



NEW ZEALAND EDGE

A NEW WAY OF THINKING
ABOUT OUR IDENTITY, STORIES,
ACHIEVEMENTS AND PLACE
IN THE WORLD



LEARNING ABOUT AND CELEBRATING THE ACHIEVEMENTS OF NEW ZEALANDERS - BOTH PAST AND PRESENT

INTRODUCING NEW ZEALAND EDGE

- New Zealand Edge is an inspirational website aimed at helping New Zealanders, both here and globally, celebrate our culture. It takes us on a radically optimistic journey and celebrates our people, our stories and our achievements.

CURRICULUM FOCUS: Levels 4-6

- For teachers, New Zealand Edge is a treasure trove of resources, especially for social studies, particularly in the Culture and Heritage and Time Continuity and Change strands. Relevant achievement objectives are:
 - *the impact of the spread of new technology and ideas*
 - *how and why cultures adapt and change*
 - *individuals passing on and sustaining and developing their culture*
 - *ways in which cultural and national identity develop and are maintained*
 - *how ideas and actions of people in the past have changed the lives of others*
 - *how beliefs, ideas and actions of the present & past change society*

USING www.nzedge.com/heroes IN THE CLASSROOM

- Biographies of 35 NZ heroes are provided on the site. We have chosen Kate Sheppard, the leader of the women's suffrage movement, as an example of how students can use the site.
- Have students go to www.nzedge.com and click on HEROES. Individuals or groups now conduct online research and find the answers to the following questions and discussion topics.

INTRODUCTORY STUDY IDEAS

- Discuss and define the concept of 'universal adult suffrage'.
eg, the right for every adult man and woman to vote in the election for a government of a country.
- Can students imagine a time when only men in New Zealand had the right to vote? Would this idea be accepted today?
- Discuss and speculate on the reasons why this was so prior to 1893, **eg religious, society, political**
- Did the students know that New Zealand was the first country in the world where adult women had the vote? Can they advance any reason/s why New Zealand led the world in introducing 'universal adult suffrage'?

QUESTIONS & ACTIVITIES FOR RESEARCH AND DISCUSSION

- Discuss the idea that many have described Kate Sheppard as a woman 'ahead of her time'. Is this a true statement or was she really a 'woman of her time'?
- Apart from her natural and charming nature, what other advantages in her early years made her more likely to succeed in later life?
- Discuss the '10 reasons why women should vote' quote. What type of writing style would students call this? Why do they think this was effective in getting her message across. Who was the target audience and how could they have reacted?
- Talk about the idea of a 'frontier' climate and how this would have contributed to and supported early feminist ideals.
- Discuss the factors that led to the founding of the Women's Temperance movement in the 1880's. Is the quoted section on the 'natural dignity of women' argument totally patronising or was it a valid argument for preventing women voting?
- Kate Sheppard was one of the first women cyclists in Christchurch! Why did society frown on this practice? What other changes did she advocate?
- List the attributes that made her such a persuasive advocate for both the Temperance Union and the suffrage movement.
- Identify and analyse the arguments that many men and politicians used for opposing giving women the vote.
- How did Seddon (who secretly opposed the Women's Suffrage Bill) unwittingly help Parliament pass it?
- Identify the positive edge (good publicity) Kate Sheppard gave to New Zealand through her women's suffrage achievements. How did these achievements benefit our country?
- Expand the idea of benefit to other countries throughout the world. How did women in these countries react?
- Have students prepare a timeline on the life and achievements of Kate Sheppard.
- Identify and list how Kate Sheppard really made a difference.

