

# Rise Up: The Story of the Dawn Raids and the Polynesian Panthers

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## Brave Flower

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Year 8



## 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](http://www.schooljournal.tki.org.nz)

### Texts related by theme

“Stand Up: A History of Protest in New Zealand” SJ L3 Aug 2017 | “Ngā Tātara kihi o Parihaka” SJ L4 May 2016 | “War in Waihi” SJ L4 Oct 2013 | “Tuto’atasi: The Struggle for Samoa’s Independence” SJ L4 May 2013

## 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>

### OPERATION PBT BLACK

In 1975, a National government, led by Robert Muldoon, came to power. Muldoon was determined to address the “immigration issue”. His election campaign even used a television ad that showed a Pacific-looking character getting angry because there was no work. Muldoon’s plan was to find and deport overstayers, which seemed fair enough. At the

time, around two-thirds of New Zealand’s overstayers were British or North American – yet by far the largest number of people to be prosecuted were from the Pacific.

As well as dawn raids, Pacific people also endured “blitzes”. These were random checks, in public, when the police demanded proof of residency. Pacific people were treated like criminals in front of family, friends, workmates, and neighbours, and this caused humiliation and shame. The police named this work operation Pbt Black.

elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas

I was going to  
work hard  
get educated  
Even though it’s cold

I see the hibiscus growing in New Zealand –  
flares of colour in Pālangi gardens

It’s a brave flower

metaphor, analogy, and connotative language that is open to interpretation

In the United States in the 1960s, the civil rights movement continued to grow. Those leading the demand for equality included Martin Luther King, Rosa Parks, and Malcolm X.

social injustice was happening on the front steps of people’s homes. Police and immigration officials were targeting Pacific people, accusing them of being in New Zealand illegally. Many experienced humiliating and often terrifying encounters known as dawn raids. Enter the Polynesian Panthers – along with other activist groups – and Aotearoa had its own civil rights movement.

complex layers of meaning, and/or information that is irrelevant to the identified purpose for reading (that is, competing information), requiring students to infer meanings or make judgments

“People of our age weren’t  
that patient. It was time  
for change ...”  
– Vaughan Sanft

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



Reading standard: by the end of year 8

## VOCABULARY


### “Rise Up”

- Possibly unfamiliar words and phrases, including “equality”, “humiliating”, “terrifying”, “encounters”, “dawn raids”, “paperwork”, “scapegoats”, “escorted”, “distraught”, “endured”, “address”, “blitzes”, “prosecuted”, “expose”, “Chief Superintendent”, “residence”, “revolution”, “positive recognition”
- Pacific names and words, including “Tigilau Ness”, “Pālagi”, “Will Ilohia”, “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”
- Adverbs of time, including “In the United States in the 1960s”, “begins in the 1950s”, “in 1973”, “Labour Weekend in 1976”, “In 2005”, “this dark time”
- 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.
-  The students could use [Mindmap](#) 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.

Term	My definition	Revised definition
civil rights movement		
activist groups		
social injustice		

-  The students could use Google Docs for this task.
- Develop lists of common “collocations” for some of the key words. Collocations are words that are frequently used together. Students could use online dictionaries to extend their lists, for example, “social injustice”, “gross injustice”, “grave injustice”, “great injustice”, “terrible injustice”, “perceived injustice”, “racial injustice”.
- Prompt the students to recall what they know about figurative language and to provide some examples. Record these for later. Clarify that figurative language is used to make the text richer and help create a picture in the reader’s mind.
- *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 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 these 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, 1976”](#).
- 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.

**“Rise Up”**

- A non-fiction article organised into seven sections
- Sections that flow chronologically, each with a subheading that captures something of its main ideas and content
- Some competing information, including references to Rosa Parks, Malcolm X, and Martin Luther King and to New Zealand’s economic boom and subsequent recession
- Quotations from a number of people, including Bill Rowling, Helen Clark, Vaughan Sanft, Tigilau Ness, Frank Gill, Will Ilolahia, Melani Anae
- The language of protest in the placards

**“Brave Flower”**

- The poem’s layout, which is that of a concrete poem, with the layout reflecting the broken night’s sleep, the broken peace of mind, and the broken dreams and ambitions
- Other features of the poem, including its conversational yet stark tone, the central image of the hibiscus, the seven stanzas that work together to tell a story, the repetition, and the change in the final stanza from second to first person (observer to subject)

**“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.



### 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.

#### “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

- 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.
-  The students could insert a timeline diagram in a Google drawing.
- Discuss the students’ responses to the term “overstay”. *What do you think overstay 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?*
- 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.  You could use Google Docs to create the table.

#### Rise Up

Important points	Questions	Main Ideas
Introduction		
Boom and bust		
Raid		
Operation Pot Black		
A Sad State of Affairs		
Time for Change		
“Come Out with Your Passport Now!”		
Into the Light		
Main idea		

##### The students:

- identify and use the organisation of the text to identify the most important points in each section
- paraphrase each point in their own words, first out loud to a partner and then in writing
- ask and answer questions about the events in the article
- summarise the key ideas and reflect on what they have learnt
- formulate new questions in light of what they found out.

## 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?*

#### METACOGNITION

- *What did you get from the poem that you didn't get from the article? How did the author of the article and the writer of the poem help you to gain an insight into what led the Polynesian Panthers to take action in New Zealand in the 1970s?*

### 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.*



Reading standard: by the end of year 8

The Literacy Learning Progressions

Assessment Resource Banks

# 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.

## 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”.

## 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.*

## Teacher (possible deliberate acts of teaching)

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.

Page 45

There’s no doubt that these actions had an impact. Polynesian Panther co-founder Will Ilolahia remembers hearing the Minister of Immigration, Frank Gill, on the radio after his own home was “raided”. “How dare these people come ... at such an ungodly hour!” Gill exclaimed. But as Ilolahia says, “that was the whole point”.

### 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.*

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.

Page 38

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

### 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.*

- 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.

### 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?*

### 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?*

 Writing standard: by the end of year 8

 The Literacy Learning Progressions