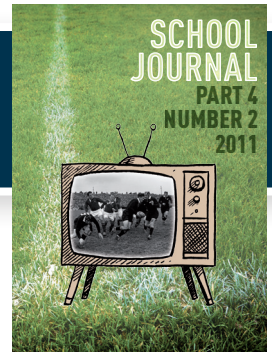


# A Tour Like No Other

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School Journal  
Part 4 Number 2 2011  
Noun frequency level: 11–13  
Year 8



## Overview

In a lengthy article, the author reports on the controversies and events of the 1981 Springbok tour of New Zealand. The article includes several different text types and language features, focusing mainly on the opposing views of the protesters and the rugby fans. The system of apartheid is explained, and the article closes with words from Nelson Mandela. The author suggests that the tour raised important questions for all New Zealanders that are far wider than rugby.

“A Tour Like No Other” can be used to stimulate discussion about the reasons why people hold different views and the ways individuals and groups can respond to challenges in their communities. It explores the themes of justice and equality at the international, national, and local levels. It also supports the key competencies of relating to others and participating and contributing.

Texts related by theme

“Māori Rugby: a Timeline” SJ 4.2.11 | “Three Days in Awapātiki” SJ 4.3.10

## Text characteristics from the year 8 reading standard

Words and phrases with multiple meanings that require students to know and use effective word-solving strategies to retain their focus on meaning

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

**SOME OF THE PLAYERS**

New Zealand's prime minister was Robert Muldoon. Although he said that “nothing but trouble” would come of the tour, he strongly believed that politics should stay out of sport. Thousands of Kiwis agreed. But many others didn't. They said that playing rugby with South Africa was a way of supporting apartheid and the South African government. Protest leaders like John Minto believed that the whole world was watching. It was time for New Zealanders to make a stand.

**Public opinion about the Springbok tour, July 1981**

Should the Springboks tour New Zealand?

Yes  
No  
Don't know

**Stopping the Tour**

Halt All Racist Tours (HART) was a protest group formed in 1969. At the time, South Africa's apartheid system meant that Springbok players were always white. The South African government also required that sports teams visiting the country didn't include people from different races. This meant that an All Black who was also Māori wasn't welcome to tour. Many New Zealanders were outraged by this, saying that no sports teams should tour South Africa under such circumstances. During the 1970s, the anti-apartheid movement in New Zealand steadily grew, and HART became an important voice. John Minto, the group's national co-ordinator in 1981, vowed to stop the Springbok tour. Members of HART played a leading role in many of the protests that followed.

**Supporting the Tour**

Doug Rollerson was an All Black in 1981. He firmly believed that the Springboks should tour New Zealand. “The primary thing was to get them over here and show that we lived in a multiracial society in relative harmony,” he later said. This argument was supported by others. If South Africa was shunned by other countries, how would its government ever learn that apartheid was wrong? Doug Rollerson believed it was important that South Africans “didn't sit at home telling each other how right they were”. Playing rugby with the Springboks was a chance to promote change.

The final test match between the All Blacks and the Springboks (see page 7)

Up and down the country, the debate raged. New Zealanders were making a stand, but they were fiercely divided. When the Springboks touched down in Auckland on 19 July 1981, nothing had been resolved. And, as Muldoon predicted, the real trouble was about to begin.

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

Academic and content-specific vocabulary

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

Reading standard: by the end of year 8

# Possible curriculum contexts

## SOCIAL SCIENCES (Social Studies)

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

## 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.

## Possible reading purposes

- To learn about important events in New Zealand's rugby history
- To understand why people protest about issues
- To explore how people respond to community challenges.

## Possible writing purposes

- To research and report on an important event or time in New Zealand history
- To research and report on another protest movement in New Zealand or elsewhere
- To research and report on the way a person or group responded to a specific community challenge.

See [Instructional focus – Reading](#) for illustrations of some of these reading purposes.

See [Instructional focus – Writing](#) for illustrations of some of these writing purposes.

# Text and language challenges

## VOCABULARY:

- Possible unfamiliar words and phrases, including “rivals”, “erupted”, “Protesters”, “determined”, “stadiums”, “equally”, “nations”, “passionate”, “historic”, “legendary”, “foe”, “outraged”, “policy”, “apartheid”, “Commonwealth”, “ban”, “Afrikaans”, “designed”, “Population Registrations Act”, “Coloured”, “forbidden”, “society”, “segregated”, “neighbourhoods”, “violence”, “prominent”, “to make a stand”, “raged”, “touched down”, “resolved”, “predicted”, “required”, “circumstances”, “steadily”, “co-ordinator”, “vowed”, “primary”, “multiracial”, “relative harmony”, “shunned”, “promote”, “pro-tour”, “anti-tour”, “versus”, “recalled”, “intense”, “stormed”, “Rumours”, “cancelled”, “badges”, “broadcast”, “scrapped”, “clashed”, “confrontational”, “chaos”, “flares”, “bitter-sweet”, “fortify”, “take on”, “spectators”, “dispersed”, “off-ramps”, “human wedges”, “national identity”, “legacy”, “race relations”, “Aftermath”, “civil unrest”, “abolished”
- The use of metaphor: “the country erupted”, “stormed onto the field”
- The use of hyperbole: “the whole world was watching”
- Acronyms, including “NZRFU”, “HART”
- Words used with double meanings, for example, “Players”, “The Final Score”.

## Possible supporting strategies

Prior to reading, you could use the images and headings on pages 2–3 to help build a context and preview the vocabulary. Briefly talk about what the students can see on these pages. Then have them work in pairs to brainstorm words they associate with “rugby”, “South Africa and New Zealand”, “police”, and “protesters”. Have them share their words with the whole group. Check and clarify meanings as you do this. Create a class vocabulary list for each heading.

Provide opportunities (such as TV, radio, and newspaper reports) for students to encounter examples of vocabulary connected with political protest.

*The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.

## SPECIFIC KNOWLEDGE REQUIRED:

- Knowledge of New Zealand history, especially rugby history
- Some knowledge of racial discrimination
- Knowledge of Nelson Mandela and his role in South African history
- Knowledge of people who have spoken out against injustice
- Some understanding of debate, argument, and conflict caused by differing opinions.

## Possible supporting strategies

Check how much students know about the 1981 tour, apartheid, and Nelson Mandela.

After reading, support students to broaden the context. They could make links with community challenges from the past and present, such as discrimination or inequalities, protest movements, and changes of regimes.

## TEXT FEATURES AND STRUCTURE:

- A report covering both sides of a historical issue
- Fact boxes
- Photographs with captions
- A contemporary cartoon
- Events organised in a timeline
- A map of New Zealand with pie charts to show percentages of people holding different opinions
- Historical photographs
- A “score” chart.

## Possible supporting strategies

Skim the text with the students to help them locate the different structures and identify their purposes.

Support students to identify contrasting ideas and to understand that the text is presenting both sides of the issues.

Be aware that some students may have had first-hand experiences of injustice or race-based policies, and these may be sensitive subjects for them.

# Instructional focus – Reading

**Social Sciences** (Level 4 – Social studies: Understand how people participate individually and collectively in response to community challenges.)

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

## Text excerpts from “A Tour Like No Other”

## Students (what they might do)

## Teacher (possible deliberate acts of teaching)

In 1981, the New Zealand Rugby Football Union (NZRFU) invited the Springboks to tour. For many, it was a chance to battle our old foe for the first time in five years. Others were outraged. South Africa had a policy of apartheid – and Commonwealth countries, including New Zealand, had agreed in 1977 to discourage sporting contact with the nation.

New Zealand’s prime minister was Robert Muldoon. Although he said that “nothing but trouble” would come of the tour, he strongly believed that politics should stay out of sport. Thousands of Kiwis agreed. But many others didn’t.

The South African government also required that sports teams visiting the country didn’t include people from different races. This meant that an All Black who was also Māori wasn’t welcome to tour.

“The primary thing was to get them over here and show that we lived in a multiracial society in relative harmony,” he later said.

Playing rugby with the Springboks was a chance to promote change.

*The students **make connections** between the text and their knowledge of the context to identify the **main idea** that there were strong reasons for and against the 1981 tour. They identify the two contrasting views and form **hypotheses** about the kinds of actions and groups they will read about in the article.*

*Students **make connections** between the text and their knowledge of the power of the prime minister to **evaluate** Muldoon’s decision not to intervene. They **ask questions** about the links between politics and sport, and **evaluate** the idea that politics should stay out of sport, in relation to their purpose for reading.*

*The students use the subheadings to identify the opinions of two contrasting sides. They **make connections** between the text and their prior knowledge to **infer** that All Black tours of South Africa would not have included Māori players, and they **evaluate** this idea in relation to their own world view and their purpose for reading.*

*The students **integrate and synthesise** the two contrasting views to form their own opinions about the tour.*

*The students **make connections** between the text and other people they have read about who made a stand for their beliefs. They review and revise their **hypotheses** and consider what message New Zealand would have given to the world if the tour had gone ahead without incident.*

**DIRECT** the students to discuss the topic briefly.

- Read the title and first section, then share anything you know about the 1981 tour, playing rugby against South Africa, or apartheid.
- Why do you think the tour was so controversial?
- Which words help you identify the two main opinions about the tour?
- Why do you think the NZRFU invited the Springboks, despite the ban?

**PROMPT** the students to question and evaluate as they read, sharing their thinking with a partner or group.

- As you ask questions and find information, think about how these fit with your purpose for reading.
- Think about what you know about people who are prepared to take a public stand on issues. Keep this in mind as you read.
- Show me how you know whether the Prime Minister decided to step in. What do you think about his decision?

**ASK QUESTIONS** to support the students to evaluate and synthesise ideas and information.

- What does the decision to tour say about New Zealand’s attitude to apartheid?
- Can you understand the beliefs on each side? Why do you think people had such strongly divided opinions?

You could have the students use a graphic organiser to record points on both sides as they read. Ask them to share their notes with a partner, checking for any points they’ve missed and discussing which points they agree or disagree with. As a group, fill in a graphic organiser, creating an agreed set of points supporting each opinion. Use this to co-construct a summary of each side’s point of view.

**GIVE FEEDBACK**

- You asked some challenging questions as you were reading. Asking questions as you read will help you to gain a deeper understanding of the issues and of people who stand up for what they believe in.
- I noticed you went back to parts of the text and used the Internet to check facts and find out more. These are excellent ways to extend your understanding of the ideas and information.

### METACOGNITION

- Work with a partner. Using one spread from the article each, work through it and explain the questions you asked and how you answered them.
- Tell your partner how you were able to combine information from the text with your own ideas and experiences to evaluate the events in the article. How did this help you to meet your purposes for reading?

Reading standard: by the end of year 8

The Literacy Learning Progressions

Assessment Resource Banks



# Instructional focus – Writing

**Social Sciences** (Level 4 – Social studies: Understand how people participate individually and collectively in response to community challenges.)

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

## Text excerpts from “A Tour Like No Other”

### A Tour Like No Other

The 1981 Springbok tour was a tour like no other. It was meant to be a series of rugby games between two old rivals. Instead, the country erupted. Protesters took to the streets in their thousands, determined to stop the games. Rugby fans filled the stadiums, equally determined to cheer on the All Blacks. It was a time for taking sides – and most people did.

### Apartheid: A South Africa Divided

Apartheid means “apartness” in Afrikaans. Introduced in 1948, it was a system designed to keep people of different races apart. The first major apartheid law was the Population Registration Act 1950. It divided all South Africans into four groups based on race: “black”, “white”, “coloured”, and “Indian”.

The 1981 Springbok tour raised many questions. Was a game of rugby ever just a game? Could sport and politics *really* be kept apart – and was it right to keep them apart in the first place? Whatever the answers, the tour made one thing clear: we didn’t all share the same beliefs. And some people were willing to take great risks to have their voices heard.

Another legacy of the 1981 tour was that it made New Zealanders take a closer look at race relations in their own country.

## Examples of text characteristics

### IDEAS

*Strong ideas for writing are those which enable the writer to engage the reader through interesting information, a range of opinions or perspectives, and food for thought.*

### FACT BOX

*A fact box allows the writer to present extra, background information without interrupting the flow of the main text. Fact boxes give information (such as explanations and historical facts) that help the reader to understand more about an idea or event in the main body of the text.*

### ASKING QUESTIONS

*Addressing questions to the reader can engage the reader’s attention and interest, and make them think more deeply about ideas.*

### LINKING PARAGRAPHS

*Writers make their writing flow by linking paragraphs through related ideas. Connectives (such as “But”) make the link explicit but are not always needed. Sometimes the link can take the reader from a general idea to a more specific idea, or vice versa. Other links may connect ideas to details that support them.*

### METACOGNITION

- Tell me why you chose to include some details and not others. What effect did you want them to have?
- Show me where you made changes from the feedback your writing partner gave you. How has this helped you to meet your writing purpose?
- What new understanding have you gained by researching and writing on this topic?

## Teacher

(possible deliberate acts of teaching)

**PROMPT** the students to consider their writing intentions.

- What is your overall purpose for writing on this topic? Think about the “big” purposes for writing and use these to help you clarify your overall purpose. Do you want to inform, persuade, entertain, explain, describe, or instruct?
- How do you want your readers to feel or think as a result of reading your work?
- What specific ideas or information do you want your audience to know about or understand? Why?
- Is the topic one that interests you? If not, it may be better to choose a different idea, or to come up with an interesting perspective on the idea.

For students who need more support with their writing, give them a purpose, review effective features to meet the purpose (including looking at models of these features), and support them to use these features in their writing, perhaps focusing on one at a time.

**DISCUSS** ways of developing ideas.

- How have you decided what information to include and what to leave out?
- Think about your key ideas, and identify the information that develops an idea and the information that gives background or context to the idea.
- How can you convey all this information without overloading the reader?


**EXPLAIN** that one way to provide background information for readers is to insert a fact box. Other options used in this text are a timeline, maps, and a summary of facts.

**PROMPT** the students to reflect on and revise their writing. They can do this by reading each other’s work and giving focused feedback. Provide two or three questions to help the students focus their feedback.

- Does the writing meet the writer’s purpose for writing?
- Has the writer expressed their ideas convincingly? Has their voice come through clearly?
- Is there enough information to help the readers understand the key ideas?
- Do the ideas flow well from one paragraph to the next and from one section to the next?
- Will the writing encourage readers to think or form their own opinions about the topic?

### GIVE FEEDBACK

- You’ve given some clear examples that develop your ideas and help your readers to understand their significance.
- I can see you’ve added better links between the paragraphs: this helps the reader to see how the ideas are connected. What links would help your readers to follow this more complex explanation here? What graphic features could make the ideas clearer?

 Writing standard: by the end of year 8

 The Literacy Learning Progressions