Rise Up: The Story of the Dawn Raids and the Polynesian Panthers
by Pauline Vaeluaga Smith

Brave Flower
by Simone Kaho

Overview
This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The material provides many opportunities for revisiting the text.

The article “Rise Up: The Story of the Dawn Raids and the Polynesian Panthers” recounts the story of the dawn raids that took place in Aotearoa in the 1970s. Under instruction from the government of the day, police and immigration officials invaded the homes of Polynesian people in the early hours of the morning, demanding evidence that they were lawfully living in Aotearoa. Others suffered “blitzes” – random checks for proof of residency, often carried out in public. Many people who had until then been regarded as valued members of New Zealand’s labour force were prosecuted and deported. The article describes the response to this state-sponsored racism, particularly from the young Pacific Island people who formed the Polynesian Panthers, a force for resistance that endures today.

The poem “Brave Flower” vividly captures the experience of those who were subjected to the dawn raids.

The article:
▪ is a fact-based account of a shameful episode in New Zealand’s history
▪ has a theme of racism and resistance
▪ is organised into sections with headings
▪ has photographs, a logo, a poster, and quotations to illustrate the text.

The poem:
▪ complements the article by offering an insight into the personal impact of the raids
▪ is an example of a concrete poem (a poem where the visual appearance reflects the topic)
▪ has a stark, realistic, conversational tone
▪ includes a central image of a hibiscus flower
▪ has photographs, a logo, a poster, and quotations to illustrate the text.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

Text characteristics from the year 8 reading standard
We have retained the links to the National Standards while a new assessment and reporting system is being developed. For more information on assessing and reporting in the post-National Standards era, see: http://assessment.tki.org.nz/Assessment-and-reporting-guide

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**Text and language challenges**

Some of the suggestions for possible supporting strategies may be more useful before reading, but they can be used at any time in response to students’ needs.

**VOCABULARY**

**“Rise Up”**
- Pacific names and words, including “Tigilau Ness”, “Pālagi”, “Will Iloialia”, “Melani Anae”
- Colloquial language, including “dobbing … in”, “come clean”, “turn the tables”
- The language of protest, including “civil rights movement”, “activists”, “social injustice”, “sit-in”; the slogans on the placards; the messages “knowledge is power”, “educate to liberate”, “power to the people”
- The use of language to label and stigmatise, including “overstayer”, “Operation Pot Black”, “the immigration issue”
- Words and phrases about immigration, including “immigration officers”, “illegally”, “temporary permits”, “visas”, “deported”, “residency”
- Stylistic flourishes, such as “Fast forward ten years to another country”, “Enter the Polynesian Panthers”
- Figurative language, including “stark contrast”, “looked to the Pacific”, “ungodly hour”, “they swooped on …”, “forge a new identity”, “public outcry”, “education as the tool that will lead us out of oppression and darkness and into the light”

**“Brave Flower”**
- Figurative language, including “brave flower”, “come like shots”, “Bodies thump”, “Suzi with the good English”, “grinds shark teeth”, “like we’re murderers”, “Like we’re animals”

**Possible supporting strategies**
- Identify words or phrases that may be unfamiliar.
- You may have students with knowledge of the Pacific names and words. Use their knowledge of pronunciation and meaning as a support.
- Prompt prior knowledge of protest, conflict, injustice, and confrontation and explain that most of the words that may be unfamiliar are linked to the theme of protest. Create mind maps to show the links between words. The image on page 44 could be used as a prompt for this discussion.

**TOOLS**
- The students could use Mindmup Chrome app or Google Drawing for this task.
- Have the students write definitions for key terms without using a dictionary. As they come across the term when reading, the students can confirm or revise their original definition. The answers can then be discussed and clarified as a whole class. If appropriate, you could encourage English language learners to write definitions in their first language.

**SPECIFIC KNOWLEDGE REQUIRED**

- Some familiarity with the abstract concepts of social injustice, racism, and civil rights
- Some familiarity with the black civil rights movement in the United States
- Some familiarity with the social and economic background of 1970s New Zealand
- Some familiarity with the history of immigration to New Zealand
- Some understanding that good things can sometimes come out of bad

**Possible supporting strategies**
- Discuss the concept of immigration and why people may move to another country. Recent migrants may be willing to share their thoughts.
- Students of Pacific heritage may have family members who were the targets of the dawn raids. They may be comfortable to share their experiences, but it may also be an area of great discomfort. Refugee students may also have experience of being targeted and ostracised.
- Show the students the National Party anti-immigration advertisement that is referred to in the article and have them read the Te Ara article, “Action against racism, 1970”.
- Briefly prompt the students to make connections to current “immigration issues”, including the concept that immigrants are responsible for New Zealand’s housing crisis. (Be sensitive to the feelings of recent immigrants as you discuss these ideas.)
- A documentary on the dawn raids is available online from NZ On Screen. It may be useful for the students to view an extract from this documentary.
- For English language learners, providing a short summary of what the documentary is about before watching will help them focus on the main ideas. Alternatively, provide a viewing guide that students can complete while watching. You could also record any key vocabulary used in the documentary to discuss afterwards.
### TEXT FEATURES AND STRUCTURE

#### Possible supporting strategies

**“Rise Up”**
- Prompt the students to recall what they are likely to find in a historical article, for example, reported information, including personal recollections, photographs, and other artefacts from the time.
- Prompt prior knowledge of the use of direct speech and support the students to make links between its use in fiction and in information texts.
- Have the students work in pairs to locate direct speech and identify the speaker. Why have so many people been quoted for this article?

**“Brave Flower”**
- Leave the poem until after the students have read the article and can bring that knowledge to their reading.
- Read the poem aloud. Stop after each stanza and discuss what the stanza is about.

#### Possible curriculum contexts

**ENGLISH (Reading)**
- Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

**ENGLISH (Writing)**
- Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics
  - Language features: Use a range of language features appropriately, showing an increased understanding of their effects.

**SOCIAL SCIENCES**
- Level 4 – Understand how people participate individually and collectively in response to community challenges.

**Possible first reading purpose**
- To find out about the dawn raids of the 1970s.

**Possible subsequent reading purposes**
- To identify events that led to the creation of the Polynesian Panthers
- To find out about an important period for Pacific New Zealanders
- To explore how the poet conveys the feelings of people caught up in the dawn raids
- To identify how the poem and the article work together to convey the facts, the impact, and the personal responses of people affected by the dawn raids.

**Possible writing purposes**
- To write a response to the article
- To create a list of questions you would like to ask someone from the Panthers
- To compare the dawn raids with immigration issues today
- To write a slogan that conveys a message about a social issue
- To write your own concrete poem about another historical event or an event that had a strong effect on you.
Instructional focus – Reading

English Level 4 – Ideas: Show an increasing understanding of ideas within, across, and beyond texts.

First reading

“Rise Up”
- Share the purpose for reading with the students.
- Read the introductory paragraph together. Check the students’ understandings, using the strategies for supporting their prior knowledge.
- Skim and scan the rest of the article together, prompting the students to use the subheadings and images to predict the content of each section.
- Explain why it is important to ask questions of text. Ask the students to highlight any parts of the text they don’t understand and to note any questions.

If the students struggle with this text
- Chunk the text into its seven main parts and share-read them. Remind the students of strategies that are particularly useful on a first reading, such as slowing down, rereading, making connections with their prior knowledge, and reading on.
- Have the students highlight the adverbs of time and use them to create a timeline.
- Discuss the students’ responses to the term “overstayer”. What do you think overstayer means? Is it a good thing or a bad thing? What are some other labels you’ve heard for minority groups? What is the effect of labelling people? How does this affect the way other people see them?
- When the students read the section headed Operation Pot Black, prompt them to synthesise the information about the nationality of the overstayers and the nationality of those who were prosecuted to understand why the writer says “But Muldoon’s government didn’t act fairly”. Why does the writer say the government wasn’t being fair? What is her evidence?

“Brave Flower”
- Tell the students that this poem provides another way to learn and think about the dawn raids. Ask them to share their first impressions with a partner.

If the students struggle with this text
- Read the poem aloud as the students read along, taking care to let the line breaks guide the rhythm.

Subsequent readings How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

“Rise Up”
The teacher
Discuss with the students whether their predictions about the content of each section were correct. Ask if they found answers to their questions as they read or whether they still have questions.

Tell the students that you want them to work in pairs to create a summary of the article and to capture the questions it raises in their minds. Get them started by rereading the introduction.
- What is the main idea or fact in the introduction?
- Can you identify the most important sentence? How do you know it’s this one?
- Can you tell me the main idea in your own words?
- Did any questions come to mind as you read the introduction? Did you find the answers? If so, where did you find them?

Create a table that the students can use to record their summaries and questions, working first in pairs, and then as a group. It could be like the table below. DIGITAL TOOLS You could use Google Docs to create the table.

<table>
<thead>
<tr>
<th>Important points</th>
<th>Questions</th>
<th>Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boom and bust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation Pot Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Sad State of Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time for Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Come Out with Your Passport Now!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Into the Light</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main idea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subsequent readings (cont.)

**The teacher**
When the summaries are complete, support the students to identify the main idea or theme, adding this to their graphic organiser.

- What do you think the writer’s message is?
- What are we supposed to think by the end?
- What evidence do you have to support your point of view?
- Does any of this have relevance to our lives today?

**The teacher**
Discuss the events that led to the rise of the Polynesian Panthers. Have the students work in pairs, using the text and their summaries to identify what led the Polynesian Panther movement to take action. Prompt the students to consider the effect of the dawn raids on Pacific people.

- Why did things suddenly change for Pacific workers and their families?
- What was the effect of the dawn raids on all Pacific people?
- How did other New Zealanders respond to the dawn raids?

**“Brave Flower”**

**The teacher**
Support the students to make inferences about the author’s purpose and to identify features of the poem’s language and structure that help achieve that purpose.

- Like the article, the poem is about the dawn raids. What is the poet’s message? How is this different from the message of the article?
- Who is the speaker in this poem? What is her role? How does it change?
- How does the poem make you feel? How does the writer make you feel that?
- How has the writer structured this poem? Why has she laid it out in this way?
- What new questions does the poem raise for you?

Focus on the title of the poem and use this to prompt thinking about the figurative language.

- What does she mean by “brave flower”? Where do we see this idea or “motif” repeated in the poem? How does this help convey her meaning?
- What do you recall about the features of poetic writing? Can you find some examples of these features in this poem?
- How do the poem and the article work together to paint a picture of the impact of the dawn raids?

**The students:**
- understand that writers can convey strong messages through their interpretation of past events
- hypothesise what the message may be
- search for and evaluate evidence to support their hypotheses
- synthesise information across the text and make inferences about how events that took place forty years ago have echoes in Aotearoa today.

**The students:**
- identify specific information about the arrival and consequent targeting of Pacific workers in New Zealand
- make inferences about how the dawn raids affected all Pacific immigrants in New Zealand
- synthesise information across the text to draw conclusions about the impact of the dawn raids on Pacific people at the time and in following years.

**The students:**
- read and respond to the poem
- identify the connection between the layout and punctuation and the poem’s theme
- identify and explore the reason for the change from second person to first person
- explore the role of figurative language in the poem and the article
- describe what they learn from the poem and identify its theme (main idea)
- make a personal response, including asking questions
- synthesise ideas and information from the poem and the article to understand how the dawn raids impacted on the lives of many Pacific families.

**GIVE FEEDBACK**
- You summarised the important points from each of our sources. You also asked questions and saw how you could find answers by going to other sources. As you read and view longer and more complex texts, this will be a very helpful ability – it will help you keep track of what you’re learning and identify what you need to follow up.
**Instructional focus – Writing**

**English** Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics; Language features: Use a range of language features appropriately, showing an increasing understanding of their effects.

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**Text excerpts from “Rise Up” and “Brave Flower”**

**Page 45**

To this day, the Polynesian Panthers are active in their communities. They speak at schools and universities, passing on such messages as “knowledge is power”, “educate to liberate”, and “power to the people”. One of their strongest beliefs is “once a Panther, always a Panther”.

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**Examples of text characteristics**

**SLOGANS**

A slogan is a memorable phrase used to create attention and persuade. The focus might be on an idea, issue, candidate, or product. A good slogan is short and catchy.

**Page 45**

Explain what a slogan is, emphasising the need for people creating slogans to select just a few emotive words that will help persuade an audience.

Have the students identify the slogans in the article and explain what they mean.

Invite the students to suggest issues that matter to them and what they believe about them. Then have them write their own slogans, persuading others to their point of view.

Have the students design placards that feature the slogans and help convey the message. They could use the placards in the photograph on page 44 as models.

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**INTERVIEWS AND QUOTATIONS**

Sometimes a writer has access to direct quotations from individuals through interviews. When a writer selects authentic and relevant quotations, these can add accurate and reliable details to the factual information in an article.

**Page 45**

Have the students highlight the quotations and reread them.

▪ What do they reveal about the perspectives of these people?

▪ What do we learn about their values?

▪ How do they add to our understanding of the dawn raids?

Ask the students to write their own response to the article, incorporating some of the quotations to show that they have considered different perspectives.

Have them conclude with a list of five or six questions they would like to ask anyone who was involved with the dawn raids.

**DIGITAL TOOLS**

The students could use Google Docs for this task.

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**Page 38**

We know
who it is
They’re not
going away
Bodies thump through the house
Suzi with the good English
dges
to open the door

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**CONCRETE POETRY**

In concrete poetry, a large part of the effect is in the way the poem is laid out. A concrete poem combines literature and visual art. The poet may even use photography, film, or soundscapes to add to the effect.

**Page 38**

Have the students use the poem as a model for writing about another event in New Zealand’s history or in the history of their whānau. They could first explore other concrete poems and create criteria they can use to help develop effective poems. A photo or image could be used as a starting point. They can use the criteria as the basis for self- and peer-review as they prepare their poems for publication.

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**METACOGNITION**

▪ How did the connections you made with the people’s comments about immigrants today help you know what to write in your own poem? How did you decide which words and phrases would best convey your meaning?

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**GIVE FEEDBACK**

▪ I can see the idea you’re trying to convey in your slogan. I don’t think your choice of words is quite right yet. How could you make it more pithy?