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.
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.

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.

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.

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.

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.

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”, “suspected”,
“driven”
• The use of quotation marks to suggest an alternative meaning: “injuries”,
“honorary whites”.

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.

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.

Sounds and Words

The New Zealand Curriculum
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.
### 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.)

<table>
<thead>
<tr>
<th>Text excerpts from “Māori Rugby: A Timeline”</th>
<th>Students (what they might do)</th>
<th>Teacher (possible deliberate acts of teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1888</strong></td>
<td></td>
<td><strong>ASK</strong> students to explain their writing intentions to a partner. They should ask each other questions such as:</td>
</tr>
<tr>
<td>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.</td>
<td><strong>DIRECT QUOTES</strong> 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.</td>
<td><strong>ASK QUESTIONS</strong> when necessary to support students to find sources.</td>
</tr>
<tr>
<td>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).</td>
<td><strong>SUPPORTING DETAIL</strong> 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.</td>
<td><strong>DEMONSTRATE</strong> how to punctuate a complicated sentence.</td>
</tr>
<tr>
<td><strong>PUNCTUATING COMPLICATED SENTENCES</strong> Punctuation guides the reader through a complicated sentence. Commas indicate the start and finish of clauses and phrases within the sentence.</td>
<td>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.</td>
<td><strong>DEMONSTRATE</strong> and <strong>DISCUSS</strong> how to punctuate a complicated sentence.</td>
</tr>
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<td><strong>DIRECT QUOTES</strong></td>
<td><strong>ASK QUESTIONS</strong> when necessary to support students to find sources.</td>
<td><strong>DEMONSTRATE</strong> the way an author can incorporate selected parts of a quote into a sentence.</td>
</tr>
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<td>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.</td>
<td>• 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?</td>
<td>• 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.</td>
</tr>
<tr>
<td><strong>GIVE FEEDBACK</strong></td>
<td>• 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.</td>
<td><strong>GIVE FEEDBACK</strong></td>
</tr>
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</table>

**PUNCTUATING COMPLICATED SENTENCES**

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**SUPPORTING DETAIL**

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