

Stand Up: A History of Protest in New Zealand

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Year 6



Overview

This TSM contains a wide range of 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 materials provide many opportunities for revisiting the text.

This article looks at a number of important social issues and significant events in New Zealand's history, thematically linked around the idea of protest. The text is organised in chronological sequence from the passive resistance seen at Parihaka in 1881, through to the anti-TPPA protests in 2016. Each section, clearly headed with the name and date of a significant event, provides an overview of that event and the issue that led to the protest action. The protests described took place on New Zealand soil but include some responses to issues that affected people in other parts of the world, such as the Vietnam war and the apartheid system in South Africa.

This article:

- is an historical account of a social phenomenon
- has a theme of “freedom of speech” and the right to protest
- provides an overview of ten historic New Zealand events
- includes ideas that provoke thought
- prompts reflection on the concept of justice and injustice
- has photographs to support each event described.

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

Texts related by theme

“Six Photos” SJ L3 Aug 2016 | “Heartbeat” SJ L3 June 2012 | “A Tour Like No Other” SJ 4.2.11 |
“The Fight to Vote” SJ L4 May 2017 | “Ngā Tātarakihi o Parihaka” SJ L4 May 2016

Text characteristics from the year 6 reading standard

DEPRESSION RIOTS, 1932

Sometimes a protest can turn ugly, especially when times are tough. During the Great Depression of the 1930s, a lot of people were unemployed and frustrated. Many believed that the government wasn't doing enough to help them, so they began to protest.

Marches became riots, the first one in Dunedin in January 1932. A few months

abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding

“I felt it was something to be proud of.” Kate Sheppard wrote this after the women's **suffrage** petition had been delivered to parliament in July 1893. She was right to be proud. The petition was more than five hundred pages long and signed by over 25,000 women. This was around a quarter of the adult female population. The petition asked that New Zealand women be allowed to vote. At the time, only men could help choose the country's government, and some people didn't want this to change. They said that a woman's “proper place” was at home – politics was for men.

But in the end, the suffrage petition helped to bring about a huge victory. A few months after the petition was presented, a law was made that gave all women in New Zealand the right to vote – a world first!

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

Strikes were a common form of protest last century. In 1913, a strike by **watersiders** in Wellington and miners in Huntly quickly spread around the country. The workers went on strike to defend their working conditions and support sacked workmates, but the real issue was who would have the most power in the workplace: the **unions** or the employers?

Thousands joined in, including over seven thousand workers in Auckland. Prime Minister William Massey

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

Closed wharves would mean disaster for New Zealand's economy, so the government declared a state of emergency. Then it passed new laws that allowed soldiers to work on the wharves. The government also gave police special powers to break up marching protesters. It was a bitter fight. One politician called the protesters “worse than a disease”. After 151 days, the watersiders finally gave in and went back to work. Later, many of these men had trouble getting work because they had been involved with the dispute.

figurative and/or ambiguous language that the context helps students to understand]



Reading standard: by the end of year 6

VOCABULARY

- Possibly unfamiliar words and phrases, including “safeguards”, “nuclear free”, “survey pegs”, “sacked”, “confrontations”, “batons”, “stormed”, “looting”, “soup kitchens”, “hardship”, “dispute”, “cargo”, “overtime”, “economy”, “civil war”, “tactics”, “sit-ins”, “occupations”, “smeared”, “symbolise”, “civilians”, “acre”, “apartheid”, “clashes”, “like the sun coming out”, “genetic material”, “unnatural”, “Trans-Pacific Partnership”, “uphold”
- Te reo Māori: “kāinga”, “hīkoi”, “Te Ika-a-Māui”, “kuia”, “marae”, “whenua”, “tikanga”
- The names of people and places, including “Parihaka”, “Taranaki”, “Te Whiti-o-Rongomai”, “Tohu Kākahi”, “Kate Sheppard”, “Tahakopa”, “Huntly”, “Massey”, “Vietnam”, “Te Hāpua”, “Whina Cooper”, “Nelson Mandela”, “Donald Trump”
- Topic-specific words and phrases: “petitions”, “strikes”, “rallies”, “passive resistance”, “Great Depression”, “a state of emergency”, “human rights”, “a divided nation”, “trade deal”
- Some words used as a noun and a verb: “a strike”, “to strike”; “a protest”, “to protest”

Possible supporting strategies

-  Consider using a word cloud creator tool such as [ABCya](#) to make a word cloud of the whole text. Provide small groups of students with a copy of the word cloud and use it to prompt discussion about the vocabulary used in the text. Discuss the meaning of the words and predict what the text may be about.
- 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.
- Explain that some words will be recognisable but may have a specific contextual meaning, for example, “strike”.
- For topic-specific words, provide support and prompt students to use context clues to work out meanings. Consider using *before and after grids* to think about the meanings of topic-specific words. At the beginning of a topic, draw up a grid of key words like the one below.
- Have the students write their own definitions for each word without using a dictionary. As they come across the word 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.

Word	My definition	Revised definition
petitions		
strikes		
passive resistance		

- Draw students' attentions to the fact that some words are bolded and have definitions provided nearby.
- Familiarise yourself with any te reo Māori words and provide support for students if necessary.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of the concept “Everyone in New Zealand has the right to protest”
- A sense of the significance of certain historical events
- Understanding of historical events having an impact on society

Possible supporting strategies

- Lead a discussion with the students around the concept of public protests and the freedom that all New Zealanders have to protest.
- Clarify the difference between protesting for individual gain (such as in a family setting) and protesting for the wider good of society.
- Provide opportunities for students to talk, in pairs and small groups, about protests they have seen on TV or heard about, read about, or maybe even taken part in with their families.

TEXT FEATURES AND STRUCTURE

- Organised chronologically into clear sections, each with a heading and a date
- Authentic photographs to illustrate each protest
- A small number of attributed quotes and unattributed slogans
- Concise and simple sentences

Possible supporting strategies

- Skim the article with students to see how it is structured.
- Prompt students to use the photographs to get a sense of time and to make comparisons between the images from the nineteenth century and present times.



Possible curriculum contexts

ENGLISH (Reading)

Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.

– Structure: Show a developing understanding of text structures.

ENGLISH (Writing)

Level 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.

– Ideas: Select, form, and communicate ideas on a range of topics.

SOCIAL SCIENCES

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

Possible first reading purpose

- To find out why people have protested in New Zealand over the past 150 years.

Possible subsequent reading purposes

- To understand the significance of the right of all New Zealanders to protest
- To understand the impact of protesting
- To prompt thinking about the concepts of justice and injustice
- To select and research one or more of the events in the article to find out more.

Possible writing purposes

- To write a personal response to one or more of the events described in the article
- To create an imagined dialogue between a protestor and one of the people who disagreed with the protestors.



Instructional focus – Reading

English Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts; Structure: Show a developing understanding of text structures.

Social Sciences Level 4 – Understand how people participate individually and collectively in response to community challenges.

First reading

- Set the purpose for reading.
- Prompt students' prior knowledge about protests in New Zealand. If necessary, refer to the section "Text and language challenges" for suggestions about how to support students' background knowledge.
- Introduce the text and explain that it has a theme of protest.
- Skim through the text with the students, noting the headings of each section and the associated dates.
- Read the introduction aloud and invite responses.
- Have the students share questions they have about protests and record these. Tell the students to keep these questions in mind as they read.
- Direct the students to work in pairs to read one section at a time, stopping to discuss each section and to identify information that answers their questions.

If the students require more scaffolding

- Use prompts and questions to see what students know about events in New Zealand history.
 - *How do we know what happened long ago?*
 - *Who keeps a record of past events?*
 - *Is it important that we remember what has gone before? Why/Why not?*
- Prompt prior knowledge of what to expect in an article: factual information organised in paragraphs, headings, names of people and places, dates, supporting photographs.
- Skim the article with the students to help them gain an initial overview of the text. Use the photographs to create a list of the different forms of protest used in New Zealand. They can revisit the list after reading to confirm their ideas and change or add to the list.
- Provide a more thorough overview of the text, taking time to talk about each of the events. Check what the students know and provide more background information where necessary.
- If necessary, split the sequenced events into more than one session.
- Direct students to talk with a partner to clarify their thinking about each section.

Subsequent readings How you approach subsequent readings will depend on your reading purpose.

The teacher

Direct the students to the introduction of the article.

Check that students understand the idea of the opening statement.

Clarify what is meant by the right to protest.

- *Do we all have the right to do anything we want to?*
- *Is the right to protest within the law?*
- *Who do we protest to?*
- *What ways are there of protesting?*

The teacher

Model and guide the students to retrieve key information and record ideas on a chart like the one below.

Heading	Date	Who	Where	About	Type of protest
Parihaka	1881	Māori British soldiers	Parihaka	land	passive resistance
Women's Suffrage	1893	Kate Sheppard 25,000 women's signatures	New Zealand Parliament	women's right to vote	petition

Have the students work in pairs to compare the various protests covered in the article and decide whether they think the protests were effective.

- *What was the reason for each protest?*
- *What was the result?*
- *How effective was each protest in achieving its aims?*
- *What evidence is there in the article to support your opinion?*

The students:

- reread the introduction, locate information, and make inferences to interpret what "the right to protest" might mean
- locate and integrate specific information about the protests to make inferences and draw conclusions about the ways in which people protest and who they protest to
- think critically about the reasons why people choose particular methods of protest, for example, going on strike, marching, or passive resistance.

The students:

- use the framework to compare and integrate information about the reasons for each of the different protests and draw conclusions about how effective each protest was
 - justify their conclusions with evidence from the text.
-  The students could use a [Google Doc](#) for this, shared with a partner.

Subsequent readings (cont.)

The teacher

Ask the students to consider whether they think the writer is in favour of protest action.

- *Do you think the writer supports protest action? Why?*
- *What does the writer say in support of protest?*
- *Is there anything in the article against protesting?*
- *Where do you think the writer stands on each of the issues? Is he impartial or do you think he supports the reasons for the protests?*
- *Does the writer give any information on the opposing views about the issues?*

The students:

- locate and evaluate specific statements for and against protest
- think critically about the author's comments and statements about the particular issues
- make inferences about the writer's point of view and whether he is impartial, using evidence from the text to justify their opinions.

GIVE FEEDBACK

- *The way that you backed up your opinion about the writer was impressive because you had to integrate information from three different places. Using evidence in the text to support an answer or opinion is a really important reading skill – particularly in a non-fiction article. Well done.*

METACOGNITION

- *What did you use, from each section, that helped you integrate the information? How does reading about events in history help us understand how New Zealand has been shaped?*



Reading standard: by the end of year 6



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 3 – Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences; Ideas: Select, form, and communicate ideas on a range of topics.

Text excerpts from “Stand Up: A History of Protest in New Zealand”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 12

Sometimes a protest can turn ugly, especially when times are tough. During the Great Depression of the 1930s, a lot of people were unemployed and frustrated. Many believed that the government wasn't doing enough to help them, so they began to protest. Marches became riots, the first one in Dunedin in January 1932. A few months later, unemployed men in Auckland fought with police and stormed down Queen Street, smashing shop windows and looting.

MAIN IDEA AND SUPPORTING DETAILS

In information texts, writers outline big ideas and provide supporting details to clarify what is meant and to add authenticity to the information.

Direct students to the main idea at the beginning of the selected excerpt. Discuss the responses we might have if we only had the main idea.

- How would we predict what turning “ugly” might involve?
- What were the events that could be described as “ugly”?

Prompt students to consider how much information they want to provide their reader in their own writing.

- You are writing from a personal perspective – do you need to back up what you are saying with supporting details?
- Reread what you have written and see where you need to add further details.

Page 14

Many of the protesters were university students who used new protest tactics such as sit-ins, occupations, graffiti, music, and street theatre. At one protest in Auckland, people smeared their bodies with red paint to symbolise the deaths of Vietnamese civilians.

ENGAGING THE AUDIENCE

Writers choose what to include and what to leave out and which words will best say what they mean to ensure their audience will want to read on. This can include the use of humour, quotes, or details that add authenticity or are surprising.

Prompt students to discuss ways to engage their audience. Model by thinking aloud.

- I don't think I can include humour in this piece. It really wasn't a funny situation.
- I know this is an imagined dialogue. What would make it sound authentic?

Provide opportunities for students to work in pairs to revise their writing, adding elements that might increase audience engagement.

Page 10

“I felt it was something to be proud of.” Kate Sheppard wrote this after the women's suffrage petition had been delivered to parliament in July 1893. She was right to be proud. The petition was more than five hundred pages long and signed by over 25,000 women.

CHARACTERS IN NON-FICTION

We learn about people's characters in non-fiction through descriptions of their actions. These could come from what the people themselves said and did, from what other people say about them, or from the writer's comments about them. Sometimes the writer may include relevant quotations.

Ask questions to help the students evaluate what the information tells them about Kate Sheppard.

- Do you get an idea of the sort of person she was?
- What does the quote tell you about her?
- How does the writer's comment add to what you know about her?
- What does he tell you about her actions?

Have the students research and write a short paragraph about a person from New Zealand protest history. (You could suggest some names if your students have little prior knowledge.) Ask them to include details about the person's actions, things said about them, and if possible a quotation to show something of that person's character. You could provide a graphic organiser to help students organise their research. For English language learners, the organiser could also include a few sentence starters to scaffold their writing.

GIVE FEEDBACK

- The dialogue you wrote is convincing. The detail you included matches what we know of the event.

METACOGNITION

- How did you use the audience response to adjust your dialogue?
How did the changes impact on authenticity?



Writing standard: by the end of year 6

The Literacy Learning Progressions

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