



The Learning Progression Frameworks describe significant signposts in reading and writing as students develop and apply their literacy knowledge and skills with increasing expertise from school entry to the end of year 10.

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 materials provide many opportunities for revisiting the text several times.

The post-Second-World-War era in Aotearoa New Zealand saw one of the fastest rates of urban migration in the world, with Māori migrating to cities in large numbers to take advantage of new economic opportunities. The “golden city” offered much, but it came at a high price. Despite an unquestioned narrative in Pākehā communities that New Zealand’s race relations were world leading, Māori moving to the city encountered prejudice and discrimination at many levels. Māori responded to these challenges in multiple ways, for example, by establishing formal and informal groups that strengthened collective expression of Māori cultural values and practices. By gathering together to debate and take action on key issues, the seeds were sown for the modern Māori protest movement as well as the forging of a new urban Māori identity.

This item:

- has strong links to Aotearoa New Zealand’s histories, in particular, assertions of tino rangatiratanga and mana Māori in response to colonisation and its consequences
- provides opportunities for applying the inquiry practice of identifying and using sequence by exploring how collective actions and the forging of an urban Māori identity contributed to the modern Māori protest movement
- has themes of change, cultural identity and interaction, and community action
- requires students to interpret information, make links across paragraphs, and identify competing information that doesn’t relate to, or distracts from, the purpose for reading
- provides opportunities for students to use prior knowledge to make inferences and synthesise information and to think critically
- includes photographs and a graph to support the text.

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

Texts related by theme

“Fleet of Foot” SJ L4 May 2021 | “Keeping Promises: The Treaty Settlement Process” SJ L4 Nov 2017

Text characteristics

Opportunities for strengthening students’ reading behaviours

...wanted her children to be surrounded by aunts and uncles in the same way she had been when she grew up on the East Coast. While those who gathered around the group weren’t always related to the children by blood, they did come together as whānau. The playcentre and other community groups begun by urban Māori showed they could hold on to their world view, even when they lived among Pākehā and the government’s policies encouraged integration.

Hone Tuwhare speaking at the first Māori Festival of the Arts, 1963

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

Urban whānau

Despite strong opposition, the government still aimed to integrate Māori. One policy, which was known as “pepper potting”, led to small numbers of Māori families living in Pākehā neighbourhoods. (The theory was that if Māori lived scattered among Pākehā, they would quickly adapt to European ways. But policies such as pepper potting couldn’t stop Māori from seeking each other out and forming their own communities. These centred around the same values and goals as well as a shared sense of identity.

In the 1960s, Letty Brown started the Waipareira playcentre in West Auckland. Brown wanted her children to be surrounded by aunts and uncles in the same way she had been when she grew up on the East Coast. While those who gathered around the group weren’t always related to the children by blood, they did come

academic and content-specific vocabulary

Change

By 1971, almost three-quarters of the Māori population lived in a town or city. The stories of Letty Brown and Nellie Williams show some of the ways that Māori met the challenges of urban living by focusing on their cultural values and practices. Still, the impact of Māori urban migration was deep and long-lasting. By the end of the 1960s, Māori had begun organising themselves so they could debate and take action on key issues, including mana, land rights, Treaty rights, and to see Māori. The issues raised weren’t new, but they would receive fresh attention when a new generation formed the modern Māori protest movement, which would take hold in the coming years.

The Māori land march, 1975

sentences that vary in length, including long, complex sentences that contain a lot of information

Many people living in New Zealand enjoyed good times in the decades following the Second World War. The economy grew quickly, and there were plenty of jobs. Māori, especially young Māori, wanted to be part of the action, but the new jobs were in the city and most Māori still lived in rural areas. So thousands left their homes for what some Māori called the “golden city” while life there seemed attractive, it would also be challenging.

to fight. These black homes were expected to work to support the war effort. Most of the essential jobs were in the cities, and many Māori men and women moved from their rural homes to help do this work.

This was not the first time Māori had experienced cities. Māori first visited Sydney in 1770 and London in 1826, and in Australia, several Māori knew English and what it meant to have a Pākehā town grow in their cities. What was different about urban migration in the twentieth century was the number of people who moved and how quickly it happened. Between 1939 and 1955, the percentage of Māori living in a town or city doubled. By 1966, more than a third of the Māori population (33 percent) had moved to an urban area. A decade later, that number was almost two-thirds (62 percent). A lot of Māori moved to Auckland, and the Māori populations of Wellington, the Bay of Plenty, Hamilton, and Gisborne also grew quickly over these years.

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

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.



Go to the [Learning Progression Frameworks – Reading: “Making sense of text: vocabulary knowledge”](#) and [“Making sense of text: using knowledge of text structure and features”](#) to find detailed illustrations showing you how students develop expertise and make progress in these aspects.

SPECIFIC KNOWLEDGE REQUIRED

- Some understanding of the concept of push and pull factors related to migration
- Some understanding of the factors that contributed to Māori migration to the city, for example, an increasing Māori population and pressure on limited land resources to produce and provide for communities. (Note that this is a consequence of land alienation.)
- Some understanding of culture, heritage, and identity, including related concepts such as values and world view
- Some understanding of race relations in Aotearoa New Zealand (historically and today) and that inequality, racism, prejudice, discrimination, and pressure to assimilate are all outcomes of colonisation
- Some understanding of the role government policies play in shaping decisions that affect communities
- Some understanding of the concepts of tino rangatiratanga and mana motuhake Māori
- Some understanding of the inquiry process of identifying and using sequence.

Possible supporting strategies

- Discuss push and pull factors of migration and encourage students to share their knowledge of migration, both nationally and internationally.
- Discuss and explore factors that contributed to Māori migration to the city, for example, the aggressive acquisition of land by the Crown, often through confiscation or by way of the Native Land Court. This [He Tohu Land ownership video](#) provides a visual representation of changes to land ownership over time. See also these Te Ara New Zealand [land loss maps](#).
- Discuss how formal and informal groups can sustain and strengthen cultural values and practices.
- Discuss the concepts of integration and assimilation as expressions of colonisation, for example, the view of many Pākehā at the time that Māori should forgo their cultural values and identities and become like Pākehā. Discuss ways that urban Māori worked collectively in response to these forces.
- Explain how government policies affect decision making within communities, for example, the decision made by the government that Aotearoa New Zealand's history should be taught in schools.
- Support the students to make connections with previous learning related to rangatiratanga, land rights, Te Tiriti o Waitangi, and te reo Māori. This video [Ngā Tamatoa: 40 years on](#) (NZOnScreen) provides information on the modern Māori protest movement.

- Possibly unfamiliar words and phrases, including “decades”, “economy”, “rural”, “attractive”, “urban migration”, “population”, “opportunities”, “migration”, “goods”, “over-charged”, “tenants”, “poor-quality houses”, “critics”, “encouraged”, “downplayed”, “evidence”, “isolated cases”, “dominant issues”, “campaign slogan”, “sporting contact”, “long-held”, “widespread”, “strong opposition”, “theory”, “debate”, “generation”, “absorbed”
- Words in te reo Māori: “Kei te Tāone Nui”, “iwi”, “Pākehā”, “rohe”, “whānau”, “te reo Māori”, “kai”, “kapa haka”, “Te Ao Hou”, “kura”
- Words and phrases related to culture and cultural interaction, including: “values”, “prejudices”, “discrimination”, “racism”, “world view”, “dominant issues”, “cultural values”, “maintaining culture and identity”, “integration”, “two peoples became one”, “adopt Pākehā ways”, “assimilation”, “put their culture and values aside”, “blend in with the Pākehā majority”, “race relations”, “adapt to European ways”, “shared sense of identity”, “expressing their identity”
- Words and phrases related to employment: “essential jobs”, “semi-skilled”, “unskilled”, “‘blue collar’ work”, “freezing works”, “telephone operators”, “lower-paid jobs”, “training schemes”, “qualify”, “academic or professional careers”, “professionals”, “architect”, “journalist”, “accountant”, “university lecturers”, “job security”, “regular pay packet”, “refused jobs”, “department stores”, “employment”
- Words and phrases related to government policies: “the Hunn report”, “social and economic circumstances”, “government policies”, “Māori land rights”, “Treaty rights”, “pepper potting”
- References to periods of time: “decades”, “Second World War (1939–1945)”, “in the twentieth century”, “in the 1950s and 1960s”
- Statistical terms: “percentage”, “doubled”, “a third”, “35 percent”, “two-thirds”, “62 percent”, “three-quarters”
- Names of people: “Hone Tuwhare”, “Peter Papuni”, “Jack Kent Hunn”, “Letty Brown”, “Nellie Williams”
- Places: “Auckland”, “Wellington”, “the Hutt Valley”, “Hamilton”, “Gisborne”, “Ōpōtiki”, “Rotorua”, “Freemans Bay”, “West Auckland”, “East Coast”
- Māori community groups and organisations: “Auckland Māori Community Centre”, “Māori Women’s Welfare League”, “Waipareira playcentre”, “Māori Festival of the Arts”, “Te Kura Kaupapa Māori o Hoani Waititi”, “Hoani Waititi marae”
- Figurative or colloquial language: “enjoyed good times”, “be part of the action”, “golden city”, “from all walks of life”, “support the war effort”, “knew firsthand”, “in high demand”, “related ... by blood”, “a sense of home”, “expressing their identity”, “formed strong bonds”, “aimed at a Māori audience”, “part of a larger development”, “organising themselves”, “take action on key issues”, “protest movement”, “fresh attention”

- Remind the students of strategies that are particularly useful for working out unfamiliar vocabulary, such as rereading to look for clues, making connections with their prior knowledge, and reading on to see if the meaning becomes clearer.
- If you are not a speaker of te reo Māori, check your pronunciation of names, places, and concepts so that you can model and support correct pronunciation for students.
- Remind the students to use the glossary at the end of the article.
- Create a chart to record topic-specific vocabulary during and after reading. Discuss these words and phrases to ensure that the students understand their meanings.
 This could be a shared Google Doc so that students can add to it as they read.
- Make lists of the jobs that are mentioned and identify which are “blue collar” jobs and which are “white collar” jobs. Provide other examples. The students could explore the salary bands of jobs on the [Careers NZ website](#).
- Use this [Stats NZ story map](#) to explore the population density and diversity of places mentioned in the article.
- Discuss the words and expressions that have colloquial, figurative, or connotative meanings. Make sure the students understand these words and how they can change in different contexts. English language learners may benefit from exploring and comparing examples of similar words in their first language.
- *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.

TEXT FEATURES AND STRUCTURE

- A non-fiction text divided into sections with subheadings
- Historical photos with captions
- Some long, complex sentences that need to be read carefully
- A large number of proper nouns (people and places)
- Some statistical terms, supported visually by a bar graph
- Abstract ideas related to culture, identity, prejudice, discrimination, and community action
- Competing information, such as a reference to the Hone Tuwhare poem and to the Springbok tour
- A short glossary.

Possible supporting strategies

Several readings of this text may be necessary to deal with the complexities of content and structure.

- Before reading, discuss with the students how the features of non-fiction texts help to guide our reading and understanding. In pairs, have them talk about the features they expect to find in this text.
- Prompt the students to make use of the title, subheadings, and photographs to identify the focus for each section and to predict what they will find in the text.
- Explore the captions for the photographs and discuss how they relate to the main ideas.
- Support the students to understand the graph and what it says about the speed and scale of Māori urban migration.
- Support the students to differentiate between the main ideas and supporting information.
- If necessary, support the students to understand long sentences, or a section of text with several sentences, by breaking them up. *What is the main clause in this sentence, containing the complete idea and main information? What is the information in the brackets telling us? What is the extra information between the commas? So, what do we know now?*
- After reading a section of text, the students could complete a 4, 3, 2, 1 task (write four main ideas you read about, three key words linked to the main ideas, two questions you want answered, and one interesting thing you read).



Possible curriculum contexts



The Literacy Learning Progressions: Meeting the Reading and Writing Demands of the Curriculum describes the literacy knowledge, skills, and attitudes that students need to draw on to meet the demands of the curriculum.

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.

SOCIAL SCIENCES

- Level 4 – Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Level 4 – Understand how formal and informal groups make decisions that impact on communities.
- Level 4 – Understand that events have causes and effects.

Aotearoa New Zealand's histories

Big ideas: Colonisation and its consequences have been central to our history for the past 200 years and continue to influence all aspects of society.

National context: Whakapapa me te whanaungatanga

Years: 4–6

What do hapū and iwi say about hekenga (their migration) within and from Aotearoa New Zealand and the reasons for it? What has this meant for retaining identity as Māori?

The key ideas in “Kei te Tāone Nui: Māori and the City (1945–1970)” are:

- that Crown land acquisitions impacted on the economic vitality of rural communities and that Māori moved to the city in the post-Second-World-War era to pursue new economic opportunities
- that power expressed through Government policies and other forms of discrimination in the 1960s sought to assimilate Māori and, by doing so, undermined mana Māori
- that urban Māori in the 1960s and 1970s worked collectively to maintain and strengthen their culture and identity, upholding the rights of Māori to live as Māori in their own country.

Throughout your work with this text, consider these connections and bring them into the teaching and learning in ways that work for your rohe and your learners. Some examples of ways to do this are given in these support materials.

Aotearoa New Zealand's histories – inquiry practices

- Interpreting people's past decisions and actions, taking into account the attitudes and values of the time
- Identifying relationships between the forging of a new urban Māori identity, the collective actions taken by formal and informal groups at the time, and the modern Māori protest
- Identifying and critiquing sources and perspectives.

Possible first reading purposes

- Identify and understand factors that contributed to Māori urban migration between 1945 and 1970
- Identify actions Māori took to maintain and strengthen their cultural values and identity in the face of prejudice and discrimination.

Possible subsequent reading purposes

- Explore the relationship between identity, values, and culture
- Explore the important role informal and formal groups can play in terms of maintaining culture and identity and organising for collective action
- Identify relationships between events in the post-Second-World-War era and the modern Māori protest movement.

Possible writing purposes

- Write a personal response to the article, discussing ways that attitudes have changed and ways they have not changed
- Research and write about an example of Māori activism.



Instructional focus – Reading

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



Go to the [Learning Progression Frameworks – Reading](#) to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text

First reading

- Share the purpose for reading. Note that several readings of this text may be necessary to deal with the complexities of the content. You may need to build your students' understanding of concepts such as discrimination, assimilation, and integration before the students read the article.
- Draw on the students' prior knowledge by discussing why people choose to migrate from one place to another, internationally and within a country. Have the students share their experiences of moving and factors that influenced how easy or hard it was to settle into a new home.
- Have the students skim the text to get a sense of its purpose and to find key ideas related to their reading purpose. Ask them to take notes about the images and other features and what these suggest about the topic and the purpose.
- Make a list of any questions they have, and use these during subsequent readings as the basis for locating information and clarifying understanding.

Possible supporting strategies

(LPF – Making sense of text: using a processing system; Reading to organise ideas and information for learning)

If the students require more scaffolding

- Remind them of strategies that are particularly useful on a first reading, such as asking questions, making predictions, reading on, rereading, and making connections with their prior knowledge.
- This article could be challenging because of the amount of prior knowledge required, the figurative language, the need to understand and make connections between ideas, and the need to make inferences. You could work through each section with the students, using strategies such as providing graphic organisers to record pull factors for Māori, challenges they faced, and ways they overcame these.
- Remind the students to make connections within the text and to other stories they have read about migration, discrimination, and community action.
- Chunk the text into sections and share-read them. Pose guiding questions for each section, for example: *Why did rural Māori decide to move to the city in such large numbers? In what ways did Māori experience unfair treatment? How did Māori act collectively to maintain and strengthen their culture and identity in the urban settings? Where necessary, support the students to locate information to answer the questions.*
- Support the students to make connections between the subheadings, photos, graph, and the text.

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.

Contributing factors

The teacher

Have the students think, pair, and share how they would connect the terms “opportunity” and “migration”. Encourage the students to share any personal stories they have about migration and the new opportunities this can present.

Introduce the term “pull factor”. Have the students work together in pairs to identify opportunities that Māori were pursuing by moving to cities between 1945 and 1970. Encourage the students to provide specific examples to support their ideas.

Have students research push factors that contributed to so many Māori moving to the city, for example, changes to the Māori population and the ways that land alienation affected access to economic resources for Māori.

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- reread the text to locate where the author has used the terms “opportunity” and “migration” and use the context to interpret her meaning
- make connections with migration stories from their own whānau or community
- locate information in the text and make inferences that help them to identify the push and pull factors of Māori urban migration between 1945 and 1970 and think critically about these factors
- locate and use related texts to carry out a small inquiry into the factors that contributed to Māori urban migration.

Identifying challenges

The teacher

As a class, identify and discuss challenges and discrimination that Māori experienced when they moved to the city. You may like to provide a graphic organiser that they can use to identify different levels of discrimination, for example, at an individual, group, and system level. Encourage students to support their ideas with specific examples.

Support the students to understand the meaning of assimilation and sensitively discuss the values and attitudes that underpinned the drive to force Māori to assimilate to Pākehā ways. Discuss how these values and attitudes have shaped race relations in Aotearoa (and all colonised countries) from the first arrival of Europeans.

Note: Be sensitive to the varied backgrounds and experiences of your students. Ensure discussion of this topic is conducted in an inclusive way that supports the safety and wellbeing of all students.

Strengthening identity

The teacher

Ask the students to find and highlight all the text examples referring to the concepts of identity and values and then share their ideas about the relationship between identity, values, and culture. You may like to make connections to your school values and ways that these are integrated into the daily life of the school.

Discuss the ways that Māori values such as kaitiakitanga, manaakitanga, aroha, and whanaungatanga are expressed through actions and relationships (with one another and the land) and ways that these values (and others) shape Māori cultural identity.

Ask:

- *Why was gathering together so important for urban Māori?*
- *What kinds of community groups did Māori establish?*
- *What purpose did these community groups serve? What did they achieve?*

Have the students discuss the question: *In what ways was the establishment of community groups that focused on culture and identity an act of resistance and mana motuhake?*

Organising for action

The teacher

Have the students discuss the final paragraph. *What is the author's purpose for concluding the article in this way?*

What relationships can you identify between the events and actions described in the article and other aspects of Aotearoa New Zealand histories we have explored?

METACOGNITION

- *What strategies did you use when you found a word or phrase hard to understand? Which one was most helpful?*
- *What connections did you make between this text and other Aotearoa New Zealand histories texts we have read?*

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- locate and think critically about information that shows the challenges Māori experienced as a result of discrimination and government policies focused on assimilation
- make inferences and draw conclusions about the values and attitudes underpinning discriminatory acts.

(LPF – Acquiring and using information and ideas in informational texts)

The students:

- use the text examples to inform discussion about what values are and how they shape our views and actions, both individually and as communities
- clarify understandings about identity and values, and make connections to their school culture
- integrate and discuss examples in the text that show how Māori values of whanaungatanga, aroha, and manaakitanga were maintained and strengthened through community groups such as the Waipareira playcentre and the Māori Women's Welfare League
- make connections to contemporary organisations such as kura, kohanga reo, and kapa haka groups
- integrate their prior knowledge with the information in the text to discuss the important role community groups play in fostering a sense of belonging and wellbeing, as well providing opportunities to organise for action
- think critically about the importance of being strong in your cultural identity, especially in the face of prejudice and discrimination
- synthesise the examples and information to offer opinions about the importance of collective action.

(LPF – Reading to organise ideas and information for learning)

The students:

- evaluate and draw conclusions about the authors' purpose
- summarise the authors' key messages and make connections to their understanding of collective responses to issues related to race relations, tino rangatiratanga, Te Tiriti o Waitangi, and the revitalisation of te reo Māori.

GIVE FEEDBACK

- *Remember that we don't need to understand everything in a text to make sense of the main ideas. We can always return to a section of text once we have a better understanding of the big picture.*



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 4 – Ideas: Select, develop, and communicate ideas on a range of topics.



Go to the Learning Progression Frameworks – Writing to find detailed illustrations showing how students develop expertise and make progress in those aspects featured in the following section of this TSM. These aspects have been selected as the main focus for this TSM, but other aspects could also be relevant to the text.

Text excerpts from “Kei te Tāone Nui: Māori and the City (1945–1970)”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 42

Māori also connected through “workplace whānau”. Nellie Williams was employed in an Auckland factory where most of the workers were Māori women. She says that they spoke to one another in te reo Māori and shared kai during breaks.

TOPIC SENTENCES

A topic sentence identifies the main idea of a paragraph. It generally appears at the beginning of a paragraph.

(LPFs – Writing meaningful text: using knowledge of text structure and features; Using writing to think and organise for learning)

Revise the purpose of topic sentences as a way to lead readers into the paragraph, providing both the subject and focus of the text that follows. Topic sentences also help writers to focus on one main idea for each of their paragraphs.

Model how to write a topic sentence that isn't too general or too specific.

Provide a graphic organiser that the students can use to plan the structure of an informational text. For each paragraph, have them identify the main idea and explain how each idea relates to the focus or purpose of the text.

Have the students ask a peer reviewer to check that the content of their paragraphs aligns with its topic sentence.

Page 38

Migration is the movement of people from one place to another, either within a country or between countries.

SPECIALISED VOCABULARY

Specialised words are words that belong to a particular subject area. Writers make decisions about how to support readers to understand these key terms.

(LPFs – Writing meaningful text: vocabulary knowledge)

Compare the way the concepts “migration” and “assimilation” are explained (one in the body of the text, the other in a footnote). Discuss the pros and cons of each approach.

Support the students to identify and collect new words and terms that are relevant to a topic they are researching. Have them use online dictionaries to check their understanding of each term and whether it has other meanings.

Provide opportunities for the students to use these new words in their writing. Have them practise defining them in the body of the text and have them include an example to support readers.

Text excerpts from “Kei te Tāone Nui: Māori and the City (1945–1970)”

Examples of text characteristics

Teacher (possible deliberate acts of teaching)

Page 43

The issues raised weren't new, but they would receive fresh attention when a new generation formed the modern Māori protest movement, which would take hold in the coming year.

CONCLUDING PARAGRAPH

A conclusion is the final idea in an article. A conclusion should have clear links to the main ideas in the article. It can also include a final thought that emphasises the significance of the topic being explored.

(LPF – Writing meaningful text: using knowledge of text structure and features)

Discuss the importance of having a concluding paragraph that:

- links to the main ideas of the article, for example, by using key words or concepts closely connected to the theme
- reinforces key ideas by summarising main points (topic sentences are a useful tool for identifying these)
- leaves the reader thinking about the significance of the topic. One approach is to write a final sentence that makes a recommendation, links to future events, or evaluates the importance of something.

Provide opportunities for the students to draft, review, and revise their concluding paragraphs, seeking feedback from a peer.

METACOGNITION

- What words and phrases could you use to create stronger links between this sentence and the one that comes before it?
- Why is it useful to plan which specialised words you want to include in your article?

GIVE FEEDBACK

- When reviewing your text, try highlighting the topic sentence in each of your paragraphs. This will help you to check whether the information that follows is connected to your main idea. It can also help you to write a conclusion that summarises your main points.



The Literacy Learning Progressions