



The Learning Progression Frameworks (LPFs) 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

Abbas Nazari's family fled Afghanistan in 2001. After a harrowing six months, they were granted asylum in New Zealand. Although the family has thrived, adjusting to life in a new country has had many challenges. This graphic text tells his story.

Be aware that some of your ākonga and their families may have traumatic experiences of war and migration and may find this story upsetting. Before you use this or similar texts, consider the impact they may have on some ākonga and any difficult conversations that may arise. Further guidance can be found in "Supporting People's Wellbeing" in the Leading Local Curriculum Guide – Part 2, which is on the Aotearoa NZ's Histories website.

A PDF of the text is available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

## Themes

"From Afghanistan to Aotearoa" connects to the theme of tūpuna. Other texts in this Journal (and the Level 2 and 3 journals for June 2022) also focus on this theme. This text is scaffolded for extra support and is designed to introduce the important ideas and vocabulary connected with the theme of tūpuna. On page 5 of this TSM, there is an overview of the texts in this Journal, including a list of themes for each text.

The theme of tūpuna refers to ancestors and grandparents. In te ao Māori, tūpuna are an integral part of whakapapa, identity, and belonging. Among the texts that focus on tūpuna, we have included stories about ancestors born long ago whose legacy lives on – either through their actions or through the special characteristics of their descendants. Note: Tūpuna is the eastern and southern variation of tūpuna.

You could further explore the theme of tūpuna by using the resources in the ANZH resources online collection, such as Our Stories: Refugee histories, Our stories: Pacific Peoples, Our stories: New Zealand Indians, and Connecting current events to the past: The Ventor story, as well as watching Episode 7: Moriori, which is part of RNZ's Aotearoa History Show.

**Other themes that can be explored in this text include:**

- Refugees
- Identity
- Belonging

## Related texts

"**Ngāti Kurī Proud**" *School Journal* L2 Nov 2019 | "**The Art of Aute**" *School Journal* L3 Aug 2020 | "**For the Ancestors: One Woman's Malu**" *School Journal* L3 Nov 2019 | "**Ancestors**" *School Journal* L3 Aug 2018 | "**Kura Huna: The Art of Reweti Arapere**" *School Journal* L3 May 2021 | "**The Polish Refugee Children**" *School Journal* L2 Nov 2016 | "**My Name Is Rez**" *School Journal* L3 Nov 2017 | "**New New Zealanders**" *School Journal* L3 Nov 2017

## Strengthening reading behaviours (what to notice)

### Text structure and features

- The graphic text format, with introductory text and a map that adds greater clarity
- The shifts in time and place, indicated in the narrative text  
*Jakarta, Indonesia, August 2001; Sungjoy, Afghanistan, March 2001 (five months earlier); We stayed in Quetta, in Pakistan, for many weeks ...; Indian Ocean, August 2001; New Zealand,*

### Requiring students to:

- read the frames across and down the page, differentiate the speech bubbles from the narrative text, and interpret the additional information (for further support, see Reading Comics Teacher Support Material)
- use the map to track the chronology of the story and identify where events are taking place
- use the adverbs of time and place and the time-sequence markers and dates to identify the shifts in time

September 2001; In the months and years that followed ...

- The use of figurative language *at the mercy of the waves; floating between two worlds; and it was up to me – and my brothers and sister – to build the house*
- draw on their prior knowledge of word meanings and figurative language they have encountered before, as well as context, to interpret figurative phrases.

### Vocabulary

Possibly challenging words	homeland, refugees, alternative, Taliban, abandoned, heartland, bribe, drifting, mercy, brewing, relentless, trance-like state, refugee resettlement centre, stuck in limbo, routine, carried into our future, sense of belonging, thrived, watan, floating between two worlds, foundations
Theme-related words and concepts	homeland, generations, belonging, foundations, ancestors, link to the past, tūpuna

### Helpful prior knowledge (pre-reading and introducing the text)

- Some awareness of the role of ancestors in creating a sense of identity and the values they pass down
- Some understanding of the concept of being a refugee (Before reading, create a concept map of words ākongā associate with the term “refugee”. After reading, add any further words they have discovered and review their thoughts.)
- Some awareness of the war in Afghanistan
- Some understanding that people may face very difficult choices, with limited options
- To elicit prior knowledge and key vocabulary, select one or two frames and have ākongā view and discuss them in pairs or small groups. *What can you see? What is happening? Where does it look like the story is taking place? What do they think the story will be about?* Prompt with subject-specific vocabulary as required. Provide sentence frames for ākongā requiring extra support.

## Possible reading and writing purposes

- To consider how the legacy of Abbas’s ancestors contributed to his achievements
- To learn about the experiences of Afghan refugees in getting to Aotearoa New Zealand and making a new life here
- To use the graphic-text format as a model for writing a narrative about a time when they felt the influence of their tūpuna or when they had an experience that had an impact on who they are

See *Effective Literacy Practice in Years 5–8* for information about teaching comprehension strategies ([Teaching comprehension](#)) and for suggestions on using this text with your students ([Approaches to teaching reading](#)).

## Possible curriculum contexts

This text has links to level 4 of the *New Zealand Curriculum* in Health and PE, English, and Social Sciences.

## Understanding progress

The following aspects of progress are taken from the [Learning Progression Frameworks](#) (LPFs) and relate to the specific learning tasks below. See the LPFs for more about how ākongā develop expertise and make progress in these aspects:

- Acquiring and using information and ideas in informational texts
- Making sense of text: using knowledge of text structure and features
- Making sense of text: reading critically
- Creating texts to communicate current knowledge and understanding.

## Strengthening understanding through reading and writing

After the first reading of “From Afghanistan to Aotearoa”, select from the following suggestions and adapt them according to the strengths, needs, and experiences of your ākonga. Most of these activities lend themselves to students working in pairs or small groups.

- **REREAD** the introduction and discuss the concept of a story being both the story of a family and the story of “Afghan refugees everywhere”. *Is this statement true? Does your family have stories that it shares with other people? What are some examples?*
- **DISCUSS** what we learn about the legacy of Abbas’s ancestors from reading his story. Have ākonga look for examples and places in the text that show Abbas’s awareness of what his ancestors have passed down to him.
- **DISCUSS** the decision to tell the family’s story as a graphic text. *Why do you think the story has been told this way? What do you think of the writer’s choice to tell the story this way?*
- **DISCUSS** the writer’s purpose. The writer states that his family’s story belongs to Afghan refugees everywhere. *Why does he say that? Why do you think he felt it was important to write this story? Did he achieve his purpose? Has anything changed in your thinking or feelings about Afghan refugees? Reflect on how the increasing cultural diversity of people in Aotearoa is changing with many people coming from different parts of the world.*
- **DISCUSS** the idea common in te ao Māori, that Papatūānuku is mother to all things, including people.” *How does this compare with the way people in other cultures feel about the land? Is there a tūrangawaewae or place that is special to you because it is where your ancestors lived?*
- **EXPLORE** the concept that most people feel a connection to their ancestral homeland – the place of origin of their extended family. Focus on the final frame on page 10. *How did Abbas feel about leaving his homeland? Have you had an experience like that or do you know someone who has? What was it like? Can a place ever be home if it is not the place where your ancestors lived?*
- **LOOK** at the last two frames on page 10 together. Abbas says that his “parents had built the foundations for our new lives”. *What does he mean?* He then says he and his siblings have to “build the house” and that, while his ancestors are a link to the past, he is a “link to the future”. *What does he mean?* Ākonga could discuss this in pairs and/or record their answers in the “Reflecting on the story” template on page 4 of this TSM.
- **DISCUSS:** *Abbas says that adjusting to a new life in New Zealand was much harder for his parents. Why was it harder for them? How did they try to adjust?* Have the ākonga take on the perspective of Abbas’s mother or father by writing a letter to a family member in Afghanistan. They can explain what their experience was like, what they felt about New Zealand when they arrived, and how they feel about life in New Zealand now, explaining their sense of belonging to a new country and whānau in Aotearoa.
- **PROMPT** ākonga to make connections between Abbas’s story and their own lives. They could sketch a house and annotate it with their thoughts about how their ancestors have influenced them and their whānau’s aspirations. To extend this activity, ākonga could discuss these questions with their families at home. (Encourage them to use their first language to do this.) Add any new thoughts to their image. This activity could be preceded by reading and discussing “The Bucket Man” in this Journal to extend thinking about how one generation’s actions may influence the next. *What kind of “house” do you want?*

## If ākonga need extra support

- Remind them to make connections within the text and to their prior knowledge and experience. For example, their families may have migration stories or have traumatic experiences of war, and it’s likely they have heard or seen stories about this on the news.
- Discuss the use of figurative language. Pull out several examples and model how you would use the context, your prior knowledge, and your knowledge of vocabulary to interpret them. Give pairs of ākonga an example each (for example, at the mercy of the waves, floating between two worlds) and ask them to use context and their prior knowledge to work out and explain their purpose and effectiveness.
- Discuss the shifts in time and place. Have ākonga find and highlight any clues in the text that help them to identify where the time sequence changes (adverbs of time and place and dates). They can discuss why the writer might have used this technique of jumping back and forth in time. Ask how they might use it in their writing.
- Have ākonga locate the adverbs of time and place and use them to create a timeline outlining the family’s journey.
- Share-read with ākonga where necessary and provide the audio for them to revisit the story as often as they need to.

## Reflecting on the story: From Afghanistan to Aotearoa

**What Abbas says**

**What I think Abbas means**

On page 10, Abbas says that his “parents had built the foundations for our new lives”.

On page 10, Abbas then says he and his siblings have to “build the house” and that, while his ancestors are a link to the past, he is a “link to the future”.

**Write about how an ancestor has influenced your life.**

# School Journal | Level 4 | June 2022

Exploring a theme: The texts marked with a **T** share the theme of tūpuna.

		READING LEVEL	THEMES	CURRICULUM LINKS
	<b>From Afghanistan to Aotearoa</b> COMIC <b>T</b> <b>DOWNLOAD AUDIO</b> Abbas Nazari's family fled Afghanistan in 2001. After a harrowing six months, they were granted asylum in New Zealand. Although the family has thrived, adjusting to life in a new country has had many challenges.	Year 6	Tūpuna Refugees Identity Belonging	Health and PE English Social Sciences
	<b>The Lesson</b> STUDENT WRITING <b>T</b> A true story told by a student about her great-grandmother.	N/A	Tūpuna Inherited traits	English
	<b>Good Little Samoan Boy</b> MEMOIR <b>T</b> For many years, Victor Rodger felt caught between two traditions and two worlds – he has a Pālagi mother and a Samoan father. Rodger explores what it means to have Samoan ancestry.	Year 8	Tūpuna Cultural identity Belonging	Health and PE English
	<b>Ancestors</b> POEM <b>T</b> A light-hearted poem, where the poet remembers Great-Aunt Unice and her crazy ways.	Year 8	Tūpuna Identity	English
	<b>Eruera Maihi Patuone</b> ARTICLE <b>T</b> <b>DOWNLOAD AUDIO</b> An account of the life of the Ngāpuhi rangatira Eruera Maihi Patuone, who lived during a time of huge change for Māori from pre-European times until 1872.	Year 8	Tūpuna Rangatiratanga Ancestral wisdom Land Power	Social Sciences
	<b>Ngā Pēpeha a ngā Tūpuna</b> ARTICLE <b>T</b> An article that explains the sayings of tūpuna through an exploration of various pepeha.	Year 8	Tūpuna Ancestral knowledge	English Social Sciences
	<b>The Bucket Man</b> STORY <b>T</b> A speculative story about a teenager who wants to follow her own path but is expected to follow in the family tradition.	Year 8	Tūpuna Ancestral knowledge Inherited traits Climate change	English
	<b>Ann Evans: Colonial Nurse</b> BIOGRAPHY A profile of a nurse who lived during the nineteenth century and faced many challenges.	Year 8	Social change	Social Sciences