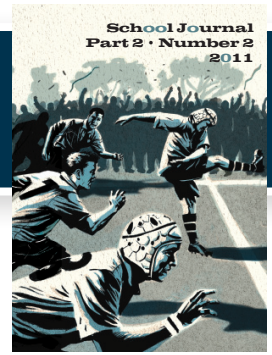


# From Kick-off to Cup

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Year 6



## Overview

This illustrated timeline spans 141 years of events, issues, and milestones in the history of rugby in New Zealand. It includes the birth of the All Blacks, the changing position of Māori in local and international rugby, and the development of women's rugby. Underlying social and political themes include racism, apartheid, women in sport, and professionalism.

The text assumes that readers have a lot of background knowledge so they can make inferences and make connections. It offers

opportunities to discuss the ways that social and political decisions are made by groups and governments and to understand the ways attitudes and decisions can change over time.

The text offers opportunities for students to build on the key competencies of thinking and using language, symbols, and texts.

Texts related by theme

“Mrs Wilding’s Potatoes” SJ 2.2.11 | “The Real Ritchie McCaw” SJ 2.2.11 | “Get Ready to Roll!” SJ 2.2.11

## Text characteristics from the year 6 reading standard

some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text

a significant amount of vocabulary that is unfamiliar to the students (including academic and content-specific words and phrases), which is generally explained in the text by words or illustrations

sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses)

**1960** [ **The All Blacks tour South Africa – again without any Māori players.**  
The Citizens All Black Tour Association tried to stop the tour, using the slogan “No Māori – No Tour”. People marched in the streets, and almost 160 000 New Zealanders signed a petition against the tour. But the tour went ahead.

**1970** [ **Three Māori players (and Samoan Bryan Williams) tour South Africa with the All Blacks.**  
Under South Africa’s apartheid laws, people from different races had to be kept apart. The Māori and Samoan players had to be classified as “honorary whites”. Under this arrangement, South Africa granted the players some of the rights usually given only to white people in that country, such as eating in the same restaurants as white people and staying in the same hotels.

**1970** [ **All Black Colin Meads breaks his arm while playing in South Africa.**  
His arm was dangling painfully, but Meads stayed on the field. “At least we won the game,” he muttered afterwards. Colin “Pinetree” Meads played 133 games for the All Blacks between 1957 and 1971. In 1999, he was named New Zealand’s Player of the Century.

**1971** [ **The All Blacks lose their first-ever series to the British Lions.**  
During one match, Howard Joseph was about to score a try when he fell over a dog that had run onto the field. Joseph never played for New Zealand again.

**1977** [ **A planned tour of South Africa by New Zealand Māori is cancelled.**

**1981** [ **The Springboks tour New Zealand.**  
South Africa still had its policy of apartheid, and all Commonwealth countries had agreed not to compete with them. But the NZRFU was determined to go ahead with the tour, and New Zealand’s government believed they shouldn’t interfere.

**1960** [ **ALL BLACKS – MAORI ISSUE**  
SIGN THE PROTEST PETITION AGAINST RACIAL DISCRIMINATION

**1981** [ **School children at anti-apartheid protest in Wellington, 1981**

**1970** [ **Black Furlong, Sid Going, Henare Milner, and Bryan Williams**

mixed text types (for example, a complex explanation may be included as part of a report)

illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation

some information that is irrelevant to the identified purpose for reading (that is, some competing information), which students need to identify and reject as they integrate pieces of information in order to answer questions

Reading standard: by the end of year 6

## Possible curriculum contexts

### SOCIAL SCIENCES

LEVEL 3 – Social Studies: Understand how groups make and implement rules and laws.

### ENGLISH (Reading)

LEVEL 3 – Structure: Show a developing understanding of text structures.

### ENGLISH (Writing)

LEVEL 3 – Structure: Organise texts, using a range of appropriate structures.

### Possible reading purposes

- To build understanding of the key people, important dates, and the events that shape the history of New Zealand rugby
- To explore how rugby has changed over the years
- To identify the ways that changing attitudes and values can affect decisions about a sport.

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

### Possible writing purposes

- To select an event, situation, or person (from the timeline) to research and write about in detail
- To use the text as a model to write a timeline for another sport or activity.

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

 The New Zealand Curriculum

## Text and language challenges

### VOCABULARY:

- Possible unfamiliar words or phrases, including “Legend”, “gets the credit”, “nation”, “an early form of”, “official”, “represented”, “jerseys”, “The Natives”, “shovelling”, “jogging”, “grumbled”, “haka”, “cancelled”, “knickerbockers”, “stockings”, “shield”, “Earl”, “Governor”, “designed”, “attracted”, “spectacular”, “poi”, “the home side”, “victory parade”, “races”, “legendary”, “fullback”, “Citizens”, “slogan”, “petition”, “apartheid”, “classified”, “honorary”, “granted”, “rights”, “restaurants”, “dangling”, “muttered”, “series”, “Commonwealth countries”, “interfere”, “violence”, “tournament”, “funding”, “apologised”, “policy”, “milestone”, “pride”, “passion”
- Colloquial words and expressions, including “Legend has it”, “more rugby-like”, “Gal Blacks”
- The word families: legend/legendary; protest/protested/protesters
- The names of teams: Natives, All Blacks, Springboks, Invincibles, British Lions, Black Ferns; and organisations, including acronyms.

### Possible supporting strategies

Identify words and phrases your students will need support with, especially those students who are not familiar with rugby.

Give students some of the vocabulary they need support with. Ask them to scan the text and find the words or phrases, then read the text around them with a partner and discuss what they think they mean. Hand out or display simple definitions with example sentences. Have the students use their discussions and the sentences in the text to identify the correct definition for each item. Go through the answers with the whole group, clarifying the meanings when necessary. Ask them how they made predictions about the word meanings and what helped them.

Identify new vocabulary that students should prioritise for learning. Have them record this vocabulary. Plan for ways to ensure that they have opportunities to encounter this vocabulary often and in many contexts.

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

### SPECIFIC KNOWLEDGE REQUIRED:

- Knowledge of the game of rugby
- Knowledge of key events in rugby history
- The understanding that individuals, groups, and government make decisions, rules, and laws and that these can change over time
- Understanding of the concept of discrimination (racially and gender-based).

### Possible supporting strategies

The text demands a large amount of background knowledge: this can be built before, during, and after reading. Use repeated readings to pick up on different aspects rather than trying to cover everything at once. See below for a jigsaw reading suggestion.

Students who know a lot about rugby can share their knowledge with other students. Prompt students to ask and answer questions as they share and discuss what they are learning.

Invite family or community members who have relevant experience (for example, of the 1981 tour or of women’s rugby) to share this with the students.

### TEXT FEATURES AND STRUCTURE:

- Dates used to mark points in time
- A range of past verb forms
- The need for the reader to draw on prior knowledge and to make inferences to understand each entry
- The connections across different entries, which provide opportunities for students to cross-check and make and justify inferences, and to interpret, evaluate, and integrate information.

### Possible supporting strategies

Remind the students of other timelines they have read or made and review the purposes and features of timelines. Discuss the kinds of entries usually made on a timeline, including the criteria used for selecting them and the point of view or possible bias of the compiler.

Some students may need support to make connections: add dates and entries that relate to them and their family or neighbourhood to help students gain a sense of perspective.

For students who are likely to struggle with the quantity of detailed information, you could use a jigsaw approach. Give pairs of students three or four sections without the dates. Support them to read and understand their sections. Give each pair the dates for the sections and ask them to decide which dates fit the sections. Have the pairs combine into a group that has all of the sections. Tell them to share their information so they can all agree on the correct order.

 Sounds and Words

# Instructional focus – Reading

**Social Sciences** (Level 3 – Social studies: Understand how groups make and implement rules and laws.)

**English** (Level 3 – Structure: Show a developing understanding of text structures.)

## Text excerpts from “From Kick-off to Cup”

### 1891 A team of women rugby players plan to go on tour.

But the tour was cancelled when people protested that “Women don’t play rugby!”

### 2010 Rugby World Cup – again!

The Black Ferns have now won four World Cups in a row. Unlike the All Blacks, the players are not paid. The captain, Melissa Ruscoe, said “It comes down to pride and passion and the jersey that you are wearing.”

### 1970 Three Māori players ...

The ... players had to be classified in South Africa as “honorary whites”. Under this arrangement, South Africa granted the players some of the rights usually given only to white people in that country, such as eating in the same restaurants as white people and staying in the same hotels.

### 1960 The All Blacks tour South Africa – again without any Māori players.

### 1998 South Africa says sorry.

South Africa’s Sports Minister and the South African Rugby Union apologised ...  
The New Zealand Rugby Union also apologised ...

## Students (what they might do)

Students **make connections** with their own knowledge and experience of women’s rugby now to **infer** that attitudes to women were different in 1891. They **ask questions** about who protested, how many protested, and who decided to cancel the tour. Students **locate, evaluate, and integrate** information about women in rugby to **infer** that women’s teams have succeeded despite earlier protests. They **compare and think critically** about the situation of the Black Ferns in relation to the All Blacks.

Students draw on their vocabulary knowledge and **make connections** with earlier parts of the text to understand this extract. They **infer** that the government in South Africa had strict rules for non-whites, and they think critically about this as they read.

With support, students **locate, evaluate, and integrate** to **infer** that a change of government in South Africa and changes in people’s attitudes led to apologies from both rugby unions.

## Teacher (possible deliberate acts of teaching)

**PROMPT** the students to discuss this entry with a partner or group.

- What can you infer from this? What knowledge did you use?

**EXPLAIN** that a useful reading strategy is to ask questions in your head as you read. The questions you ask help you to find information.

**MODEL** how to ask useful questions:

- What doesn’t the text tell us? What do we want to know more about?
- What can we infer? What questions require further research?

**ASK QUESTIONS** to promote discussion that helps students integrate information and think critically as they read.

- Reread the text to find other information about women’s rugby. Discuss with a partner what has changed over time and why you think it has changed.
- What connections can you make with your own experiences and other sports to understand the captain’s words?
- What do you think about the fact the women are not paid? What can you infer about how women’s rugby is valued?

**ASK QUESTIONS** to support students to use strategies.

- The term “honorary whites” is probably new to you. Read the second sentence. What could the players do? Who could usually do that? So these players were not white, but they could do those things. What do you think “honorary whites” means? How do you think people felt about this? Note that looking at the previous or the next sentence can sometimes help you work out the meaning of new vocabulary.
- What have you read already in this timeline that helps you understand this extract?
- Why couldn’t the Māori and Samoan players be treated normally?

**ASK QUESTIONS** to generate discussion in order for students to make connections across the text.

- Why do you think both rugby unions said sorry? What happened in South Africa and New Zealand that allowed this to happen?
- Why do you think the author chose to include information about playing rugby with South Africa? What does it say about the significance of this in the history of rugby?
- Some people say we shouldn’t mix sport and politics. Given the information in this text, what is your opinion?

**GIVE FEEDBACK**

- You used the timeline structure to track how things have changed over time. That really helped you to integrate information so you could come up with your own ideas about rugby.
- You supported your opinions with evidence from the text. That helps you to gain deeper understanding about what you’re reading.

## METACOGNITION

- How important was a knowledge of rugby to help you understand this article? If you didn’t know much about rugby, what strategies could you use to understand the text? What kinds of knowledge and experience of your own were useful in understanding this text?
- How did the timeline structure help you understand the text?

Reading standard: by the end of year 6

The Literacy Learning Progressions

Assessment Resource Banks

# Instructional focus – Writing

**Social Sciences** (Level 3 – Social studies: Understand how groups make and implement rules and laws.)

**English** (Level 3 – Structure: Organise texts, using a range of appropriate structures.)

## Text excerpts from “From Kick-off to Cup”

## Students (what they might do)

## Teacher (possible deliberate acts of teaching)

### 1823 Rugby is born.

Legend has it that a schoolboy called William Webb Ellis was playing football at Rugby School in England. Suddenly he picked up the ball and ran with it. No one had ever done *that* before.

#### STRUCTURE

*The structure of a text usually reflects the author's purpose. A timeline gives readers a long view, using brief snapshots at specific points in time. The author decides what to include and what to leave out, using a set of criteria to determine the importance of the information.*

**ASK QUESTIONS** to help students clarify the structure they will use.

(As a response to this text, students may wish to make a timeline of another sport or activity or to focus on one idea from the text.)

- What purposes could a timeline serve?
- If you're making a timeline, how will you decide which events to include?
- If you're going to research one idea from the text, what will it be? Why have you chosen that idea? What do you know about it already?
- How will you structure your writing? Why?
- What information sources will you need to use?
- How will you decide what to include and what to leave out?

Some students may need support with using a range of verb forms for past and present situations and events. You could use a graphic organiser to list events from the text, some of the verb forms, and why each form was used. Provide opportunities for students to identify the verb forms, co-construct sentences with the correct forms (for example, in a dictogloss or cloze activity – see [esolonline.tki.org.nz](http://esolonline.tki.org.nz)), and use the forms to listen to and recount past events orally – before they need to write them.

### 1924–25 “The Invincibles” tour Britain.

On this tour, the All Blacks won every game against the home side. On their return to New Zealand, they were greeted with a huge victory parade in Wellington.

#### SUPPORTING DETAILS

*Adding details to a brief heading can help the reader to understand the heading. Details can add credibility or evidence to support an idea or a fact. Details can also act as an explanation for an unfamiliar word.*

**PROMPT** students to think about places where details can be added to their writing.

- When you're revising, think about any words or information you've used that might need an explanation. Could adding some details make your writing clearer?
- What kinds of details or evidence would add credibility to your writing?

What kinds of detail would most interest your readers?

### 1970 All Black Colin Meads breaks his arm while playing in South Africa.

His arm was dangling painfully, but Meads stayed on the field. “At least we won the game,” he muttered afterwards. Colin “Pinetree” Meads played 133 games for the All Blacks between 1957 and 1971. In 1999, he was named New Zealand's Player of the Century.

#### IMPLICATION

*Authors assume that readers will bring their own knowledge to a text, so they imply ideas rather than spell them out. Students need to learn to imply in their writing if this fits their purpose.*

**MODEL** the difference between implicit and explicit.

- The writer tells me what happened. I can imagine how painful it must have been to play with a broken arm, and I know I wouldn't be able to do that. I infer from this that he was courageous to keep playing and that winning the game was more important to him than his injury. I get this from the text – the writer doesn't need to say it explicitly.

**GIVE FEEDBACK** to affirm students' writing decisions, inform them about the effectiveness of these decisions, and guide their learning.

- Your writing goal is to choose ways of presenting information that match the purpose and audience. A timeline works well for the history of netball. You've made good use of the model for your writing.
- You have managed to imply that the rules were unfair. I was able to figure this out because ...

#### METACOGNITION

- Tell me about the choices you made as you planned your writing – what were you thinking? What did you have to consider?
- What new ideas or facts did you learn as you were writing this? Did that make you change your plans?
- What advice would you give to someone else trying to write a timeline? What was difficult? How did you overcome any problems?

 Writing standard: by the end of year 6

 The Literacy Learning Progressions