

THE MĀORI OF NEW ZEALAND

New Zealand's **indigenous** people are called the Māori. It is believed that the Māori made their way to New Zealand from **Polynesia** around 700 years ago, and had to quickly **adapt** to the colder climate and different environment. At first, they survived by hunting animals such as seals and the **native** moa bird, before starting to grow foods such as kumara, or sweet potato.

The Māori social structure is made up of tribes. Each tribe is made up of smaller clans who are responsible for defending land areas. Extended family, called *whānau*, is also very important.

Before going into battle, Māori warriors used to perform the haka (a war chant or dance), sticking out their tongues and opening their eyes wide to **intimidate** the enemy. ►

FACT!

New Zealand has a shorter history of human habitation than any other country in the world.

Scan the code to link to a video about dancing and the Māori culture.



The first Europeans did not discover New Zealand until 1642, when Abel Tasman charted the west coast but did not go ashore. The country was **annexed** to the colony of New South Wales in 1839, and became a separate British colony in 1841. The arrival of Europeans gave the Māori access to farming methods, education and more goods, but they also introduced diseases, and brought firearms, which were used in tribal warfare.



Māori language

The Māori have their own language, Te Reo Māori, which uses an alphabet of just 15 letters. It is one of New Zealand's two official spoken languages. The Māori have a long **oral** tradition, with stories passed down through the generations. It was only when European settlers arrived that the language was recorded in writing. Today, less than a quarter of the Māori population can speak Te Reo Māori.

Māori culture

The Māori traditionally express themselves through art, story, music and dance. You may be familiar with the haka, a traditional war dance that is still performed today.

Early Māori were skilled carvers and told stories to preserve their history, religion and traditions through their art. They also used natural materials such as **flax** and feathers to weave baskets, mats and clothes.

Moko (tattoos) are also an important part of Māori culture. Men use full-face tattoos as a sign of power or rank, while women often have their lips and chins tattooed. Each design is unique, making tattoos a way to identify people. There are many patterns and designs, each with their own meaning.

Māori people weave flax to make baskets, mats and clothes. ►



QUESTIONS

1. What do you think is New Zealand's other official language? Why?
2. Why do you think there was no written version of the Māori language prior to English settlement?
3. The word 'tribe' is a collective noun used to classify a group of natives. Can you think of three other collective nouns used to describe a group of people or animals?
4. Use the QR code to watch the video *Dances of Life*. Why do you think dance was important to the Māori?
5. Learn some Te Reo Māori words at <http://qrs.ly/yi4vdm>. Practise saying the words with a friend.
6. Choose an aspect of Māori culture (eg. haka, moko, weaving, etc.) and complete some research. Compile a short information report on your chosen aspect.

AUSTRALIAN AID

The Boxing Day tsunami of December 2004 affected Australians very deeply. The tsunami struck some of Australia's neighbouring countries, and many Australians were directly involved in the disaster. Twenty-six Australians lost their lives, and many others were injured.

The country hardest hit by the tsunami was Indonesia. Around 130 000 Indonesians were killed, mostly on the island of Sumatra. Other countries affected included Malaysia, Thailand, India, Sri Lanka, Myanmar, the Maldives, and parts of East Africa.

Australia was deeply involved in the rescue and recovery efforts, both immediately after the tsunami and in the difficult years that followed.



▲ Australia played a key role in the recovery effort after the Boxing Day tsunami in 2004.

Scan the code to link to a video showing the tsunami reaching the shore at Tamil Nadu, India.



How Australia helped

Then Prime Minister of Australia, John Howard, promised \$1 billion of assistance to help Indonesia recover from the tsunami. Australian contributions to the relief effort included basic emergency relief, such as medical supplies and food, and the reconstruction of houses and other important buildings, such as schools and hospitals.

Australia provided support to restore clean drinking water where supplies had been affected. The Australian Federal Police also went to some of the tsunami-affected countries. Their forensics experts performed the difficult job of identifying the bodies of people who had died in the disaster.

FACT!

The Boxing Day tsunami was set off by a huge underwater earthquake off the coast of Sumatra, Indonesia.

Rebuilding lives

After immediate emergency needs had been met, Australian aid organisations shifted their focus to long-term recovery efforts in tsunami-affected nations. Aid workers supported survivors in rebuilding their communities and improving their **livelihoods**.

For example, CARE Australia worked with farmer groups in Simeulue, Indonesia, to train villagers on improving their farming techniques. Organisations such as Oxfam Australia provided loans, grants and training to communities in India, Sri Lanka and Indonesia to help locals start their own small businesses.

▼ Australian aid workers help in the 2004 tsunami recovery efforts.



QUESTIONS

1. On a map of the world, locate and mark the countries that were affected by the tsunami.
2. Explain what the author means when they say 'Australians were directly involved in the disaster'.
3. Languages borrow many words from other languages. Explore and explain the origin of the word 'tsunami'.
4. Use the QR code to watch a video of the tsunami reaching the shore of Tamil Nadu in India. Write a paragraph explaining how a tsunami looks different to normal ocean waves.
5. Imagine you are a worker from an Australian aid agency sent to work with a community affected by a natural disaster. What would your immediate concerns be? And what would your long-term concerns be?
6. Find out more about tsunami survivors and how they rebuilt their lives. Present a case study to your class in a multimedia format.

PROJECT BRAZIL

This week, our teacher, Ms Bonadi, gave everyone in the class a different country to research. We each had to make a poster about our country, and at the end of the week, we had to give a class presentation about it. I was given Brazil to research.

I didn't know much about Brazil, and I wasn't sure where to start. Ms Bonadi gave us some great tips to help us with our research. The best one was to talk to someone from the particular country.

Tourist information

I didn't know anyone from Brazil, so I visited a travel agent instead. The staff gave me brochures about Brazil. The brochures provided lots of general information about Brazil, including its history, population, and major features, particularly the Amazon rainforest.

Scan the code to link to a video about the value of learning about other cultures and languages.



Reading up

Next, I went to the school library to look for books that might help. There were two books about Brazil, and another book about South America that had a chapter about each country, including Brazil.

The books were all a few years old. I wanted to make sure the information was still current, so I checked the information online. The government of Brazil has a tourist website that gives information about Brazil and things to do there. While online I also found some Brazilian newspapers and magazines that were in English, including *The Rio Times*.

I'm now the class expert on Brazil. I can't wait to travel there one day!



▲ Almost two-thirds of the Amazon rainforest lies in Brazil.



FACT!

Brazil's Amazon rainforest covers an area of around 7 million square kilometres!

◀ *The Rio Times*

QUESTIONS

1. List the different forms of research this student undertook to find out information about Brazil.
2. What was the purpose of checking that the information in the books was still current? Can you think of an example of something that may have been out of date in the books?
3. Explore the meaning of the word 'anthropology'. How is this word related to the topic card?
4. Use the QR code to watch the video about the importance of learning about other languages and cultures. List the reasons provided in the video. Choose one that you think is important and explain why.
5. Write down five questions that the student in the topic card would have researched while completing the project about Brazil.
6. Choose a country and research the same information. Prepare a two-minute talk to present to a partner or the class as an expert on that country.