

A young woman with light brown hair, wearing black-rimmed glasses, a red and white striped t-shirt, and a blue denim jacket, is smiling slightly. She is positioned on the left side of the image. The background is a blurred outdoor setting with a building and trees. A large, semi-transparent purple shape is overlaid on the right side of the image, containing the text.

# *Votes for women*

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**LEVEL 4 LEARNING EXPERIENCES**  
**A YOUR VOICE, YOUR CHOICE TEACHER RESOURCE**



**ELECTORAL  
COMMISSION**  
TE KAITIAKI TAKE KŌWHIRI

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<https://facebook.com/VoteNZ>



<https://elections.nz>



# YOUR VOICE, YOUR CHOICE

## VOTES FOR WOMEN

### INTRODUCTION

On 19 September 1893, when the Governor, Lord Glasgow, signed the Electoral Act into law, New Zealand became the first country in the world where all adults, including women, had the right to vote in parliamentary elections.

*Votes for Women* provides a range of activities designed to develop students' understanding of the suffragists' achievement and to encourage voter participation today. The focus of the resource is on the right to participate and engage in the democratic process.

*Votes for Women* is aligned with the values and key competencies of *The New Zealand Curriculum*. The resource is aimed at level 4 of the curriculum. However, you are encouraged to adapt the activities to meet the specific needs and experiences of your students.

*Votes for Women* is designed as a stand-alone resource, but it can also sit alongside the other Your Voice, Your Choice teaching units (available for download from the Electoral Commission website: <https://www.elections.nz/your-community/teaching-voting-at-schools>)

# Links to *The New Zealand Curriculum*

## Values

The values of students, whānau, and community are expressed through thoughts and actions. In this resource, students will be supported to value:

- innovation, inquiry and curiosity, by thinking critically, creatively, and reflectively on the issue of participation in society
- community and participation for the common good
- respect for themselves, others, and human rights.

## Key competencies

Students will be supported to develop the key competencies of:

- thinking, by considering different viewpoints people have and deciding what they think about the topic themselves
- relating to others, by listening to and understanding other people's points of view
- participating and contributing, by evaluating the issues and understanding the importance of participation in the electoral process.

## Achievement objectives

This resource supports the following level 4 achievement objectives from the Social Sciences learning area. Students will:

- understand how the ways in which leadership of groups is acquired and exercised can have consequences for communities and societies
- understand how formal and informal groups make decisions that impact on communities
- understand how people participate individually and collectively in response to community challenges.

## Social inquiry

This resource is based on a social inquiry approach. Social inquiry is a process for examining social issues, ideas, and themes.

During a social inquiry, students:

- ask questions and find out information
- explore and analyse people's values and perspectives
- consider the ways in which people make decisions and participate in social action
- reflect, evaluate, and communicate what they have learned.

For further information on the social inquiry approach, see *Approaches to Social Inquiry* (Ministry of Education, 2008). This can be downloaded from:

<https://elections.nz/redirect/approaches-social-inquiry>

## Conceptual understandings

Students will understand that:

- people's beliefs and values towards certain issues in society can be different
- laws in society can be changed by people who work collectively to bring about change
- when you gain a right, it usually has an associated responsibility, for example, gaining the right to vote also brings the responsibility of participating in the voting process
- democracy is an inclusive process in that it gives the people a say in who makes the rules of a country.

## Assessment

Formative assessment is an important feature of this resource. With support from you, students will reflect on their learning in order to evaluate the progress they have made towards the conceptual understandings. Activities to support their development are found throughout this resource and are followed by formative assessment questions. After individual activities or the entire learning experience have been completed, allow students time to reflect on what they have learned, identify ideas that need further work, and review key points. Encourage them to think independently about how they have learned as well as what they have learned. These reflections will provide valuable formative assessment data.

### Digital resources

Digital versions of student resources, including editable PDFs and Google Slides, can be found on the Electoral Commission website: <https://elections.nz/your-community/teaching-voting-at-schools>

### Vocabulary list

At the back of this resource you will find a collection of vocabulary terms. These terms can be used to create a range of literacy support activities. In conjunction with this list, text from the provided digital factsheets can be copied and used to create additional literacy support material for students, such as cloze activities.

# Getting started

To assess students' existing conceptual understanding and knowledge about votes for women, select one or more of the following starter activities:

1. Facilitate a class discussion about votes for women.

**ASK** Why do we celebrate votes for women?

2. Introduce the concept of suffrage and explain that it means the right to vote.

**ASK** What do you know about the New Zealand suffragist movement?

3. New Zealand women were the first women in the world to get the right to vote.

**ASK** What does that mean to us today?

4. Hand out Graphic Organiser A (for print, see page 14). Have students look at the images on the front of the ten dollar note.

**ASK** Who is the person commemorated on this note? What do you know about her? Why is she a part of New Zealand history?

**SAY** The New Zealand ten dollar note also has an image of a white flower – what is it and what does it signify?

5. Read the following statement to your students:

In 1918, the editor of *The White Ribbon*, Nelly Perryman, wrote 'We, the mothers of the present, need to impress upon our children's minds how women of the past wrestled and fought, suffered and wept, prayed and believed, agonised and won for them the freedom they enjoy today'.

**ASK** What was she writing about?

Consider introducing the concepts of rangatira and rangatiratanga here, specifically focussing on wāhine. You can find content on this in Topic 3: Discovering Rangatira in the *Tūranga Mua, Tūranga Tika* resource.

# Using te reo Māori in the classroom

This glossary provides phrases in te reo Māori for you to incorporate into your classroom, as part of these learning experiences and beyond.

## Classroom phrases

Te reo Māori	English
Whakarongo mai	Listen to me
Titiro ki tēnei	Look at this (here by me)
Whakaarotia <b>tēnei take</b>	Think about <b>this issue</b>
Pānuitia <b>tēnei whārangi</b>	Read <b>this page</b>
Rangahautia <b>tēnei kaupapa</b>	Investigate <b>this topic</b>
Tuhia ō koutou whakaaro	Write down your ideas (to a group)
Tuhia ō kōrua whakaaro	Write down your ideas (to a pair)
Tuhia ō whakaaro	Write down your ideas (to one person)
He aha te <b>rangatiratanga?</b>	What is <b>rangatiratanga?</b>
He aha i pēnei aī?	Why is it like this?

Te reo Māori	English
Me whakaaro pēnei	Think of it like this
Āe	Yes
Kāo	No
Kia takitoru	Get into groups of <b>three</b> (works for numbers 2–9)
E tū	Stand up
Takī noho	Sit down (as a group)
Kōrero atu ki tō rōpu	Talk to your group
Ka rawe!	Great, excellent!
Koinā!	That's it!
He tika tāu	You're right (to one person)
He tika a <b>Chloe</b>	<b>Chloe</b> is right

## Expressing an opinion (having a say)

Te reo Māori	English
Ki ōku nei whakaaro	In my opinion
Ki a au nei,	To me, (followed by statement)
Ki tō Tama e whakapono ai...	Tama believes that...
He pai ki a au te <b>tākaro</b>	I like to <b>play</b>
Kāore i te pai ki a au te <b>hākinakina</b>	I don't like <b>sports</b>
Tērā pea	Maybe, possibly
Me <b>kōrero Māori</b> tātou	We should all <b>speak Māori</b>
He pai ake te <b>āporo</b> i te <b>panana</b>	<b>Apples</b> are better than <b>bananas</b>
He aha tō koutou whakaaro?	What do you think? (to a group)
He aha tō kōrua whakaaro?	What do you think? (to a pair)

Te reo Māori	English
He aha tō whakaaro?	What do you think? (to one person)
He aha ai?	Why?
Engari	But
Me ki pea	Let's put it this way
He aha te kai o te rangatira? He kōrero, he kōrero, he kōrero.	What is the food of the leader? It is discussion (repeated for emphasis).
Kaiurungi	Leader (person who steers the ship)

# Resources for integrating te reo Māori in the classroom

## **Te reo Māori to use in the classroom:**

<https://hereoora.tki.org.nz/Teachers-notes/Useful-language-for-the-classroom>

## **Resources to learn and use te reo Māori:**

<https://www.tetaurawhiri.govt.nz/en/online-resources/>

## **Collection of student and teacher resources:**

<https://www.akopanuku.tki.org.nz/rauemi/>

## **Resources supporting using te reo Māori in English-medium schools:**

<http://tereomaori.tki.org.nz/Reo-Maori-resources>

## **Professional development programme for teachers:**

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/te-ahu-o-te-reo-maori-fostering-education-in-te-reo-maori/>

## **Suggestions for integrating te reo Māori and tikanga Māori into your classroom programme:**

<https://www.inclusive.tki.org.nz/guides/supporting-maori-students/consider-ways-to-integrate-te-reo-maori-and-tikanga-maori-into-your-classroom-programme>

# LEARNING EXPERIENCES

Choose the most appropriate learning experiences for your students from the activities below. You are encouraged to adapt the learning experiences to suit the specific needs of your students.

## 1. Finding out information: Timeline

Facilitate a class discussion.

**ASK** When did women in New Zealand gain the right to vote? Do women in every country have the right to vote? If New Zealand women were the first in the world to gain the right to vote, when did women in other countries gain this right?

Have students read Factsheet A (for print, see page 15) and the world suffrage timeline information at: <https://www.nzhistory.net.nz/politics/womens-suffrage/world-suffrage-timeline>

Hand out Graphic Organiser B (for print, see page 17) and have students pin or stick small date labels on the world map to show when each country granted women the right to vote.

### Formative assessment questions

1. Can students explain why women in New Zealand gained the right to vote before other countries?
2. Can students explain how the suffrage movement changed New Zealand society?

## 2. Finding out information: How New Zealand democracy works

**ASK** What do you know about how the New Zealand democratic system works? Have students share their knowledge.

**ASK** Do you think the system was the same in the 1890s when New Zealand women gained the right to vote? Have students read Factsheet B (for print, see page 18). Discuss how the system has changed. List the changes on a chart.

**ASK** Do you think the system was better then or now? Have students explain their opinions.

## 3. Participating in society: Role play – voting

To have your students experience exclusion, separate the class into two groups. Number the groups 1 and 2. Tell them that they are going to vote on something that is important to the class, such as choosing between two art or sport activities, movies the class can watch, or free-choice activities for the class. Give students time to decide how they will vote. Then tell them that only the students in group 1 can vote on the issue. Have the group 1 students vote and declare that the majority vote 'wins'.

**ASK** How fair is that to the members of group 2? How did you (group 2 students) feel about being excluded from the decision?

**ASK** Is it a sensible idea to exclude some people when the decision affects everyone? For example, prisoners with a sentence that's over three years, or 16 and 17 year olds. Explain that in the 1890s, women felt that they were being excluded from decision-making. They felt that it was unfair and unjust that they did not have the right to vote for their representatives and on issues that affected everyone.

Repeat the activity allowing everyone to vote. Did the outcome change? Explain that when women got the vote, they could influence the outcome of elections.

### Formative assessment question

Can students explain what democracy is and why it is an important process in society?

## 4. Finding out information: The white camellia

The white camellia became the symbol of the New Zealand women's suffrage movement. Give students Factsheet C (for print, see page 20) and Graphic Organiser C (for print, see page 21). Have students read the background information before making the camellia. Discuss why they think the camellia was chosen.

*Note: If students will be participating in the debate (activity 5) some students will need to colour the layers red before constructing the flower.*

## 5. Exploring values and how people participated in the past: Debate

Have students explore the different opinions of the leaders and participants in the suffrage debate. What were the arguments for and against women getting the vote? Use <https://www.nzhistory.govt.nz/politics-and-government> and <https://www.teara.govt.nz/en/voting-rights/page-4> for background information on the arguments and issues in the 1890s. Organise the class into two teams to debate the topic: 'Women should have the right to vote'. Remember to have students wear the camellia during the debate – white in support and red against.

You may prefer to debate a contemporary topic about the right to participate, such as: 'Sixteen- and seventeen-year-olds should be able to vote'.

## 6. Exploring how people participated in the past: Petitions

**ASK** What is a petition? How does it bring about change? What was the process in 1893? Investigate the suffrage petition of 1893 (see Factsheet A on page 15).

**ASK** Is this how we would gather signatures for a petition today?

Discuss how online/social media petitions work. Use Graphic Organiser D (for print, see page 22) to make a comparison between the 1893 suffrage petition and modern-day online/social media petitions.

*Note: To find out if their family were part of this historic event, students can search the petition online at <https://www.nzhistory.govt.nz/politics/womens-suffrage/petition>*

### Formative assessment question

Can students explain what a petition is and why they are important?

## 7. Exploring how people participate now: Referendums

**SAY** In democracy today, a petition is still the mechanism that voters can use to force an issue onto Parliament. This can result in a Citizens Initiated Referendum, where the voters can have their say on an issue that affects their community.

Have students investigate the referendums process and recent New Zealand Citizens Initiated Referendums and Government Initiated Referendums. They will find information at:

- <https://www.elections.nz/elections-in-nz/what-is-a-referendum>
- <https://www.parliament.nz/en/get-involved/have-your-say/seek-a-referendum/>

**ASK** What are the benefits/disadvantages of a referendum?

### Formative assessment question

Can students explain what a referendum is and how it is part of the democratic process?

## 8. Finding out information: Women in Parliament

**SAY** Women gained the right to vote in 1893 but were not eligible to stand for Parliament until 1919. Elizabeth McCombs, the first female Member of Parliament, was elected in 1933. The first Māori woman to win a seat in Parliament was Iriaka Rātana in 1949.

Display the graph of women in Parliament:

<https://elections.nz/redirect/women-in-parliament>

Facilitate a class discussion on why they think the number of women in Parliament remained low until the 1990s.

## 9. Finding out information: Women in politics

Have students research and write profiles on prominent women in the suffrage movement (such as Kate Sheppard, Helen Nicol, Amey Daldy, Ada Wells, Harriet Morison, and Meri Te Tai Mangakāhia) and recent high-profile women in New Zealand government (such as Dame Catherine Tizard, Dame Silvia Cartwright, Dame Sian Elias, Helen Clark, Dame Jenny Shipley, Whetū Tirikatene-Sullivan, Jacinda Ardern, Dame Patsy Reddy, Paula Bennett, Marama Davidson, and Chlöe Swarbrick).

Encourage inclusion of Māori leaders, and how their work improved outcomes for Māori and for all New Zealanders. You can find content on this in Topic 5: Rangatira in Parliament in the *Tūranga Mua, Tūranga Tika* resource.

## 10. Finding out information: Māori women and the vote

**SAY** In the nineteenth century, Māori women were involved in two suffrage movements: the right of women to vote, and the right of Māori women to vote and stand as members of the Te Kotahitanga Parliament (Māori Parliament). A leader in the successful fight for these rights was Meri Te Tai Mangakāhia.

Have students research the political voice of Māori women. Discuss how Māori are represented in the electoral system today.

Include discussion of Māori participation and representation in government, focussing on wāhine. You can find content on this in Topic 4: Participation and representation of Māori in Parliament in the *Tūranga Mua, Tūranga Tika* resource.

### Formative assessment question

Can students explain why Māori women were involved in two suffrage movements and what rights they achieved?

## 11. Exploring values and decision-making: How can you participate?

We live in a democracy in which every citizen or permanent resident 18 years or older, that has lived in New Zealand continuously for 12 months or more at some time in their life, can take part in the election process. People in prison with sentences of less than three years can also vote.

**ASK** How do you know when you are eligible to vote? How do you enrol to vote? Visit <https://www.vote.nz/enrol-to-vote/enrol-check-or-update/how-to-enrol-and-update> to read and discuss the information with your students.

**ASK** What can you do if you are too young to vote? How can you participate? To explore how students can participate, go to Topic 10, Activity 2 of *Have Your Say: 'Being part of decision-making'* available from <https://www.elections.nz/your-community/teaching-voting-at-schools/>

Include discussion of the Māori roll. You can find content on this in Topic 6: New Zealand's system of voting – Activity 2: The General or Māori roll in the *Tūranga Mua, Tūranga Tika* resource.

### **Formative assessment question**

Having the right to vote has a responsibility – can students explain what that responsibility is?

## **12. Exploring values: Equity for all**

New Zealand was the first country in the world to give adult women the right to vote. We have legislation that ensures equity and equality for all New Zealanders (such as equal pay rates and employment opportunities). Have students use Factsheet D (for print, see page 23) to help them investigate the New Zealand legislation. Facilitate a class discussion on how this is different from other parts of the world.

## **13. Communicating learning: Student writing**

Have students write, or create a graphic presentation, about their understanding of the suffrage movement or participation and engagement in the democratic process from 1893 to now. Encourage students to use images from the 'Women and the Vote Media Gallery' at [https://www.nzhistory.govt.nz/media\\_gallery/tid/66](https://www.nzhistory.govt.nz/media_gallery/tid/66) to illustrate their presentations.

# **Reflection on learning**

Have students reflect on what they've learned about the importance of having a voice in decision-making.

- How do people have a say in decision-making in our democratic society?
- In what ways can you voice your opinions to decision-makers when you are not yet eligible to vote?
- What are the possible consequences of non-participation in the election process?

# RESOURCES

# Resource links

## **Camellias and Kate and Rare Breeds**

<https://silkanthreads.wordpress.com/tag/womens-suffrage/>

## **Citizens Initiated Referenda Act 1993**

<https://elections.nz/redirect/citizens-referenda>

## **Constitution Act 1986**

<https://elections.nz/redirect/constitution-act>

## **Human Rights Act 1993**

<https://elections.nz/redirect/human-rights-act>

## **Human Rights Commission: Resources for teachers and students**

<https://www.hrc.co.nz/resources/learn-about-human-rights/>

## **Ministry of Women's Affairs: Māori women and the vote**

<https://women.govt.nz/about/new-zealand-women/history/m%C4%81ori-women-and-vote>

## **New Zealand Bill of Rights Act 1990**

<https://elections.nz/redirect/NZ-bill-of-rights>

## **New Zealand women and the vote**

<https://www.nzhistory.govt.nz/politics/womens-suffrage>

## **Women and the vote media gallery**

[https://www.nzhistory.govt.nz/media\\_gallery/tid/66](https://www.nzhistory.govt.nz/media_gallery/tid/66)

## **Women's suffrage petition**

<https://www.nzhistory.govt.nz/politics/womens-suffrage/petition>

## **New Zealand Parliament**

<https://www.parliament.nz/en/footer/about-us>

## **Reserve Bank of New Zealand: Explaining New Zealand's currency (Information on ten dollar note)**

<https://elections.nz/redirect/ten-dollar-note>

## **Voting rights**

<https://www.teara.govt.nz/en/voting-rights/page-4>

## **Ngā Māngai – Māori representation**

<https://www.teara.govt.nz/en/nga-mangai-maori-representation>

## **Women's Suffrage Petition**

<https://www.natlib.govt.nz/he-tohu/about/womens-suffrage-petition>

## **National Library: Curiosity cards for inquiry**

<https://elections.nz/redirect/natlib-curiosity-cards>

# GRAPHIC ORGANISER A

## New Zealand ten dollar note



(Flickr, The Reserve Bank of New Zealand)

## FACTSHEET A

# The New Zealand women's suffrage movement

- In nineteenth-century New Zealand, women were excluded from voting and politics, along with men under the age of 21, lunatics, and criminals.
- Women were expected to look after the home and raise children while men worked.
- In the late nineteenth century, a group of women decided to fight for more opportunities for women and equal political rights, including the right to vote (suffrage).
- This campaign was called the 'suffrage movement' and the campaigners were called 'suffragists'.
- At first, the suffragists were motivated by family welfare. If they could vote, they could influence social reforms, such as the movement against alcohol (the temperance movement).
- As the campaign went on, equality and inclusion were motivation enough.
- The suffrage movement was led by Kate Sheppard, who was one of the founders of the Women's Christian Temperance Union (WCTU).
- Kate Sheppard campaigned by travelling around New Zealand and rallying supporters. She wrote to newspapers, handed out pamphlets, held public meetings, and lobbied (tried to influence) members of the House of Representatives.
- There was a lot of opposition to the movement. Opponents thought that families would be abandoned and the economy would be destroyed.
- In 1891, the suffragists presented a petition signed by 9,000 women to Parliament. A petition is a formal written request or appeal to authority signed by several people.
- As a result, the Female Suffrage Bill was passed by the House of Representatives (lower house), but defeated by the Legislative Council (the upper house).
- In 1892, the suffragists presented a much bigger petition, with 20,000 signatures, but the same thing happened.
- In 1893, they tried again. This time, they had a 766-foot (233-metre) long petition with 31,872 signatures, almost one-quarter of the adult female population of New Zealand. It was so long that it had to be unrolled across the chamber floor. Provision for petitions to prompt Citizens Initiated Referendums was introduced in 1993 (The Citizens Initiated Referenda Act).
- On 19 September 1893, the Electoral Act 1893 was signed into law by the Governor, Lord Glasgow. New Zealand became the first country in the world to grant women the right to vote.
- 65% of women in New Zealand voted in the 1893 general election. This included approximately 4,000 Māori women.
- The New Zealand suffrage movement inspired suffrage movements all over the world.
- Kate Sheppard and others continued to campaign for women's rights, including freedom from having to wear corsets. She became president of the National Council of Women of New Zealand and editor of *The White Ribbon*, the first New Zealand newspaper to be owned and operated solely by women.

- In 1909, Kate Sheppard was elected honorary vice-president of the International Council of Women. She died on 13 July 1934.
- Kate Sheppard is on the New Zealand ten dollar note to commemorate her contribution to New Zealand's history. The note also features white camellia flowers – a symbol of the fight for women's suffrage. In 1893, white camellias were given to members of the House of Representatives who supported the suffrage bill.
- Even though they could vote, women could not stand for Parliament until 1919.
- The first female Member of Parliament (MP), Labour's Elizabeth McCombs, entered Parliament in 1933.
- Labour MP Mabel Howard became New Zealand's first female Cabinet Minister in 1947.
- In 1949, Labour's Iriaka Rātana became the first female Māori MP, succeeding her deceased husband, Matiu, in the Western Māori seat.
- In 1972, Whetu Tirikatene-Sullivan, Labour MP for Southern Māori, became the first female Māori Cabinet Minister.
- At the first election held under New Zealand's new Mixed Member Proportional (MMP) system in 1996, 35 female MPs were elected, making up almost thirty percent of Parliament.
- Jenny Shipley became New Zealand's first female Prime Minister in 1997, after replacing Jim Bolger as leader of the National Party.
- In November 1999, Labour's Helen Clark became New Zealand's first elected female Prime Minister. She was Prime Minister for nine years, becoming New Zealand's fifth longest-serving Prime Minister.

- In October 2017, Jacinda Ardern, leader of the Labour Party, became the third female Prime Minister of New Zealand. In June 2018, Jacinda Ardern was the world's second head of government to give birth while in office. The first was the Prime Minister of Pakistan Benazir Bhutto in 1990.

## Sources

<https://www.nzhistory.net.nz/politics/parliaments-people/women-mps>

<https://www.nzhistory.net.nz/politics/womens-suffrage>

<https://www.teara.govt.nz/en/biographies/2s20/sheppard-katherine-wilson>

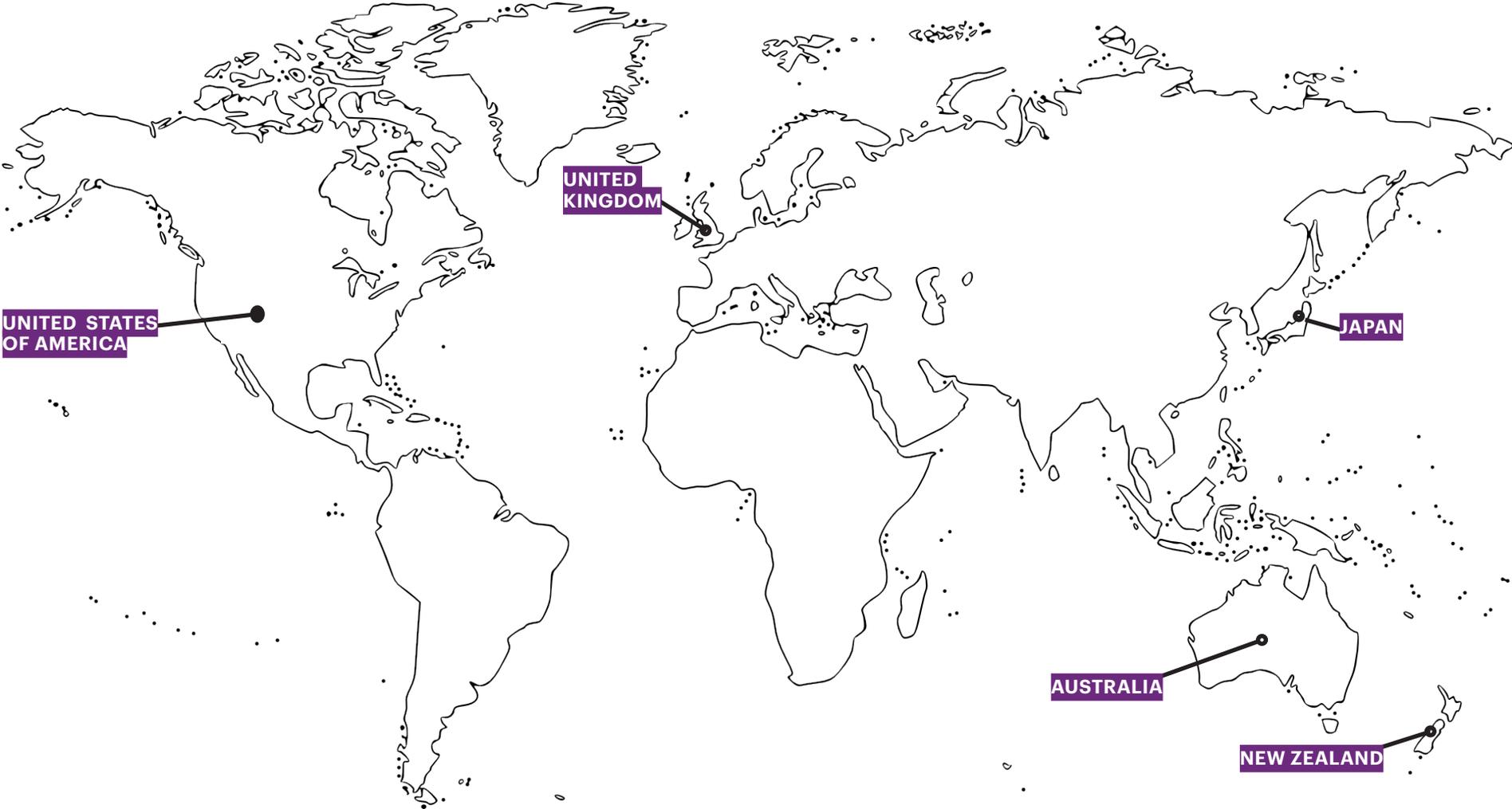
<https://www.teara.govt.nz/en/voting-rights/page-4>



*Kate Sheppard photographed in 1905*

# GRAPHIC ORGANISER B

## Finding out information: Timeline



## FACTSHEET B

# History of the New Zealand democratic system

Since 1854, New Zealand has had some form of elected government that makes laws and represents New Zealanders. Very few countries have such a long and uninterrupted history of democracy.

<b>1840</b>	On 6 February 1840, Māori chiefs sign the Treaty of Waitangi which gives the British sovereignty (supreme power) over New Zealand. New Zealand becomes a dependency of New South Wales, Australia – a British Crown Colony.	<b>1853</b>	The first elections of the House of Representatives are held. Thirty-seven members are elected under the First Past the Post (FPP) system.
<b>1841</b>	New Zealand becomes a separate Crown Colony and is no longer connected with New South Wales.	<b>1854</b>	The first General Assembly meets in Auckland, the capital city at the time and home to Parliament.
<b>1842</b>	New Zealand is divided into two provinces (New Ulster and New Munster).	<b>1856</b>	Henry Sevell becomes the country's first Premier and forms the first 'Responsible' government – a system with an executive that needs the support of a majority of the members of the House of Representatives. The Governor retains responsibility for defence and Māori affairs.
<b>1852</b>	<p>New Zealand settlers want an elected or representative government, instead of being ruled by the Crown. A system of representative government for New Zealand is established under the New Zealand Constitution Act (UK). This system follows British parliamentary tradition, known as the Westminster system, which includes regular elections, politicians representing local constituencies, a Speaker, rules of procedure and a Prime Minister wielding power through a Cabinet (the executive). Political parties compete for power, attained by a simple majority in the House.</p> <p>A national General Assembly is established, made up of a Governor (representing the Crown), Legislative Council (upper house) and House of Representatives (lower house). The Legislative Council is appointed by the Governor, and the House of Representatives is elected every five years by men aged 21 and over who own or occupy a property of certain value.</p> <p>Six (eventually ten) provinces are created, with elected superintendents and councils.</p>	<b>1858</b>	Waikato chief Pōtatau Te Wherowhero is named the first Māori king. Kingitanga, the Māori King Movement, was a direct challenge to the Crown. Kingitanga's aims were to unite tribes under a single Māori king and to unite them against selling land to Pākehā.
		<b>1864</b>	Colonial government asserts its responsibility over Māori affairs.
		<b>1865</b>	Parliament moves to Wellington, which is now the capital city.
		<b>1867</b>	Māori are given four parliamentary seats and all Māori males over the age of 21 are allowed to vote.
		<b>1868</b>	The first Māori elections are held.
		<b>1870</b>	The method of voting changes from verbal voting to secret ballot.
		<b>1876</b>	The provinces are abolished. A central government is now the single legislative authority. Hundreds of local government bodies are created in towns and areas throughout the country.

<b>1879</b>	All males over the age of 21 are granted the right to vote (previously they had to own or rent property of a certain value).
<b>1893</b>	Women are granted the right to vote. New Zealand becomes the world's first true democracy.
<b>1907</b>	New Zealand ceases being a colony and becomes a dominion – a self-governing territory of the British Commonwealth. The Premier is replaced by a Prime Minister and members of the House of Representatives are replaced by Members of Parliament (MPs).
<b>1919</b>	Women are able to stand for Parliament.
<b>1933</b>	The first female MP is elected to Parliament.
<b>1950</b>	An act is passed to abolish the Upper House of Parliament, the Legislative Council.
<b>1969</b>	The voting age is lowered to 20.
<b>1974</b>	The voting age is lowered to 18.
<b>1993</b>	New Zealand's voting system changes from FPP to Mixed Member Proportional representation (MMP), bringing 120 MPs and more parties into the House and changing the style of politics and Parliament.
<b>1993</b>	The Citizens Initiated Referenda Act becomes law, allowing citizens to start a petition that can lead to a referendum.
<b>1996</b>	First MMP election held.
<b>2004</b>	The Supreme Court Act 2003 establishes a New Zealand-based court of final appeal, the Supreme Court.
<b>2011</b>	MMP is confirmed as New Zealand's voting system in a referendum held at the same time as the general election.

<b>2013</b>	A non-binding Citizens Initiated Referendum is held asking 'Do you support the Government selling up to 49% of Meridian Energy, Mighty River Power, Genesis Power, Solid Energy and Air New Zealand?' The referendum is not upheld and these assets are sold to partial private ownership.
<b>2015–16</b>	Two referendums are held that result in New Zealand keeping our existing flag.
<b>2020</b>	A new Electoral Amendment Bill, Registration of Sentenced Prisoners, for allowing prisoners with sentences shorter than three years to enrol to vote is considered by Parliament.

## Sources

<https://www.parliament.nz/en/footer/about-us/>

<https://elections.nz/redirect/day-of-democracy>

<https://www.nzhistory.net.nz/politics/history-of-parliament/quick-history>

<https://www.nzhistory.net.nz/politics/milestones>

<https://www.nzhistory.net.nz/politics/history-of-parliament/useful-terms>

<https://www.teara.govt.nz/en/history>

<https://www.teara.govt.nz/en/colonial-and-provincial-government>

<https://www.teara.govt.nz/en/constitution/page-7>

<https://elections.nz/redirect/NZ-bill-of-rights>

## FACTSHEET C

# The white camellia

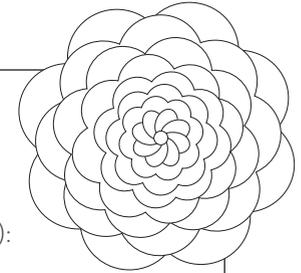
In 1893, the suffragists presented white camellias to the members of the House of Representatives who supported the Electoral Bill that brought in women's suffrage. The members wore the flowers in their buttonholes. The members who did not support the bill wore a red camellia in their buttonhole.

*A deputation from the Wellington Women's Franchise League waited on the Hon. R. Oliver yesterday, and presented a congratulatory address, also a basket of white camellias (20) for presentation to each Legislative Councillor who voted in favour of the Women's Franchise. Each camellia had attached the name of the gentleman for whom it was intended, and was tied with white ribbon.*

*The Evening Post, 13 September 1893, page 3*

The white camellia (or *Camellia japonica alba plena*) became a symbol of New Zealand women's struggle for the right to vote. It features on the New Zealand ten dollar note alongside Kate Sheppard, the leader of the Suffrage Movement. In 1993, on the 100th anniversary of women's suffrage, a new variety of white camellia was created and named after Kate Sheppard. A memorial was also unveiled in Christchurch. Parliament celebrated the centenary by planting 'Kate Sheppard' camellia shrubs in Parliament's garden.

September 19 is known as Suffrage Day or White Camellia Day. Every year on this day, Cantabrians place white camellias at the Kate Sheppard memorial.



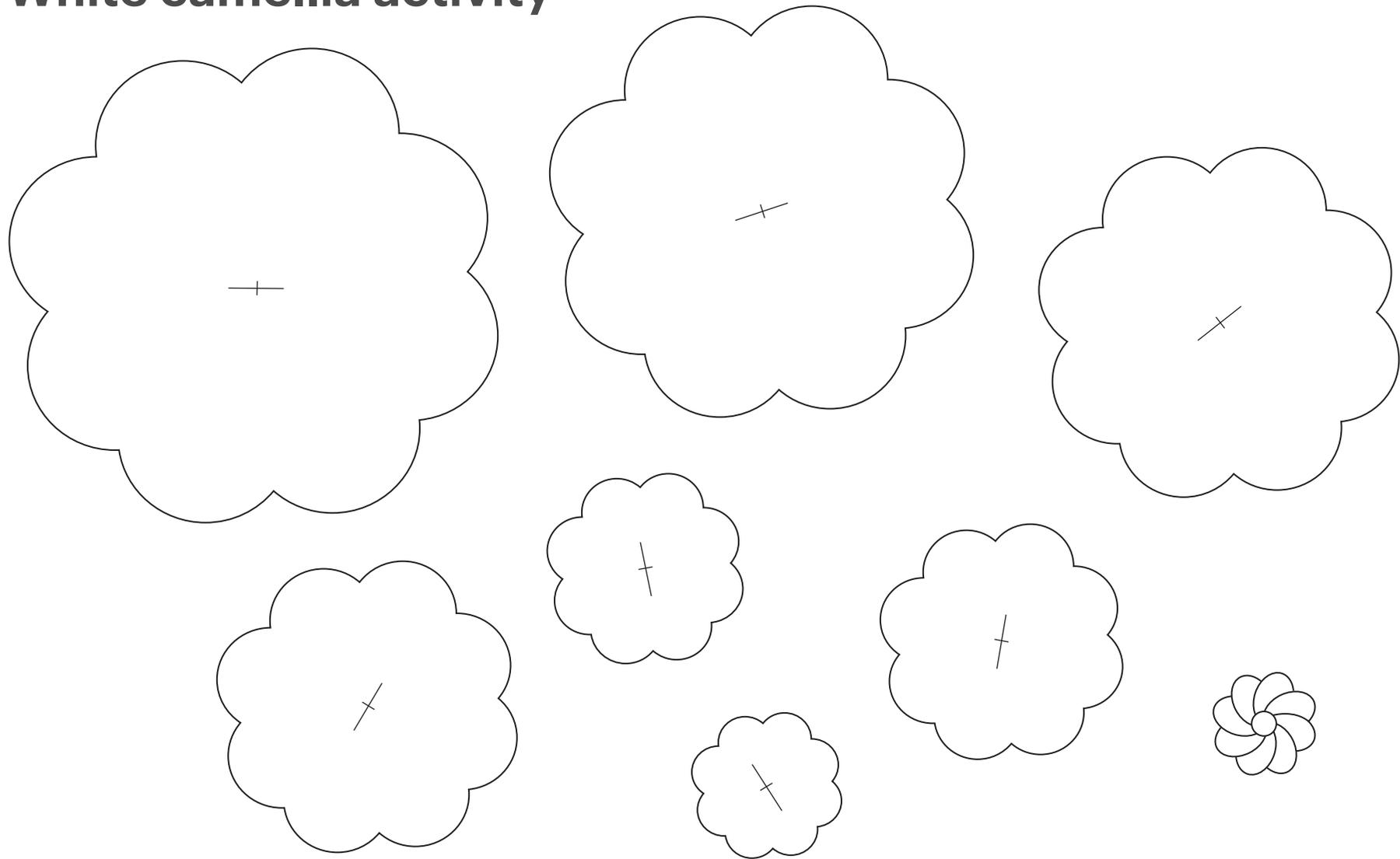
## Make a camellia

To make a white camellia (Graphic Organiser C):

1. Cut out each of the petal layers and the small bud. If you are debating against the right of women to vote, colour the petal layers red before cutting them out, or cut your layers out of red paper.
2. Starting with the largest layer, glue the layers together in order of size. Use the centre mark as a guide for where to glue and place the petal layers.
3. Glue the small petal bud onto the middle of the top layer.
4. When the glue is dry, gently pull up each petal to curl the edges and raise the layers. This will give the flower a more natural look.
5. Use a loop of sellotape to attach the back of the camellia to your clothes.

# GRAPHIC ORGANISER C

## White camellia activity



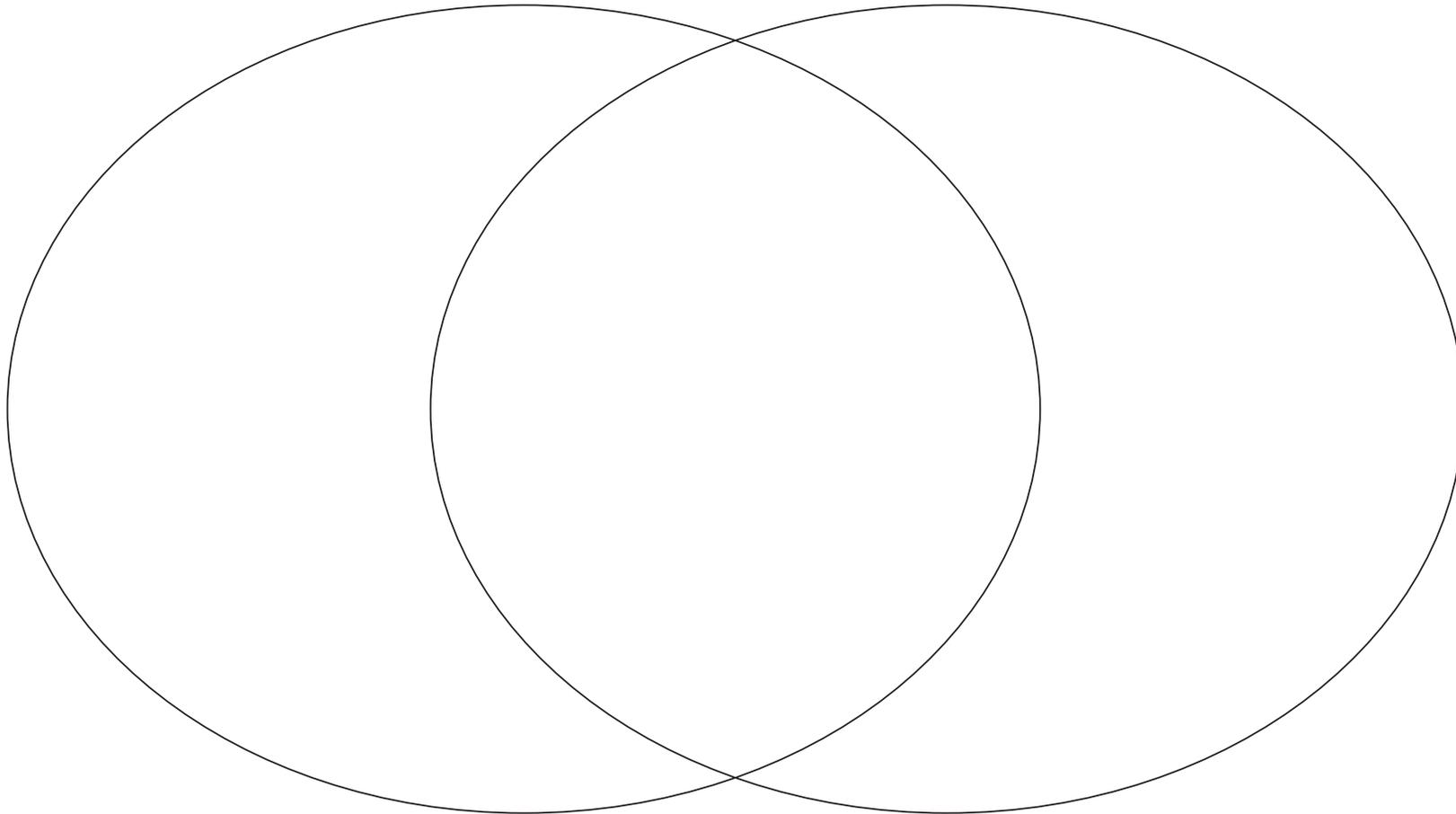
## GRAPHIC ORGANISER D

# Petition – differences and similarities

What is the difference between a survey or petition in 1883 and one today?

**1893**

**NOW**



## FACTSHEET D

# New Zealand legislation on equity and equality

## New Zealand Bill of Rights Act 1990

The New Zealand Bill of Rights Act 1990 affirms a range of civil and political rights and freedoms for people in New Zealand, including:

- the right not to be deprived of life
- the right not to be subjected to torture or cruel treatment
- electoral rights
- freedom of thought, conscience, and religion
- freedom of expression
- freedom of peaceful assembly
- freedom of movement
- freedom from discrimination
- freedom from unreasonable search and seizure
- the right not to be arbitrarily arrested or detained
- the rights of people who are arrested or detained
- minimum standards of criminal procedure
- the right to justice.

It does not deal with other human rights, such as:

- the right to food
- the right to adequate housing
- the right to education.

The New Zealand Bill of Rights Act 1990 is separate from the Human Rights Act 1993.

## Sources

<https://www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/>

<https://elections.nz/redirect/NZ-bill-of-rights>

## Human Rights Act 1993

The Human Rights Act 1993 protects people in New Zealand from discrimination based on certain personal characteristics, including:

- sex, including pregnancy
- marital status, including being in a civil union
- religious and ethical beliefs
- colour, race, ethnic or national origins
- disability
- age
- political opinion
- employment status
- family status
- sexual orientation.

The Act states that it is unlawful to discriminate in a number of areas of public life, including:

- government or public sector activities
- employment
- access to education
- access to public places, vehicles, and facilities
- provision of goods and services
- provision of land, housing, and accommodation
- industrial and professional associations, qualifying bodies, and vocational training bodies
- partnerships.

## Sources

<https://www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/>

<https://elections.nz/redirect/human-rights-act>

## The Human Rights Commission

The Human Rights Commission was created in 1977 to provide better protection for human rights in New Zealand. The Human Rights Act 1993 sets out the primary functions of the Commission:

1. to advocate and promote respect for human rights in New Zealand society

2. to encourage the maintenance and development of harmonious relations between individuals and among diverse groups in New Zealand society.

In order to carry out these functions, the Commission also has other functions such as:

- inquiring into breaches of human rights
- making public statements on human rights and race relations
- conducting human rights programmes, activities, and education
- publishing guidelines and voluntary codes of practice
- resolving disputes relating to unlawful discrimination.

New Zealand is signed up to a number of international human rights agreements and belongs to the United Nations. On 26 June 1945, New Zealand was one of 51 countries to sign the United Nations charter in San Francisco, USA. Those countries declared: 'We, the peoples of the United Nations, are determined to save succeeding generations from the scourge of war'.

## Sources

<https://www.nzhistory.net.nz/politics/new-zealand-and-the-united-nations>

<https://www.hrc.co.nz/about/>

<https://www.justice.govt.nz/justice-sector-policy/constitutional-issues-and-human-rights/>

# VOCABULARY LIST

# COMPLETE RESOURCE VOCABULARY LIST

<b>abolished</b>	to formally put an end to a system, practice, or institution
<b>advocate</b>	a person who publicly supports or recommends a particular cause or policy
<b>breach</b>	an act of failing to observe or breaking the law, an agreement, or code of conduct
<b>British Commonwealth</b>	a voluntary association of independent and sovereign states who have shared values and goals – nearly all of the member states are former British colonies
<b>Cabinet</b>	an important decision-making group of senior ministers who decide on major government issues
<b>Cabinet ministers</b>	the senior ministers that have joined to form a Cabinet
<b>camellia (Camellia japonica alba plena)</b>	a type of flower, the white camellia was a symbol of women's suffrage
<b>campaign</b>	to work in an organised and active way towards a goal, usually a social or political one
<b>campaigners</b>	a person who works in an organised and active way towards a goal
<b>citizen</b>	a person that belongs to a particular country
<b>Citizens Initiated Referendum</b>	a process that allows a person or organisation to initiate a non-binding national referendum
<b>citizenship</b>	the status of belonging to a particular country
<b>civil rights</b>	the rights of a citizen to political and social freedom and equality – for example, the right to vote and the right to government service

<b>colonial government</b>	the governing body of British settlers whose role was to oversee New Zealand as one of the Queen's colonies, and the people as her subjects
<b>colony</b>	a country or area under the full or partial control of another country and has been occupied by settlers from that country
<b>commemorate</b>	to remember or mark an event or person by doing or producing something
<b>constituencies</b>	a group of voters in a specified area who elect a representative to a position of authority
<b>democracy</b>	a system of government in which the people get to vote for the person and/or party they want to govern
<b>dependency</b>	a country or province controlled by another country's government
<b>deputation</b>	a group of people chosen to do something on the behalf of a larger group
<b>discrimination</b>	the unjust treatment of a person, particularly based on a prejudice such as race, age, or gender
<b>dominion</b>	a territory of a sovereign or government
<b>elected</b>	someone who has been chosen to hold a position through voting
<b>elected government</b>	a government filled with representatives chosen by New Zealand citizens rather than being chosen by someone else, such as the Crown
<b>election</b>	people choose someone to represent them in government by voting
<b>Electoral Act 1893</b>	the law passed in 1893 that gave women the right to vote in New Zealand
<b>Electoral Bill</b>	a proposed law to do with the electoral enrolment and voting processes to be debated in Parliament
<b>electoral rights</b>	the rights to participate in elections and the formation of governing bodies, including the right to vote and participate in referendums

<b>electoral system</b>	a set of rules that determine how elections and referendums are conducted and how their results are determined
<b>equality</b>	being equal – especially in status, rights, or opportunities
<b>equity</b>	being fair and impartial
<b>ethical</b>	following principles of morality, particularly right and wrong conduct
<b>FPP – First Past the Post</b>	a voting system where each voter has one vote to choose the MP they want to represent the electorate they live in – the candidate who gets the most votes wins
<b>General Assembly</b>	a term used from 1854 to 1986 that described Parliament as a whole, which included the Governor-General, the House of Representatives and the Legislative Council (until 1951)
<b>general election</b>	an event when people get to choose a party and a candidate to represent them in Parliament
<b>Government</b>	the group of people responsible for the day-to-day running of the country
<b>Government Initiated Referendum</b>	a referendum initiated and promoted by the government
<b>Governor</b>	the title for the person appointed to represent the Crown, before the title was changed to Governor-General in 1917
<b>Governor-General</b>	the person who represents the Queen, because New Zealand recognises the Queen as the Head of State
<b>Head of State</b>	a person who is the main public representative of a country – New Zealand’s Head of State is the Queen, represented by the Governor-General
<b>honorary</b>	a distinction, status or award given without the person having to fulfil the usual requirements, or a person holding an unpaid position

<b>House of Representatives</b>	the part of Parliament that consists of the 120 elected MPs, excluding the Governor-General
<b>Human Rights Act 1993</b>	an Act of Parliament that deals with rights and equality and governs the work of the New Zealand Human Rights Commission
<b>Human Rights Commission</b>	the national human rights institution for New Zealand it – is independent from Cabinet and operates as an independent Crown entity
<b>Kingitanga</b>	a movement that developed among some Māori tribes in the 1850s, which led to the anointing of Pōtatau Te Wherowhero as Māori King
<b>legislation</b>	laws that have been created collectively
<b>legislative authority</b>	the authority to pass legislation and laws
<b>Legislative Council</b>	a council (abolished in 1951) that was appointed entirely by the Governor-General – any laws and policies had to be passed by the Legislative Council and the House of Representatives
<b>lobby</b>	to try to influence a legislator
<b>lunatic</b>	an old term for someone who is severely mentally ill – this term is now considered offensive
<b>MMP – Mixed Member Proportional</b>	the voting system used to elect New Zealand's Parliament
<b>MPs – Members of Parliament</b>	the people who are elected to Parliament
<b>New Zealand Bill of Rights Act 1990</b>	an Act of the New Zealand Parliament that sets out the rights and freedoms of anyone affected by New Zealand law as a bill of rights
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>perspective</b>	a particular point of view or attitude towards something

<b>petition</b>	a formal written request, usually signed by many people, asking for something to change
<b>politician</b>	a person who takes part in politics as a profession
<b>political party</b>	an organised group of people who have similar beliefs and who want to make decisions and run the country
<b>political rights</b>	the rights to participate in the establishment or administration of the government, such as elections and referendums
<b>Premier</b>	the title given to the head of the New Zealand Government from 1869 until 1901 when it was changed to Prime Minister
<b>Prime Minister</b>	the head of the Government
<b>province</b>	a division of a country or empire that has its own administration
<b>referendum</b>	a vote on a single question or issue
<b>representative government</b>	a system of government where each voter has a say in who represents them in Parliament and in local government
<b>responsibilities</b>	things that you are personally accountable for, such as a task or a job
<b>secret ballot</b>	a system of voting secretly in writing
<b>social reforms</b>	a social movement that aims to make gradual change, or change in certain aspects of society, rather than rapid or fundamental change
<b>sovereignty</b>	the authority of a state to govern itself or another state
<b>Speaker</b>	the person the New Zealand House of Representatives chooses to communicate with the Governor-General on its behalf, and to determine the process and keep order in the House of Representatives

<b>suffrage</b>	equal political rights including the right to vote in elections
<b>suffrage movement</b>	a movement that was campaigning to give women equal political rights including the right to vote in elections
<b>suffragists</b>	people advocating the extension of the right to vote, especially to women
<b>Supreme Court</b>	the highest judicial court in a country
<b>taonga tuku iho</b>	treasures, both tangible and intangible, handed down through generations – this includes everything from land and resources to language, knowledge, stories, genealogy and traditions, among many other things considered precious
<b>temperance movement</b>	a social movement that gained momentum in the 1880s in New Zealand and aimed at lowering the amount of alcohol consumed in New Zealand
<b>Te Kotahitanga Parliament</b>	Māori parliament that existed between 1892–1902
<b>Treaty of Waitangi</b>	New Zealand's founding document signed in 1840 by representatives of the British Crown and more than 500 Māori chiefs
<b>United Nations</b>	an international organisation committed to maintaining worldwide peace and security by developing positive relations among nations, and promoting human rights, better living conditions and social progress
<b>vote</b>	choosing between two or more options
<b>whakapapa</b>	links showing the relationships between people, objects, ideas or the environment, something that is central to all Māori institutions - reciting whakapapa is an important skill, and tells us about leadership, connections between people, land and fishing rights, and many other areas

## FACTSHEET A – The New Zealand women's suffrage movement

<b>Cabinet ministers</b>	the senior ministers that have joined to form a Cabinet
<b>campaigners</b>	a person who works in an organised and active way towards a goal
<b>Citizens Initiated Referendum</b>	a process that allows a person or organisation to initiate a non-binding national referendum
<b>commemorate</b>	to remember or mark an event or person by doing or producing something
<b>elected</b>	someone who has been chosen to hold a position through voting
<b>election</b>	people choose someone to represent them in government by voting
<b>Electoral Act 1893</b>	the law passed in 1893 that gave women the right to vote in New Zealand
<b>Governor</b>	a person appointed to the position of governing and town or region
<b>the House (House of Representatives)</b>	the part of Parliament that consists of the 120 elected MPs, excluding the Governor-General
<b>Legislative Council</b>	a council (abolished in 1951) that was appointed entirely by the Governor-General – any laws and policies had to be passed by the Legislative Council and the House of Representatives
<b>lunatic</b>	an old term for someone who is severely mentally ill – this term is now considered offensive
<b>MMP – Mixed Member Proportional</b>	the voting system used to elect New Zealand's Parliament
<b>MPs – Members of Parliament</b>	the people who are elected to parliament
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>petition</b>	a formal written request, usually signed by many people, asking for something to change

<b>political rights</b>	the rights to participate in the establishment or administration of the government
<b>Prime Minister</b>	the head of the Government
<b>suffrage</b>	equal political rights including the right to vote in elections
<b>temperance movement</b>	a social movement that gained momentum in the 1880s in New Zealand and aimed at lowering the amount of alcohol consumed in New Zealand

## FACTSHEET B – History of the New Zealand democratic system

<b>abolished</b>	to formally put an end to a system, practice, or institution
<b>British Commonwealth</b>	a voluntary association of independent and sovereign states who have shared values and goals – nearly all of the member states are former British colonies
<b>Cabinet</b>	an important decision-making group of senior ministers who decide on major government issues
<b>colonial government</b>	the governing body of British settlers whose role was to oversee New Zealand as one of the Queen's colonies, and the people as her subjects
<b>colony</b>	a country or area under the full or partial control of another country and has been occupied by settlers from that country
<b>constituencies</b>	a group of voters in a specified area who elect a representative to a position of authority
<b>dependency</b>	a country or province controlled by another country's government

<b>dominion</b>	a territory of a sovereign or government
<b>elected government</b>	a government filled with representatives chosen by New Zealand citizens rather than being chosen by someone else, such as the Crown
<b>election</b>	people choose someone to represent them in government by voting
<b>FPP – First Past the Post</b>	a voting system where each voter has one vote to choose the MP they want to represent the electorate they live in – the candidate who gets the most votes wins
<b>General Assembly</b>	a term used from 1854 to 1986 that described Parliament as a whole, which included the Governor-General, the House of Representatives and the Legislative Council (until 1951)
<b>general election</b>	an event when people get to choose a party and a candidate to represent them in Parliament
<b>Governor</b>	the title for the person appointed to represent the Crown, before the title was changed to Governor-General in 1917
<b>House of Representatives</b>	the part of Parliament that consists of the 120 elected MPs, excluding the Governor-General
<b>Kīngitanga</b>	a movement that developed among some Māori tribes in the 1850s, which led to the anointing of Pōtatau Te Wherowhero as Māori King
<b>legislative authority</b>	the authority to pass legislation and laws
<b>Legislative Council</b>	a council (abolished in 1951) that was appointed entirely by the Governor-General – any laws and policies had to be passed by the Legislative Council and the House of Representatives
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>political party</b>	an organised group of people who have similar beliefs and who want to make decisions and run the country

<b>politician</b>	a person who takes part in politics as a profession
<b>Premier</b>	the title given to the head of the New Zealand Government from 1869 until 1901, when it was changed to Prime Minister
<b>Prime Minister</b>	the head of the Government
<b>province</b>	a division of a country or empire that has its own administration
<b>representative government</b>	a system of government where each voter has a say in who represents them in Parliament and in local government
<b>secret ballot</b>	a system of voting secretly in writing
<b>sovereignty</b>	the authority of a state to govern itself or another state
<b>Speaker</b>	the person the New Zealand House of Representatives chooses to communicate with the Governor-General on its behalf, and to determine the process and keep order in the House of Representatives
<b>Supreme Court</b>	the highest judicial court in a country
<b>the House (House of Representatives)</b>	the part of Parliament that consists of the 120 elected MPs, excluding the Governor-General
<b>Treaty of Waitangi</b>	New Zealand's founding document signed in 1840 by representatives of the British Crown and more than 500 Māori chiefs

## FACTSHEET C – The white camellia

<b>advocate</b>	a person who publicly supports or recommends a particular cause or policy
<b>breach</b>	an act of failing to observe or breaking the law, an agreement, or code of conduct
<b>civil rights</b>	the rights of a citizen to political and social freedom and equality – for example, the right to vote and the right to government service
<b>discrimination</b>	the unjust treatment of a person, particularly based on a prejudice such as race, age, or gender
<b>electoral rights</b>	the rights to participate in elections and the formation of governing bodies, including the right to vote and participate in referendums
<b>equality</b>	being equal, especially in status, rights, or opportunities
<b>equity</b>	being fair and impartial
<b>ethical</b>	following principles of morality, particularly right and wrong conduct
<b>Human Rights Act 1993</b>	an Act of Parliament that deals with rights and equality and governs the work of the New Zealand Human Rights Commission
<b>Human Rights Commission</b>	the national human rights institution for New Zealand it – is independent from Cabinet and operates as an independent Crown entity
<b>legislation</b>	laws that have been created collectively
<b>New Zealand Bill of Rights Act 1990</b>	an Act of the New Zealand Parliament that sets out the rights and freedoms of anyone affected by New Zealand law as a bill of rights

<b>political rights</b>	the rights to participate in the establishment or administration of the government, such as elections and referendums
<b>suffrage movement</b>	a movement that was campaigning to give women equal political rights including the right to vote in elections
<b>United Nations</b>	an international organisation committed to maintaining worldwide peace and security by developing positive relations among nations, and promoting human rights, better living conditions and social progress

## FACTSHEET D – New Zealand legislation on equity and equality

<b>camellia (<i>Camellia japonica alba plena</i>)</b>	a type of flower, the white camellia was a symbol of women's suffrage
<b>deputation</b>	a group of people chosen to do something on the behalf of a larger group
<b>Electoral Bill</b>	a proposed law to do with the electoral enrolment and voting processes to be debated in Parliament
<b>House of Representatives</b>	the part of Parliament that consists of the 120 elected MPs, excluding the Governor-General
<b>Legislative Council</b>	a council (abolished in 1951) that was appointed entirely by the Governor-General – any laws and policies had to be passed by the Legislative Council and the House of Representatives
<b>Parliament</b>	the institution that makes the laws in New Zealand
<b>suffrage movement</b>	a movement that was campaigning to give women equal political rights including the right to vote in elections
<b>suffragists</b>	people advocating for the extension of political rights including the right to vote, especially for women









