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The Adventures of Tupaia

By Courtney Sina Meredith, illustrated by Mat Tait

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Suitable for 8 – 12 year olds

INTRODUCTION

The incredible story of Tupaia, Tahitian priest navigator, who sailed on board the *Endeavour* with Captain Cook on his first voyage to Aotearoa.

Follow Tupaia as he grows up in Ra'iatea, becoming a high-ranking 'ariori and master navigator. Join him as he meets up with Cook in Tahiti and sails as part of the crew on the *Endeavour* across the Pacific to Aotearoa. Witness the encounters between tangata whenua and the crew as the ship sails around the coast, and discover the important role Tupaia plays as translator and cultural interpreter.

Written in dramatic prose and verse by Courtney Sina Meredith and stunningly illustrated in graphic style by Mat Tait, this is an essential book for all New Zealanders.

The Adventures of Tupaia is an excellent text for exploring relevant themes, including:

- Exploration and discovery
- Different ways that people navigate the globe - navigation techniques of Māori, Tahitian and Western people
- Different ways people make sense of the natural world and beyond - local Māori and Tahitian belief systems and Western belief systems
- Ways in which people from different cultures have worked together to improve known and accepted systems for navigation
- A perspective on the colonisation of Aotearoa and Tahiti

LINKS TO THE NZ CURRICULUM

The Adventures of Tupaia is well suited to teaching literacy at Level 3 and 4 of the New Zealand Curriculum, depending on the interests of the students in a class. It supports the New Zealand Curriculum for Year 7 and Year 8 English and provides a culturally inclusive opportunity within literacy in a New Zealand setting. There is also an opportunity to include it as part of other New Zealand Curriculum areas such as Science, Social Studies, Technology and The Arts. *The Adventures of Tupaia* can be studied as a class text and is perfect for a tuning-in resource for Inquiry Units across a range of learning areas. It is also extremely suitable for use in literature circles and guided reading in the upper primary setting. The activities in these teacher's notes are suggestions and are by no means the limit of what is possible when working with students around this text.

BEFORE READING ACTIVITIES

Activating prior knowledge, predicting and generating questions:

- In small groups have a look at the front and back cover: look at the images and characters to make predictions about what you believe the story may be about? Where might it have been set? Who and what might the story be about?
- As a class or in groups brainstorm your combined ideas about the book, Tupaia, Captain Cook and his crew, their journey or any other prior knowledge students may have about explorations and/or explorers in the history of Aotearoa.
- Discuss what genre this type of book belongs to and why?
- Write a class list of questions you may have after discussing the questions above – these could be distributed to small groups or individuals to find responses.

Note: It is a fantastic idea to revisit predictions at key points in the text for students to continuously revisit and revise their predictions as new information comes to light.

DURING READING ACTIVITIES

Making connections, visualise, make inferences, question and revise and adjust predictions:

- Explain the meaning and importance of this quote for Tupaia as a leader: “to be an ‘ariori was to be at one with ‘Oro”.
- Put yourself in Tupaia's position and consider these questions:
 1. When the *Endeavour* first entered and then the ships crew came ashore in Matavai Bay. How would you feel? How would your people be feeling?
 2. When he decided to join the crew of *Endeavour* and started to journey towards Aotearoa. How did you feel and why?
 3. When he encountered challenges on his travels, how did he look after his own wellbeing? What are your thoughts on this? How does it differ from a Western perspective on maintaining wellbeing?
 4. When Tupaia wanted to share his navigation knowledge but was knocked back by the British sailors. How did he feel and why? What did he decide to do and why? What qualities did he display through his actions at this time?
 5. When Tupaia arrived in Aotearoa and travelled around various places. How did his feelings change over time and why? How did he try to stay true to his beliefs when confronted by conflict?
- When Tupaia and Cook's men encountered local Māori at Te Toka-a-Taiau (pg.40). How did local Māori feel and why? How did Cook and his men feel and why? How did Tupaia feel and why? After the shooting subsided what do you believe prompted Tupaia's action with the young Māori warrior who lost his life? How do you think Tupaia felt at this time and why?
- As the *Endeavour* made its way around Aotearoa how do you think Māori perceived the British? Tupaia? What do you think were the advantages and disadvantages for Māori during these interactions? What cultural protocols were misinterpreted or misunderstood by both the British and Māori and why? How could Cook and his crew have handled things differently?
- Create a list of questions as you read the text and then choose 1 or 2 to further research.
- Revise your prior predictions about the text as you read.

Key Competencies

The New Zealand Curriculum identifies five key competencies (if you're looking at this online, these are links):

- [thinking](#)
- [using language, symbols, and texts](#)
- [managing self](#)
- [relating to others](#)
- [participating and contributing](#)

Ideas for exploration with learners:

- In small groups students can make their own pahī using newspaper and cellotape. Students can use the book and online resources to help make their model of a pahī. Students can use the self assessment sheet to discuss how they used the key competencies while working collaboratively to make their pahī. (Blackline master 1)
- Look online for Captain Cook's map of Aotearoa. In small groups recreate the map which shows where Captain Cook and Tupaia travelled throughout Aotearoa. Be mindful to use the Māori and English names on the map, and consider using key symbols to represent the events that took place at each stop. Students can use the self assessment sheet to discuss how they used the key competencies while working collaboratively to create their map. (Blackline master 1)
- Individually or in pairs create your own tāumi, pahū, tō'ere or tāhiri. Remember to look online for additional information on how these are made and what you may need to make these taonga. Students can use the self assessment sheet to discuss how they used the key competencies while working collaboratively to create their map. (Blackline master 1)

Level 3 English

Listening, Reading, and Viewing

Processes and strategies

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas:
 - integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts;
 - selects and uses a range of processing and comprehension strategies with growing understanding and confidence;
 - thinks critically about texts with developing confidence.

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show a developing understanding of how texts are shaped for different purposes and audiences:
 - recognises and understands how texts are constructed for a range of purposes, audiences, and situations;
 - identifies particular points of view and begins to recognise that texts can position a reader;

Ideas

- Show a developing understanding of ideas within, across, and beyond texts:
 - uses their personal experience and world and literacy knowledge confidently to make meaning from texts;
 - makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them;
 - starts to make connections by thinking about underlying ideas in and between texts;
 - recognises that there may be more than one reading available within a text;
 - makes and supports inferences from texts with increasing independence.

Language features

- Show a developing understanding of how language features are used for effect within and across texts:
 - identifies oral, written, and visual language features used in texts and recognises their effects.

Speaking, Writing and Presenting

Processes and strategies

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas:
 - creates a range of texts by integrating sources of information and processing strategies with developing confidence.

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

- Show a developing understanding of how to shape texts for different purposes and audiences:
 - constructs texts that show a growing awareness of purpose and audience through careful choice of content, language, and text form.

Ideas

- Select, form, and communicate ideas on a range of topics:
 - ideas suggest awareness of a range of dimensions or viewpoints.

Language features

- Use language features appropriately, showing a developing understanding of their effects:
 - uses oral, written, and visual language features to create meaning and effect and engage interest.

Level 4 English

Listening, Reading, and Viewing

Processes and strategies

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas:
 - integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts;
 - selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence;
 - thinks critically about texts with increasing understanding and confidence;

By using these processes and strategies when listening, reading, or viewing, students will:

Purposes and audiences

- Show an increasing understanding of how texts are shaped for different purposes and audiences:
 - recognises and understands how texts are constructed for a range of purposes, audiences, and situations;
 - identifies particular points of view and recognises that texts can position a reader;

Ideas

- Show an increasing understanding of ideas within, across, and beyond texts:
 - makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them;
 - makes connections by thinking about underlying ideas within and between texts from a range of contexts;
 - recognises that there may be more than one reading available within a text;
 - makes and supports inferences from texts with increasing independence.

Language features

- Show an increasing understanding of how language features are used for effect within and across texts:
 - identifies oral, written, and visual features used and recognises and describes their effects.

Speaking, Writing and Presenting

Processes and strategies

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas:
 - creates a range of texts by integrating sources of information and processing strategies with increasing confidence;

By using these processes and strategies when speaking, writing, or presenting, students will:

Purposes and audiences

- Show an increasing understanding of how to shape texts for different purposes and audiences:
 - constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form;

Ideas

- Select, develop, and communicate ideas on a range of topics:
 - ideas show increasing awareness of a range of dimensions or viewpoints.

Language features

- Use a range of language features appropriately, showing an increasing understanding of their effects:
 - uses a range of oral, written, and visual features to create meaning and effect and to sustain interest;

Ideas for Level 3 and 4 Literacy exploration with learners:

- Choose a person in the text. Research and write an information report or comic strip on the character. Remember to consider the structure of an information report/comic strip, tools to create audience appeal, use of visual and written language to convey your message. Extension activity: present your character to your class.
- Choose two people in the book with contrasting viewpoints and map out their thinking on various topics covered in the text. (Blackline master 2)
- Use the glossary of Tahitian words to create a static image which depicts a part in Tupaia's journey. Write an explanation of the language features you have used and why? Remember to consider your audience and what will engage their interest.

Links to other curriculum areas:

Level 3	Level 4
<p>Social Studies</p> <ul style="list-style-type: none"> • Understand how people make decisions about access to and use of resources. • Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities. <p>Ideas for exploration with learners:</p> <ul style="list-style-type: none"> • Critically discuss how the British explorers gained access to resources as they travelled around Aotearoa. Discuss the impact this had on Māori both then and in current times. • Critically discuss the different approaches the British and Tupaia used when visiting various places around Aotearoa and the continued significance this has nowadays. 	<p>Social Studies</p> <ul style="list-style-type: none"> • Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people. • Understand how exploration and innovation create opportunities and challenges for people, places, and environments. <p>Ideas for exploration with learners:</p> <ul style="list-style-type: none"> • Discuss Tupaia's journey from childhood through to becoming a priest and a highly skilled navigator. • Discuss Taiata's journey towards becoming a navigator and Tupaia's role in this. • Discuss how the exploration of new lands created both opportunities and challenges for those on board the Endeavour and the people and places the Endeavour encountered. (Blackline master 3)
<p>Technology</p> <p>Nature of Technology - Characteristics of technology</p> <ul style="list-style-type: none"> • Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function. <p>Ideas for exploration with learners:</p> <ul style="list-style-type: none"> • Discuss how James Cook and Tupaia navigated the seas with different technology and methods on the Endeavour 	<p>Technology</p> <p>Nature of Technology - Characteristics of technology</p> <ul style="list-style-type: none"> • Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines. <p>Ideas for exploration with learners:</p> <ul style="list-style-type: none"> • Discuss how this voyage to Aotearoa using a mixture of Tahitian and British navigation technology and strategies may have impacted on more contemporary navigation.
<p>Science</p> <p>Nature of Science - Understanding about science</p> <ul style="list-style-type: none"> • Appreciate that science is a way of explaining the world and that science knowledge changes over time. <p>Planet Earth and Beyond - Astronomical systems</p> <ul style="list-style-type: none"> • Investigate the components of the solar system, developing an appreciation of the distances between planets. <p>Ideas for exploration with learners:</p>	

- Discuss how people past and present have used the stars to navigate the oceans of the world. Draw a diagram to explain your thinking.

The Arts

Understanding the Arts in Context - Visual Arts

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Ideas for exploration with learners:

- Create a poster of the Tahitian and British tools they used to navigate. Discuss and identify the contexts in which they were or are made, viewed, and valued by both communities.
- Create your own tapa cloth and/or tātau designs using traditional Tahitian symbols. Discuss and identify the contexts in which they were or are made, viewed, and valued in their communities.

AFTER READING ACTIVITIES

Summarise, Synthesis, Question, Revisit Predictions and Evaluate the text:

- Retell the main ideas in the story using a time line.
- Write a personal response to the text:
 - Remember to follow the structure for a personal response to a book – a brief summary of the plot, conflicts, characters.
 - Remember to include how you felt as you read the book, how did your feelings and thoughts change as the book progressed and why? What was your personal opinion about how the book ended and why?
 - Discuss any lingering questions you had after reading.
 - Remember you could include a quote from the text to help convey your message.
 - Discuss who might like to read this book and why?

FURTHER READING

- *Wikipedia page on Tupaia* which provides great information on his life and achievements [https://en.wikipedia.org/wiki/Tupaia_\(navigator\)](https://en.wikipedia.org/wiki/Tupaia_(navigator))
- *Tupaia : the remarkable story of Captain Cook's Polynesian navigator, by Joan Druett (2011)* - This book offers a detailed four-year chronology from 1767–1770, of the unacknowledged Tahitian navigator who was essential to the success and eventual fame of Captain Cook's historic voyage on the Endeavour. Available from the New Zealand National Library Service.
- *Wikipedia page on James Cook* which provides great information on his life and achievements https://en.wikipedia.org/wiki/James_Cook
- *Endeavour : The Story of Captain Cook's First Great Epic Voyage, by Peter Aughton* - This beautifully illustrated book gives a vivid account of life on board the Endeavour and its epic journey into the unknown between 1768 and 1771. Captain James Cook's voyage resulted in the mapping of New Zealand and the east coast of Australia. <https://www.amazon.com/Endeavour-Story-Captain-Voyage-Voyages/dp/0753817322>
- *Captain James Cook, by Richard Hough (1994)* - Biography of the navigator and explorer covering his life leading to the three voyages which made the Pacific geographically coherent and the charting of Australian and NZ coasts. Available from the New Zealand National Library Service
- Dual heritage, shared future: James Cook, Tupaea and the transit of Venus at Tolaga Bay: Stephen Donald article in the Journal of the Royal Society of New Zealand <https://www.tandfonline.com/doi/full/10.1080/03036758.2012.672431>
- Various Anne Salmond lectures etc on the British Library website <https://bit.ly/2XX1NN9>
- Chapter Two in He Korero by Alison Jones, Kuni Jenkins <https://books.google.co.nz/books?hl=en&lr=&id=LgBmCwAAQBAJ&oi=fnd&pg=PT7&dq=alison+jones+tupaia&ots=16oWLFJ3K2&sig=G-bzEMgtAXhEwQQzvSO7EwbFUS8#v=onepage&q=alison%20jones%20tupaia&f=false>

BLM2: Speaking, Writing and Presenting, Level 3

Learning intention: Identify how ideas suggest awareness of a range of dimensions or viewpoints.

Choose two characters in the book with contrasting viewpoints and map out their thinking on various topics covered in the text.

Character 1	Character 2
Describe the event from the book:	
Character 1's point of view:	Character 2's point of view:
Describe the event from the book:	
Character 1's point of view:	Character 2's point of view:
Describe the event from the book:	
Character 1's point of view:	Character 2's point of view:

BLM3: Social Studies Level 4

Learning Intention: Discuss and identify opportunities and challenges for people, places, and environments that the Endeavour encountered.

