

## Overview

This timeline, which charts the origins and rise of Māori rugby, also traces some of the changes in race relations in New Zealand. The timeline fits well alongside “A Tour Like No Other”, continuing the theme of changing attitudes towards discrimination. It highlights the contributions made by several Māori players, including Farah Palmer, captain of the Black Ferns. Key events in Māori rugby over the past 140 years are documented and described, particularly the impact of South Africa’s apartheid policies on Māori rugby players. Use the two articles together to help students put the events into

a wider context and deepen their own understanding of the issues involved, not just for rugby, but for all New Zealanders.

Texts related by theme “A Short History of Rēkohu” SJ 3.3.10 | “A Tour Like No Other” SJ 4.2.11

## Text characteristics from the year 8 reading standard


Non-continuous text structures and mixed text types

Illustrations, photographs, text boxes, diagrams, maps, charts, and graphs containing main ideas that relate to the text’s content

Sentences that vary in length, including long, complex sentences that contain a lot of information

**1900**



**1910** The first Māori team to be recognised by the NZRFU plays its first official match in Rotorua.

**1921** New Zealand Māori lose 8–9 to South Africa in a fiercely fought, controversial match in Napier.

**1922** New Zealand Māori play the All Blacks for the first time, losing 14–21.

**1924–25** While on tour, All Black George Nēpia plays 38 matches in a row.

**1926–27** New Zealand Māori tour the northern hemisphere, winning 30 of 40 matches.

**1938** New Zealand Māori tour Fiji.

**1943** The New Zealand Māori Battalion rugby team wins the Freyberg Cup.

**1949** Māori are excluded from the All Black tour of South Africa because of the “wholly European” player policy held by the South African government.

**1956** The intense rivalry against the Springboks continues when New Zealand Māori play South Africa at Eden Park.

**1938** The teams were evenly matched, and the series was a draw – but the Fijian players definitely had their own take on footwear. They finished the first test match in bare feet after deciding their rugby boots, which the players had been wearing for the first time, were too uncomfortable.

**1943** Part of the New Zealand Division in World War II, the Māori Battalion formed a rugby team to compete for the Freyberg Cup, a rugby trophy played for by units in the New Zealand army. The deciding match was one to remember. Watched by a huge crowd at the camp’s football ground in Tripoli, Libya, the game was played in heavy rain and strong winds. The score: Māori Battalion 8, Signallers 6.

**1949** Despite high hopes, New Zealand Māori were thrashed 0–37 in front of 60 000 spectators. Some people say the visit by the Māori Affairs Minister, Ernest Corbett, to the team’s dressing room before the match contributed to the loss. (He had asked players to “take it easy” on the field to ensure there was no animosity.)

Academic and content-specific vocabulary

Adverbial clauses or connectives that require students to make links across the whole text

Words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning

## Possible curriculum contexts

### HEALTH AND PHYSICAL EDUCATION

#### (Relationships with Other People)

LEVEL 4 – Identity, sensitivity, and respect:  
Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

### ENGLISH (Reading)

LEVEL 4 – Structure: Show an increasing understanding of text structures.

### ENGLISH (Writing)

LEVEL 4 – Structure: Organise texts, using a range of appropriate structures.

### Possible reading purposes

- To learn how Māori rugby has evolved
- To understand the connections between Māori rugby and the All Blacks
- To learn about aspects of racial discrimination experienced by New Zealanders.

See [Instructional focus – Reading](#) for illustrations of some of these reading purposes.

### Possible writing purposes

- To research and record the history of another sport or movement
- To create a computer-based presentation about a specific topic
- To research and report on another form of discrimination and find out how people's rights can be supported.

See [Instructional focus – Writing](#) for illustrations of some of these writing purposes.

## Text and language challenges

### VOCABULARY:

- Possible unfamiliar words and concepts, including “enthusiasm”, “prowess”, “race relations”, “social justice”, “townies”, “curiosity”, “indigenous”, “expertise”, “traditional dress”, “astonished”, “journalist”, “outraged”, “controversial”, “timid”, “tackles”, “devastating”, “celebrated”, “northern hemisphere”, “evenly matched”, “Māori Battalion”, “trophy”, “deciding match”, “Signallers”, “spectators”, “contributed”, “animosity”, “honorary”, “demeaned”, “condoning”, “apartheid”, “controversial”, “evidence”, “lawsuit”, “cancelled”, “designed”, “in breach of their contract”, “sponsor”, “apologised”, “excluded”, “centenary”, “eventually”
- Figurative and colloquial language, including “Made their mark”, “rugby giants”, “poked fun”, “leaked”, “their own take”, “thrashed”, “take it easy”
- Words with multiple meanings, such as “leaked”, “opposition”, “suspended”, “driven”
- The use of quotation marks to suggest an alternative meaning: “injuries”, “honorary whites”.

### Possible supporting strategies

Give pairs of students one of the illustrations. Ask them to make guesses about it and to make notes under the headings who, what, where, and when. Then have them share their ideas with the other pairs. Record some of the group's predictions to check as they read. Use this discussion to preview some of the vocabulary and key concepts in the text.

For students who are unfamiliar with the colloquial language, focus on this before reading. Choose two examples to model ways of working out the meaning from the context. Assign chunks of text to pairs of students and ask them to highlight one example of colloquial language and try to work out what it means. Share these items as a group and confirm the correct meanings. You could chart examples of colloquial language, grouping them under headings such as Sports, Feelings or Moods, or Ideas.

*The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

### SPECIFIC KNOWLEDGE REQUIRED:

- Knowledge of New Zealand sports history
- Knowledge of New Zealand general history
- Knowledge of the system of apartheid in South Africa, including the role of Nelson Mandela
- An understanding of the concepts of discrimination and protest.

### Possible supporting strategies

Reading the timeline after “A Tour Like No Other” will provide a broader context and introduce the concepts before the reading.

To make connections to students' prior knowledge, you could give students a blank timeline marked with the decades and a selection of events and/or images. Working in pairs, have them place the events or images along the timeline. The focus should be on the discussion, not the correctness of the placings. As they read the article, the students can compare their ideas with the printed timeline.

Students who have experienced discrimination, either personally or through family or friends, may (or may not) wish to share their feelings about this.

### TEXT FEATURES AND STRUCTURE:

- A linear (vertical) timeline, from 1870 to 2010
- The use of the timeless present tense for timeline entries
- The use of a narrative style and past tense for the text boxes
- The use of ellipses to indicate that some information or detail has been omitted
- The use of quotation marks to indicate quoted words or an alternative meaning of a word.

### Possible supporting strategies

Support any students who are not familiar with a timeline by working through a few entries together. Check that students are able to connect the text boxes with the matching dates and entries on the timeline.

If necessary, review the ways in which ellipses and other punctuation can be used, pointing out an example of each before reading, then discussing examples as the students read the text.

# Instructional focus – Reading

**Social Sciences** (Relationships with Other People, level 4 – Identity, sensitivity, and respect: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.)

**English** (Level 4 – Structure: Show an increasing understanding of text structures.)

## Text excerpts from “Māori Rugby: A Timeline”

But the story of Māori rugby is about much more than sporting prowess on the field. It also reflects the changes in society over the decades, especially people’s attitudes towards race relations and social justice.

Māori players are again excluded from an All Black tour of South Africa. 150 000 New Zealanders sign a petition against the tour.

(He had asked players to “take it easy” on the field to ensure there was no animosity.)

A number of New Zealand Māori players didn’t participate due to “injuries”. They later admitted not wanting to draw attention to their opposition to the tour.

And two rugby-playing lawyers took the NZRFU to court. ... The lawsuit was successful and the tour cancelled.

### 2001

The players for New Zealand Māori are forced to wear boots made by the team’s sponsor.

But the rugby boots were not designed for the longer, wider feet of Māori or Pasifika players, and some men painted stripes on the boots they preferred. The NZRFU warned that these men were in breach of their contract. One player was fined and suspended.

## Students (what they might do)

*The students **make connections** between the text and their understanding of the concepts of race relations and social justice to **hypothesise** that the text will include references to rugby contact with South Africa. As they read, they **make connections** within the text, locating examples of Māori being treated unfairly. The students **integrate** and **synthesise** this information along with any experiences or attitudes of their own to reach their own conclusions about people’s attitudes today.*

*The students **make connections** between the text and their own experiences of people “not wanting to make a fuss”. They **make connections** to contemplate what the consequences of speaking out might have been. They draw on information from “A Tour Like No Other” to **infer** that people may have a variety of personal reasons for deciding not to speak out.*

*They **integrate** information from both texts and **infer** that people who speak out and refuse to tolerate unfair decisions can bring about change.*

*The students use their vocabulary knowledge to **infer** the meaning of “forced” and **make connections** between this and the explanation in the text box. They **infer** that, even in 2001, some players were treated unfairly because of their race.*

*Students **make connections** between the text and other examples they have seen, read, or heard about where people are expected to conform to a norm that does not take account of inherent differences.*

## Teacher (possible deliberate acts of teaching)

**DIRECT** pairs or groups of students to read the text and locate examples that help them to meet the reading purpose.

- What evidence is there that people’s attitudes towards race relations and social justice have changed over the decades?

As a group, take a section of the timeline and co-construct a short summary of the attitudes shown in this time period, identifying evidence from the text. Give pairs of students different sections and ask them to summarise the attitudes. Tell them to be prepared to explain their summaries, giving evidence from the text. Have all of the pairs share their summaries and discuss any changes in people’s attitudes over time. Highlight clues to the reasons for these changes.

**PROMPT** students to compare texts.

- As you read, keep in mind the article “A Tour Like No Other” and what you learned about the people who spoke out or took action against injustice.
- Compare the responses and the actions of people in each article. Why do you think that some people felt unwilling or unable to speak out?
- What factors led to the attitudinal changes that are highlighted in these articles?

**ASK QUESTIONS** to support students to extend their thinking as they discuss the text in pairs or groups.

- Why were the players forced to wear specific boots? Do you think it’s fair enough to expect everyone to wear the same uniform? Why do you think that?
- What is your opinion of the NZRFU’s response to the Māori and Pasifika players?
- What other examples can you think of where people are unfairly expected to conform to a norm?

**GIVE FEEDBACK**

- You’ve located evidence for your opinion and drawn your own conclusions. What other perspective could there be on this topic? Why is it important to consider other points of view?
- You made some clear connections between this article and “A Tour Like No Other”. I can see this has helped you to understand how things happened in 1981. Where else could you find information to check your understandings and find out more?

### METACOGNITION

- Show me the evidence for the inference you made about Ernest Corbett. How can you check this?
- Tell me how you worked out the meaning of “debuting”.
- What did you do to keep track of the entries on the timeline and the information in the text boxes?

Reading standard: by the end of year 8

The Literacy Learning Progressions

Assessment Resource Banks

# Instructional focus – Writing

**Social Sciences** (Relationships with Other People, level 4 – Identity, sensitivity, and respect: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.)

**English** (Level 4 – Structure: Organise texts, using a range of appropriate structures.)

## Text excerpts from “Māori Rugby: A Timeline”

## Students (what they might do)

## Teacher (possible deliberate acts of teaching)

1888

For the first time, a haka is performed before a rugby match.

In front of thousands of rugby fans in Surrey, England, the New Zealand Natives, wearing traditional dress, chanted “Ake, ake, kia kaha!” (For ever, be strong and bold!).

The crowd was reported to have been astonished, although some members of the British press poked fun.

One South African journalist was outraged by local fans cheering on “a band of coloured men” when they should have been supporting “members of their own race” (the Springboks).

### SUPPORTING DETAIL

*In a timeline, the entries are usually brief. The addition of details in a text box supports and illustrates the timeline entry, helping the reader to understand the impact of the event.*

### PUNCTUATING COMPLICATED SENTENCES

*Punctuation guides the reader through a complicated sentence. Commas indicate the start and finish of clauses and phrases within the sentence.*

### DIRECT QUOTES

*When students have access to original source materials (for example, interviews, diaries, or letters) they may be able to use direct quotations. Carefully chosen, these add immediacy and authenticity to their writing.*

**ASK** students to explain their writing intentions to a partner. They should ask each other questions such as:

- What is it you want your readers to know and understand?
- What structure will you use? Why is this a good choice for your purpose?
- What information will you need? Where will you find it?
- How will you decide what to include and what to leave out?
- How do you consider your audience when you make these decisions?

**DEMONSTRATE AND DISCUSS** how to punctuate a complicated sentence.

Write the sentence “In front of ...” on a chart, omitting all the commas. Read it aloud without any pauses or changes in stress. Next, ask students to read the sentence aloud, adding pauses where they feel they are needed for sense.

Insert commas as indicated by the students’ pauses, testing by reading each version aloud.

Note that, if there is no comma after “Natives”, the meaning is unclear.

For students who need more support, read aloud or have them listen to a recording and then punctuate the sentences together. Explicitly explain the relevant rules for punctuating sentences with commas.

**ASK QUESTIONS** when necessary to support students to find sources.

- Which search tools have you used? How did you use them, and how helpful were they? (If they were not helpful, students may need support with searching techniques. Suggest peers who may have the necessary skills.)
- How “close” are your sources to the original people and events you’re writing about?
- If you can interview people for information, how have you planned the interview?
- Once you’ve found a good source of information, how are you going to select details (including direct quotes) to include?

**DEMONSTRATE** the way an author can incorporate selected parts of a quote into a sentence.

- This extract includes direct quotations from an article that was probably far too long to use here. The author chose the words that would have most impact and put them into a sentence in a way that makes sense.
- If you do this, take care not to misquote: unscrupulous writers lift words and construct sentences that can give a very different meaning from the one that the original writer intended.

### GIVE FEEDBACK

- The topic you’ve chosen works well in a timeline because the key events happened in chronological order.
- The quotes you found give your writing authenticity and veracity. They support your points well.

### METACOGNITION

- Tell me why you chose this structure. How will it help to convey your message to your audience?
- Describe what you did to get the information for this article. What searches did you carry out, and how did you refine the results?
- Show me your writing plan. How are you going to help your readers follow the complex series of events you want to describe?

 Writing standard: by the end of year 8

 The Literacy Learning Progressions