a diorama of them in their natural habitat.

17. Based on the 'Food' section (pp. 40-41) design an illustrated recipe book including at least three recipes inspired by the food featured in the book.
18. Based on the 'Clothes' section (pp. 42-43) design a fashion show or create some clothed paper dolls or puppets inspired by the clothes featured in the book.
19. Choose one of the illustrations from the book as inspiration for a poem. Choose a form of poetry, such as a rhyming ballad, a concrete or shape poem, a limerick or a list poem. If it is a scene from nature consider using a haiku form.
20. Imagine you are a travel writer from an earlier era, such as the 1700s or early 20th century who has travelled to Aotearoa/New Zealand. Write a travel article about what you encountered while visiting your chosen part/s of the country. Think about the style, vocabulary and format that an article from your chosen period of time might need.
21. Many New Zealand and overseas place names and landmarks are mentioned in the book, for example in the 'More New Zealanders' section (pp. 38-39). Find at least five places of interest to you that have been mentioned in the book. Locate these places on the relevant city, country or world map. Choose one of the places mentioned and design and create an entry for a travel book for this place as it is today. Include information such as, population size, geography, history, things of interest, weather, images of the place, etc.
22. In groups, imagine you are a television production company attempting to gain financial backing to create a new television documentary series based on one of the sections of the book, such as 'Disasters' (pp. 50-51). Write up your proposal. Include information, such as your choice of subject, as well as the title music and credits, presenter, show name and content, shoot locations, preferred channel and time slot, etc. Study any shows that are relevant to your chosen subject that are currently being screened on television as references.
23. The author mentions many films and books that have been created and written about New Zealand and/or by New Zealanders (pp. 54-55). Choose one of the movies or books to watch or read. Write a review about what you have watched/read.
24. In some of the sections of the book, such as 'Slowly Life Returned' (p. 5) and 'Voyages to Aotearoa' (pp. 6-7), many of the Māori gods and goddesses are mentioned. Choose one of these gods or goddesses to research, including the stories, myths and legends relating to them. Then imagine you have been commissioned to turn one of their stories into a short film. Create a storyboard for

your short film based in their legend. Or, in groups, adapt the legend for a performance in your classroom. Devise a script, create scenery and props, choose music and make costumes. Act your adaptation out for your class. If you have access to a video camera, tape it.

25. Write and present your own pepeha (p. 64).
26. Using the drama convention of 'hot-seating', choose a person of interest to you from a section of the book to research and then embody. Get the class to ask you questions about what it is like to be this person. Use these 'interviews' as inspiration for some class descriptive writing.
27. Design a board game based on one or more sections from the book, for example the 1800s-1900s. Write interesting facts question cards and/or directions on the board spaces to help the game progress, for example, 'You are a woman in 1893 and are given the right to vote. Move forward three spaces' or 'You are a passenger on the RMS Niagara in 1918 and contract influenza. Go back five spaces'. Make playing pieces in the shape of the historical figures found in your chosen sections of the book, for example, Princess Te Puea (p. 25) and Leslie Andrew (p. 29). Create a pamphlet explaining the rules and how to play it.
28. In pairs, play a game of 'Where's Hinepau?'. Time yourselves to see how fast you can locate the picture of the wairua, or spiritual force of Hinepau, which features on every page of the book.
29. Portraits feature throughout the book. Draw a self-portrait and write a short biographical note about yourself as if you were to be featured in this book.
30. Investigate author/illustrator Gavin Bishop and write a short biography on him and his previous work.
31. Write a letter inviting author/illustrator Gavin Bishop to come and visit your school. Explain why he should come to your school and what you would like him to talk about relating to the book. Decide what your top ten questions for Gavin Bishop would be and include them in your letter.
32. Review the book for your favourite magazine or website. What do you like about the book? Why? What do you dislike about the book? Why? Consider the design, illustrations, information and writing style. Also include your personal opinion of the book and the age group you think it is suitable for. Give it a rating, such as stars or a number out of ten.