

## ***Out of the Deep and Other Stories From New Zealand and the Pacific*** **Teachers' Resource Guide**

By Carol Ardern and Rosemary Tisdall

Here are some ideas to stimulate classroom use of the **Storylines'** anthology, ***Out of the Deep***, edited by Lorraine Orman and Tessa Duder.

Feel free to use them as is, or adapt for your own needs.

### **Out of the Deep, David Hill**

1. Sea God, Tangaroa: what other Sea Gods are there?
2. Design an eel trap.
3. Draw a picture of Maui fishing as described on page 7
4. Vocab: bailing (9), tuft (7), barb (7), gloating (8), capsizing (9), colossal (10), striding (10), mutilations (11)
5. Study a map of NZ – on an outline, label the parts that are mentioned on page 11. Draw a stylised version of the map as if it is (as described on page 10) a fish with the gouges and enormous chunks cut out.
6. Read other stories of Maui fishing the North Island and compare them.

### **Blackcurrant Jam, Sarona Aiono-Iosefa**

1. Apaches (14) – what are they? Find out 3 facts about them.
2. Locate Samoa on a map. Ask Samoans in your class to talk about their country, culture, food, clothes, celebrations, etc.
3. Find a picture of a blackcurrant bush (or a real one if possible) – what do the leaves/berries look like?
4. What are blackcurrants used for?
5. Toetoe (17) – what else is it used for?
6. What is the history of bows and arrows – who first used them? What were they originally made from? What are they made from now?
7. Squaws/braves (17) – what are these and what roles did they have in the 'olden' days?
8. Long drop toilet (11) – what is it? Have you ever used one? Tell your group what it was like!

### **Never to Fly Again, Katerina Mataira**

A perfect story to help study NZ flora and fauna.

1. Visit the bush.
2. Make a collage of the forest including all plants, birds and insects mentioned in the story.
3. How did/do the Maori use red miro berries, purple tawa berries, orange karaka berries and golden karamu? Show your findings on a chart.
4. Most of our native birds are 'dull' in colour. Study them closely and discover if this is actually true.
5. Make a chart identifying special characteristics of the kiwi.
6. Research some extinct NZ fauna (26) (moa included).
7. Research some endangered NZ fauna (takahe included).

### **The Ghost Tree, Anthony Holcroft**

1. Vocab: tarn (30), reputed (30), widowed (29), guardian (27), bashfully (27), foothills (30), tussock (31), claustrophobic (33), chasm (33), luminous (33), petrified (33), sanctuary (33), fret (34)
2. Draw a picture of the scene described on page 31.
3. Study the story of Cape Reinga – where did it originate?
4. Read about the cabbage tree legend in other books. What else can you find out?

### **A Perfect Picnic, Tessa Duder**

1. The *About the Author* notes at the back of the book state that 'A Perfect Picnic' was inspired by Katherine Mansfield's famous story 'The Garden Party'. Can you see how the first sentence of 'A Perfect Picnic' is similar to the first sentence of Katherine Mansfield's story? Find out more about Katherine Mansfield.
2. What do these expressions mean:  
Salads for Africa (37)  
Gods had smiled (37)  
Mind your own beeswax (45)
3. Vocab: optimist (37), multitude (37), DOC (39), idyllic (39), exasperation (39), enthroned (39), queasiness (40), splayed (40), nobbled (40), anointing (41), tinnie (42), crude (43), lavalava (44), ample (44), drivel (44), lob (45), callousness (45), youse (43/45), subtle (47), recede (47), TB (48).
4. Find 10 adjectives, 3 adverbs in the story, and a metaphor on page 46.
5. Discuss the analogy with the nurse, Nana, in Peter Pan (43).
6. Research the Maori Battalion.
7. What are Ngati Whatua and Ngapuhi (46)?
8. Visit Tessa Duder's website. Write her an email asking an intelligent question about her story or ICBD (International Children's Book Day).

### **The One that Got Away, Kingi McKinnon**

1. Find out about the author of this story.
2. Research an eel's life cycle and habits.
3. Find some examples of alliteration.
4. What is a taniwha (53)?
5. What was Koro's message to Smokey about his name at the end of the story (56)?

### **The White Horse, Joy Cowley**

1. Make a story board biography of the author.
2. Describe a (true) dream you have had to your group.
3. What did Dad mean in the last sentence (61)?
4. Write a story about your ride down a rainbow.

### **One and the Blackbirders, Dan Taulapapa McMullin**

1. Before you read this story, study the illustration. Describe what you see and think is happening.
2. Vocab: lava (63), liable (63), lured (66), entice (69), sacred (63), plantation (64), aloof (68)
3. Draw a picture of the island of Mu in the Moana ocean using all the images described in the story.
4. This story demonstrates much of the culture of this island community – recount all you learn including food, clothing etc.
5. Make a storyboard of a typical day for One.
6. List all the food mentioned in the story.

### **Mindy, William Taylor**

1. Explain what the first sentence means: "Just as well I had my can of beer handy." (77)
2. What is euthanasia? Find arguments for and against it and hold a debate.
3. Research pet cats in NZ. Is the figure on page 74 correct? Are there any laws governing the number of cats/pets allowed in one household? Make a graph for your class/school on pet ownership.
4. Find out about how a taxidermist works.
5. Draw a picture of Mindy.
6. Using visual language, make a chart of all Mindy's mishaps (there should be 11).

### **I Dream Morning, Tim Tipene**

1. Choose 1 fauna, 1 flora and 1 God from the story to research, and present a talk to the class. (Teacher – ensure each one from the story is covered by at least one student)
2. This is a beautiful piece of writing about the New Zealand environment that the author cherishes. Write expressively about an aspect of the natural world that you have experienced – bush, lake, river, beach etc.
3. The writer uses several Maori words in the text of the story. Did you try to predict the meaning of these words from the context of the story?
4. Some Maori words are used in conversational or written English. Can you give some examples of Maori words that are in common usage these days?
5. Read the Maori legends of the creation and note the references that are included in this writing.

### **Crosses, Lorraine Orman**

1. Dealing with grief is the theme of this story. Talk about the different ways the mother, the father and the brother deal with Ben's death.
2. Hone says a tangi is a better way to have a funeral. What do you think? How do Maori farewell their dead differently from Pakeha? Study some other cultures in this regard.
3. Read *Hine's Rainbow* by Judith Bryers Holloway.
4. Have you ever experienced the loss of someone/something you love? Write a poem about your feelings or the person.
5. Write a story about catching a wave, describing the feeling it gives – or try to imagine through Joel's eyes.
6. Road crashes involving teenagers are far too frequent. True or false? Discuss different reasons why this might be so.
7. What triggers the release of emotion at Ben's funeral? Why do you think that happened?
8. Talk about your reaction to the crosses that are seen by many road sides. Do you think they have any effect on (young) people's driving habits? Do you see them as a further distraction? Joel's mother says that the cross is really for them, not Ben; why would that be?
9. Discuss the significance of the two very different crosses in the story (his parents' and Joel's).
10. Do you know anyone killed in a road smash? How would you choose to remember them?
11. Scattering ashes is a significant act. Should the chosen place be important for the deceased or the grieving relatives? Or both? Discuss.

### **The Brotherhood of Stars, Carmen Scanlan-Toti**

1. Sina loved Lagi telling her stories about dolphins. Find as many dolphin stories /legends as you can.
2. Read *Dolphin in the Bay* by Diana Noonan.
3. Find out about Opo, and Pelorus Jack, famous New Zealand dolphins.
4. Discuss the relationships in the story: between Sina and Lofi, Sina and her parents, Peta and Lagi, Lagi and Sina.
5. What did the poem that Lagi left for Sina tell her?
6. Papaya fruit has a star pattern when cut horizontally. Other fruit do too – try an apple, feijoa. Any others?
7. What was special about the wooden star inside the locket?

### **Is the Water Closer? Ken Catran**

1. Is this story set in the future or the past? What evidence in the story can you find to support your argument?
2. What catastrophe may have caused the life style changes the communities were experiencing? What do you think Claw-illness refers to? (111) What likelihood is there of the story becoming true? Give reasons to support your answer.
3. What was Hemi doing when he pushed sticks of driftwood into the tide line? What was causing the water to rise?
4. Of what relevance is the greeting used by Sena's people and why does she change it at the end of the story? (113)
5. Visually portray some major differences about life in Sena's world compared to the life we live in.
6. What do we know these things as today? - "A little twig in the wall" (107), "carts that moved without anything pulling them" "tiny speaking boxes", "boxes with pictures", "boxes that could answer questions" (108).
7. Who were "Grey-hairs", "Bald-heads"(105) and "Mother-seat" (109).
8. What do you suppose happens at the end of the story?
9. We usually expect lifestyle conditions to improve over the years. Why do you think conditions are worse for these communities?

### **A Text in Time, Tanya Batt**

1. Before reading the story, study the title and the picture – discuss with your group what you think the story will be about.  
After reading the story, compare your ideas with the author's
2. Find examples of alliteration and some adjectives.
3. Time zones – why do we have these? Locate Greenwich on a map. In groups find out who has travelled and discuss their experiences of time zones.
4. Find 5 major cities in different countries and work out what time it is there if it is midday in NZ. Now work out 2.45am, New Zealand time (116)
5. What are the Maori names for fairy folk? Are there any legends that tell about the activities of fairy folk?
6. Name 3 fish mentioned in the story.
7. What did Zach think he had heard during the night?
8. What did Ella use to make patterns on the beach? Why did she make them?
9. Retell the legend about how the Maori people discovered how to make nets.
10. Prepare a performance to tell the story of Kahukura and the Turehu.
11. List some of the family's holiday activities.
12. Find out what causes phosphorescence in the water at night.
13. How did Zach's phone help him when he was surrounded by the Turehu?
14. What did Zach's photos show?
15. Why didn't Zach want to tell anyone about the Turehu?

### **Gold Medal Winners, Sereima Lumelume**

1. Different parts of NZ often experience floods from rain. Find out about some recent floods and how people coped.
2. What emergency services can help in a flood?
3. Research the true story of a New Zealand woman who was saved from a flood by a cow in the book, *Cow Power*, by Kim Riley.
4. What do people usually get gold medals for? Why did Raju and Joe get medals?
5. People can receive bravery awards for civilian actions. Do some research and find some examples.
6. How did Joe's family help Raju's family?
7. What did the heavy downpour cause?
8. In parts of New Zealand, goats can be regarded as pests. Why do you think the goat was so important to this Fijian family?
9. Find out about goat farming in New Zealand.
10. Have you ever had to overcome a fear? Who helped you to do it?

## The World's Highest Tray Cloth, Margaret Mahy

1. Do some bark rubbings of different trees. Compare the textures of the trunks.
2. (3rd paragraph, page 138) – what song/story does this description remind you of – skin, bark, branch, tree, etc
3. Discuss the analogy of crow's nest (139/140).
4. Imagine you are at the top of Ransome's tree – you are now a "wise magician" using the world as your crystal ball, or a "king of a green island floating over the roofs of cities" (140). Describe what you see or feel.

## General

1. Make a list of all the Gods mentioned in the book – choose one to study in depth to present in oral form to the class.
2. If you come across Maori or other non-English words that you don't know, what sources could you use to find out?

Create vocabulary list of all non-English words in these stories. You could make word banks with the words in certain groups eg birds, food, plants etc and illustrate them.

3. Read other stories/books by the authors in this book. What sources can you access to get author profiles? Try these:

[www.storylines.org.nz](http://www.storylines.org.nz)

[www.bookcouncil.org.nz/](http://www.bookcouncil.org.nz/)

<http://library.christchurch.org.nz/Childrens/ChildrensAuthors/>

4. Find other books Bruce Potter has illustrated – study the illustrations. Compare each book. Is there a particular style coming through? Try to draw someone in your class in the style of Bruce Potter.
5. Read myths and legends from Pacific Island countries.
6. Create games – crosswords, word searches on any of the stories, authors or vocabulary featured. Maybe this website will help:

<http://puzzlemaker.school.discovery.com/>

