



# CULTUREGUIDE NEW ZEALAND

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BRIGHAM YOUNG UNIVERSITY  
**KENNEDY CENTER**  
FOR INTERNATIONAL STUDIES



# NEW ZEALAND CULTUREGUIDE

This unit is published by the Intercultural Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

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# WHY STUDY CULTURES?

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For most of us, cultures are misunderstood; they are nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what a culture is cannot be seen. But what does that mean? And why, then, should we study cultures if we do not know what we're studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—the study of cultures. Typically, anthropology is the social science that studies cultures. Why should they have all the fun? The study of cultures unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. The study of cultures has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.<sup>1</sup>

In 1982, the David M. Kennedy Center for International Studies established Intercultural Outreach<sup>2</sup> as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 gratis cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty eMACs, a limitless audience can learn about different cultures.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

*CultureGuides* share the same aim as Edward T. Hall, the eminent cultural scholar, to try to “make culture real.”<sup>3</sup> Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

<sup>1</sup> Ziauddin Sardar and Borin Van Loon. *Introducing Cultural Studies*, Totem Books, New York: 1998.

<sup>2</sup> The program was originally called International Outreach when it was established in 1982, but it was renamed Intercultural Outreach in 2006 to better reflect its aims.

<sup>3</sup> *The Edge: The E-Journal of Intercultural Relations*, Summer 1998, Vol. 1(3) Posted 10/11/98, <http://interculturalrelations.com/v1i3Summer1998/sum98sorrellshall.htm>.



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# TRADITIONS

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## THE HAKA AND RUGBY

At the beginning of every rugby match, New Zealand rugby teams perform the *haka* [haa-kaa]. The haka is a war dance of the Maori [maow-ree] people, New Zealand's original inhabitants, and is traditionally performed at the commencement of battle. The New Zealand national rugby team has adopted this fierce Maori war dance as a pregame ritual. This ritual is suggestive of both the warrior-like qualities of the Maori people and the physical challenges of playing rugby.



### Starting Points

1. Watch a video or an Internet clip of people doing a traditional Maori war dance called the haka (**see Additional Resources**). Have you ever seen anything like this? What are they doing? Why? The dance is meant to scare opponents and to get adrenaline flowing.
2. Watch a clip of people playing rugby (**see Additional Resources**). How is rugby similar to popular sports in the United States such as football and soccer? Rugby is a very aggressive sport, which makes it one of the Maori people's favorite sports.
3. Many sports players and teams have traditional pregame rituals. What are some pregame rituals that you can think of? Do any of these rituals include dancing? In New Zealand, performing the haka before rugby matches gets the teams ready to play.



### Information

Rugby and the Maori culture are very important parts of New Zealand's identity. The popularity of rugby in New Zealand is comparable to that of soccer in South America and other countries around the world. Rugby and the Maori culture are brought together by the haka—a Maori dance most commonly associated with war. When the haka is performed by New Zealand's rugby teams before each match (**see Traditions Visual 1**), New Zealanders are reminded of their Maori heritage.

The word haka can be broken down into two parts—"ha" and "ka." The first part means "breath" and the second part means "to ignite" or "to energize." The haka can be defined as the igniting of the breath, as the energizing of the breath and the body, or as the whole body energetically speaking out. The haka itself consists of two main parts: a war chant and a sequence of aggressive body movements. Different Maori tribes had their own haka that they would perform for opposing tribes at the beginning of a confrontation. This performance was a way to lay down a challenge to fight, to scare the opponent, or to get adrenaline flowing in preparation for battle.

If you have played in or seen a rugby match, you will understand why the haka has been adopted as part of the New Zealand rugby tradition (**see Traditions Visual 2**).



Rugby, by nature, is a grueling physical game that can almost be described as war disguised as a sport. The All Blacks, New Zealand's national rugby team, adopted the ferocious Maori haka as a pregame ritual for the same reasons that the Maori warriors performed it: to scare the opposition, to lay down a challenge, and to get adrenaline flowing just before kickoff.

The All Blacks first performed the haka in 1905 during a tour in Great Britain. Since then, the team has done this dance before every game. It is not uncommon to see New Zealand fans performing the haka in the crowd along with the All Blacks. They perform a haka called Ka Mate [kah mah-tay] (see **Traditions Visual 3**).

In the 1820s, a Maori chief called Te Rauparaha [teh row-para-ha] composed Ka Mate. He wrote this haka while hiding from his enemies in a *kumara* [coo-mah-rah] pit, or a sweet potato storage pit, in a foreign village. He was afraid that his enemies would find and kill him. Eventually the leader of the village, Chief Te Wharerangi [teh fah-ree-rain-gee], convinced the pursuers that Te Rauparaha wasn't in the village. Te Rauparaha stepped out of the pit afterwards and thanked Te Wharerangi for saving his life. Te Rauparaha eventually became one of the most famous Maori warriors of the nineteenth century.

It is unclear why the All Blacks performed Ka Mate in their 1905 tour; the words have no actual relation to rugby. Nonetheless, over the years Ka Mate has become a tradition that represents New Zealand's finest rugby players and their challenge to opposing teams. The haka and rugby are similar in their physical requirements. The union of the haka and rugby illustrates how New Zealanders have combined a native tradition with a sport brought by European immigrants. The fusion of European and native cultures brings New Zealanders together in one national identity and culture.

New Zealanders perform the haka for a variety of reasons. Community and school groups use the dance as a way of preserving their culture. Many school sports teams perform the haka as a challenge to the opposing team (see **Traditions Visual 4**). The New Zealand Army has its own haka, which the soldiers performed during World War I, World War II, and other recent conflicts as a way to prepare for battle and show their support for the soldiers going to battle.

Today in New Zealand, rugby and the haka are inextricably linked. This tradition is shared around the world wherever the All Blacks or other New Zealand teams play.



## Activities

1. Watch the haka as performed by the All Blacks (see **Additional Resources**). In small groups, create a chant for your school or class. Choreograph hand and foot actions, and perform your chant for the other groups.
2. Research how New Zealand soldiers prepare for war with the haka and how US military units prepare for battle. Write a feature article for a magazine or a newspaper, make a documentary, create a video or DVD, or act out a live script that illustrates the differences and similarities between the ways that New Zealand and American soldiers prepare for battle. Include pictures and at least one interview.



3. Research other countries whose cultures have traditional war dances or rituals before battle. Make a visual display that compares your findings to the haka.
4. In small groups, watch a sporting event or a portion of a sporting event. Using the handout in **Traditions Visual 5**, record how you feel while watching your sporting event. With your record as a reference, create a haka for the sporting event that you watched.
5. Invite other classes to join you for a field day, or have a field day within your own class. To prepare for the field day, divide your class into teams. In teams, create a team name and a chant or haka that your team will perform before each game. At the field day, play short games of either flag football or soccer (sports similar to rugby). Before each game, your class teams will perform the chant or haka that they created. After the field day, record how you and other students felt at that event. If you compete with other classes, note especially their reactions to your class's chants. Was the feeling different at your field day from other field days that do not have chants? Did performing a chant affect your performance in the game or your feelings of team unity?



### Discussion Questions

1. How do you think Americans would react if a football team performed a war dance before a football game? How would New Zealanders react to an American football game? What do you think would impress, surprise, or disappoint New Zealanders? Why?
2. How do sports in the United States portray unification of different cultures? How has New Zealand blended its Maori and European cultures?
3. What would it be like if you were on the battlefield and you saw the enemy doing a war dance? Would you be intimidated?
4. What are the results of teams performing the haka prior to competing? Do they help teams like the All Blacks? How does it affect their fans and their opponents?
5. How are sports and war related? What does the relation between war and sports reflect about a culture? Do attitudes toward war and sports affect each other? Why or why not?
6. Would you prefer participating in a game (playing or watching) in which the haka was performed, or in one where the haka was not performed? Why?



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# FOLKLORE & LANGUAGE

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## MAORI LEGENDS

New Zealand is made up of the North, South, and Stewart Islands. One Maori legend tells of Maui [mao-ee], an adventurous and resourceful demigod who pulled up the North Island of New Zealand from the bottom of the ocean with his fishing pole. Maui's canoe became the South Island and his anchor became Stewart Island. Although these legends about Maui are fictional, they embody the true nature of New Zealanders, who are adventurous, resourceful, and sea-loving.



### Starting Points

1. Look at the **map of New Zealand**. Do the islands that make up New Zealand look like anything more than islands to you? How would you creatively explain how New Zealand's island chain was created? One storyteller thought these islands resembled a fish, a canoe, and an anchor.
2. How does the geography of the United States influence its culture? How does the geography of the United States affect the culture of its different regions? New Zealand's geography impacts its culture. The impact of geography is illustrated in the Maori legends about Maui.
3. Maori legends, to some, might only be interesting fictional stories; however, when studied closely, we see that the legends depict the adventurous and resourceful nature of the people. As you study the legends of Maui and Kupe, think about how they reflect characteristics of New Zealanders.



### Information

#### The Legends of Maui and Kupe

Legends of Maui explain the creation of New Zealand, and the legend of Kupe [coo-pay] explains how the Maori first arrived in the islands. Maui is a well known Maori demigod. Kupe is considered the first person to discover New Zealand, and his descendants were the first settlers of the islands. Stories about Maui and Kupe are important to the people of New Zealand, and they portray characteristics that are typical of New Zealanders today.

#### Maui Fishes up the North Island

One day Maui's brothers, who were jealous of him, decided they were going to go fishing without telling Maui. But Maui discovered their plan and hid himself in his brothers' *waka* [wa-kah], or canoe, because he was determined to go fishing with them. Soon after Maui hid, his brothers paddled out to sea.

After paddling a short time, the brothers found what they thought was a good place to fish, but Maui did not think the spot they had chosen was good enough. So Maui boldly jumped up from his hiding place and demanded that they find a different spot.

His brothers were shocked and displeased to see Maui, but they obeyed his order to find a better fishing spot. When the sun began to set on the ocean, they still had not found a spot to fish, and because Maui's brothers were tired, they slept. Maui kept paddling the waka while his brothers slept.

The next morning Maui's brothers were grumpy and would not give Maui a hook or bait. Maui struck himself on the nose and used his blood as bait. He did not have a hook either, so Maui took out the magical jawbone that had belonged to his ancestor, smeared his blood onto the jawbone, and tied it to his line. He cast the jawbone out into the sea.

Immediately, Maui hooked something very large. As he heaved on the line with all his strength, the ocean bottom began to rumble. Maui chanted *karakia* [kah-rah-key-ah], or prayers, as he called for the great fish to rise. The fish fought against Maui's *karakia* and his pulls, for it knew that the sea was its home. But Maui braced himself and pulled harder against the fish, until he finally pulled the great fish to the surface. The fish's tail stretched to the north, and his head lay far in the south. Maui said to his brothers, "Do not touch the fish until I get back. I must get my hook."

But Maui's brothers did not listen. While he went to get his hook, his brothers hacked up the fish, each one trying to get his share of it. Because of their hacking, the fish soon resembled a mass of valleys, ranges, and hills (**see Folklore & Language Visual 1**).

The fish's body, as legend describes, became North Island of New Zealand. Maui's canoe is said to be the South Island, and the canoe's anchor is Stewart Island. As you look at a map of New Zealand (**see Map of New Zealand**), notice that the North Island resembles a fish with its head facing south. With a little more imagination, you can see that the elongated rectangular shape of the South Island resembles a canoe. Stewart Island, below South Island, resembles a canoe anchor.

### **Kupe and Ngahue**

Through oral history, the Maori have also kept alive the story of New Zealand's discovery. According to tradition, Kupe and his friend Ngahue [na-hoo-ay] first discovered New Zealand. Kupe and Ngahue were natives of Hawaiki [ha-wa-ee-key], the ancestral homeland of the Maori. They wanted to explore what was beyond their homeland, so they left Hawaiki in two wakas. Kupe brought his wife with him. One day while they were exploring, Kupe's wife called out, for she saw a large white cloud lying close to the surface of the water over an island.

The island that they had discovered was New Zealand, and they called it Aotearoa [ah-oh-tay-aroe-ah], which means "land of the long white cloud." After collecting a few things from the island, Kupe, his wife, and Ngahue returned to Hawaiki; they never returned to Aotearoa. Many years later, Kupe's descendants returned and settled in Aotearoa in order to escape wars on Hawaiki.

Research done at Massey University (in New Zealand) on Maori DNA has confirmed that this history of coming from Hawaiki is possible because various Polynesian peoples (Maori, Hawaiians, and Samoans) have similar DNA, and these cultures trace their ancestry to a place with a name similar to Hawaiki.



## **An Ocean People**

New Zealand is surrounded by the South Pacific Ocean, and as a result, New Zealanders have developed remarkable skills as sailors, similar to those that Maui and his brothers had. Even Kupe's initial discovery of New Zealand required skilled seamanship. The Maori people were very gifted at using the stars of the southern sky to navigate the South Pacific.

Today people race against each other in canoes or outriggers in annual competitive regattas, or boat races (**see Folklore & Language Visuals 2 and 3**). These regattas continue the traditions and the culture of the Maori whose seamanship contributed to the discovery of New Zealand. Most New Zealanders also utilize their easy access to the ocean; they are heavily involved in fishing, yachting, surfing, and diving. This love for the ocean is one of the reasons that New Zealand is one of only two countries (the other country being the United States) to consecutively win the America's Cup, which is the oldest yachting competition in the world. New Zealand won the America's Cup in 1995, and then returned to defend their title by winning again in 2000. Even when New Zealand lost to Switzerland in 2003, the Swiss team's helmsman, Russell Coutts, and tactician, Brad Butterworth, were both New Zealanders.

## **An Adventurous People**

In the legend of New Zealand's origin, Maui's brothers cut up the big fish, creating many valleys and hills. Mainland New Zealand is full of magnificent mountains, breathtaking lakes and fjords, and picturesque landscapes. This beautiful environment makes New Zealand a place for adventure. Hiking, skiing, snowboarding, surfing, mountain biking, canoeing, mountain climbing, snorkeling, and bungee jumping are only some of the extreme activities New Zealanders love. It is no wonder that bungee jumping was first made popular in New Zealand (**see Folklore & Language Visual 4**) or that Sir Edmund Hillary, the first person to climb Mount Everest, is from New Zealand.

## **A Resourceful People**

Maui's resourcefulness was evident when he struck himself on the nose and smeared his blood onto the magic jawbone of his ancestor. In New Zealand, the term for resourcefulness is "kiwi ingenuity." This is a nickname that comes from the national bird, the kiwi, a bird that cannot fly but can still outrun a human. Kiwis are native only to New Zealand. They first became a symbol for New Zealanders in the nineteenth century, when New Zealand military groups wore depictions of the bird on their regimental badges (**see Folklore & Language Visual 5**). The kiwi continues to symbolize New Zealanders today. People such as Morton Coutts (who invented the continuous fermentation beer system) and Peter Witehira (who doubled the life of the car battery) are examples of New Zealanders with kiwi ingenuity.

A.J. Hackett, another man with kiwi ingenuity, earned a name for himself and for New Zealand when he jumped off the Eiffel Tower using a rubber cord in 1987. Despite being immediately arrested by the French police, Hackett later started a bungee jumping business in Queenstown, New Zealand. Soon after, other entrepreneurs from all over the world copied Hackett's idea, and today bungee jumping is an international sport.

Rugby is another sport in which kiwi ingenuity has flourished. In 1905, the All Blacks impressed the established European rugby teams with their innovative playing methods. Since then, the team has continued to build a reputation for itself, earning great respect for New Zealand.



## Activities

1. Have a kiwi ingenuity invention fair. Invent something and display it at the kiwi science fair (**see Folklore & Language Visual 6**).
2. Research the America's Cup. In small groups, prepare a five minute news segment about the competition. In your segment, highlight New Zealand's victories in 1995 and 2000. Find pictures or video clips to present in your segment, and include at least one interview (*e.g.*, New Zealand's helmsman). To prepare your segment, consider these questions: When did the America's Cup begin? How does a country enter the competition? How is the competition run? What is the significance of winning the America's Cup? Who did New Zealand defeat in 1995? In 2000? How did New Zealand win the America's Cup?
3. Create a fictitious continent or island by drawing, painting, or sculpting a model. Write a legend explaining its geography. Share your continent or island and the story of its creation with your class in a short presentation.
4. Watch the movie *Whale Rider* (**see Additional Resources**). How does the legend of Paikea compare to the legends of Maui? What examples of kiwi ingenuity do you notice in *Whale Rider*? How does the ocean influence Maori culture?
5. Play the game "Kiwi Ingenuity" and create your own game cards (**see Folklore & Language Visual 7**).



## Discussion Questions

1. Imagine you lived in the days of American colonization. In groups, discuss how you would prepare to move west. What would you use to orient yourself? What provisions would you have to take? How could you use inland waterways to travel? Would explorers in New Zealand have used the same methods?
2. Choose one region within the United States, and explain how its geography influences the activities, skills, and characteristics of the people who live there. How do these geographic influences compare to the geographic influences that affect New Zealand?
3. How do the characteristics of people differ from region to region in the United States? How does geography influence this? How do differences among people throughout the United States compare to differences between people in the United States and New Zealand? What do your findings say about the similarities and differences from region to region compared to differences from nation to nation?
4. How do people integrate cultural legends into real life? Discuss specific examples.

5. the legends of Maui were originally passed on through oral storytelling. Modern technologies have created new ways of telling stories. What could be considered modern-day folklore? Which modern folktales are your favorites? Consider the influence of television, radio, and cinema on storytelling. How does modern folklore reflect the people of today? How does folklore from the United States and New Zealand compare?
6. New Zealanders use the geography of the land for such activities as bungee jumping and mountain climbing. Have you ever used your surroundings when creating or participating in a physical activity? Based on the local geography, discuss what types of activities or sports could be created or practiced in the area where you live.



# FOOD

## HANGI

A favorite cooking method in New Zealand, especially among the Maori, is to cook in a *hangi* [haan-gee], a pit that is dug in the ground for slow-roasting meat and vegetables. Preparing food with a hangi requires filling the pit with heated stones, putting covered food on top of the stones, and cooking the food for over three hours. The most common foods to cook in a hangi are mutton, pork, chicken, potatoes, kumara (sweet potatoes), cabbage, pumpkin, and watercress. The time spent preparing and eating a hangi meal provides opportunities for friends and families to get together and enjoy each other's company.



### Starting Points

1. When do you cook outside? Do you cook with certain people outside? What other activities are involved with outdoor cooking? Examine the picture of people preparing a hangi meal (**see Food Visual 1**). Discuss what these people might be doing. The main point of a hangi is to be gathered together as friends and family.
2. What is the importance of traditional meals that are held on holidays such as Easter or Thanksgiving? What characterizes a traditional meal? A hangi, which is a traditional outdoor meal in New Zealand, has many of the same characteristics as other traditional meals.
3. What is the importance of food on Thanksgiving? How does the holiday meal influence family relationships? Why does a dinner on Thanksgiving differ from dinner any other day at a fast-food restaurant? In New Zealand, a hangi meal is similar to a Thanksgiving meal in the United States. Look at **Food Visual 1**. How might a Thanksgiving dinner compare to a hangi dinner? One similarity between food at a hangi and at Thanksgiving is that both meals give families and friends the opportunity to spend time together while cooking and eating.



### Information

Food is an important part of Maori culture. Traditionally, the Maori acquired food from forests, streams, seas, and gardens. Their diet consisted of birds and fish, together with wild herbs and roots. They grew root crops including potatoes and kumara. Today, New Zealanders continue to enjoy traditional Maori foods and cooking methods. One popular cooking method uses a hangi. Metal baskets full of food are placed on stones that have been heated inside a large pit, and then the metal baskets are overlaid with wet cloths and covered with a mound of soil to contain the heat. The food, which is slowly steamed in these hangi pits, has a distinct flavor. A special treat that can be made in a hangi is steamed pudding.

## Quick Steamed Pudding

When New Zealanders have a hangi, they steam pudding in the top portion of their hangi pits; quick steamed pudding can also be made on a stove. The pudding has a cake-like consistency.

### Ingredients:

4 T flour	¼ C milk
2 T sugar	1 T golden syrup
2 tsp baking powder	1 T butter
1 egg	

### Preparation (see Food Visuals 2 and 3)

1. Melt butter and golden syrup together on the stove or in the microwave.
2. Put mixture into the inner portion of double boiler, but do not heat yet.
3. Beat all other ingredients together in a separate bowl. Add milk gradually until batter has the consistency of pancake batter. Add more or less milk depending on consistency.
4. Pour batter on top of melted butter and golden syrup. Do not mix.
5. Insert inner portion of double boiler into outer portion.
6. Fill outer portion of double boiler with water until water is halfway up the inner portion of the double boiler.
7. Place lid on double boiler.
8. Turn burner to medium-low heat and steam for 30 minutes.
9. Serve with custard or cream if desired.

Yield: 3 servings

Note: Golden syrup is a liquid sweetener that is popular in New Zealand, Australia, and the United Kingdom. “King” brand golden syrup may be purchased in the United States. You may also substitute 1 T maple syrup or 1 T corn syrup for golden syrup.

### Food Preparation

Food preparation for a hangi meal commonly starts the day before the meal is eaten. Traditionally, the young men are responsible for peeling the potatoes, kumara, and pumpkins that will be cooked the next day. These ingredients are then soaked overnight in large pots of water.

### Pit Preparation

The next step is preparing the pit itself—traditionally done by the men. The men dig a hole a bit wider than the basket so that wet sacks and mutton cloth can be tucked down around the sides of the basket. To prepare the hole, the men fill it with newspaper that has been twisted up. Next, they lay small kindling on top of the paper, followed by bigger pieces of wood in a criss-cross pattern. Rocks are then heaped on top of the burning wood.

Heating the rocks and cooking the food takes about six hours. The fire burns until all the wood becomes embers and the rocks are almost white-hot. During this time the vegetables have been soaking in large pots of water. After the vegetables have soaked, they are placed along with the chicken on top of the pork, mutton, or roast

that lines the bottom of the basket. The leftover potatoes and kumara are put in another steel basket. Finally, an oven bag or a mutton cloth filled with stuffing is placed on top of the baskets. The food is then placed on top of the heated rocks. Wet cloths are placed over the baskets and everything is covered with dirt so that no steam escapes. Cooking one basket takes roughly two to three hours. Because the rocks cool over time, it is hard to overcook a hangi meal. Preparing the food takes a lot of time and effort, but the results are delicious, and the family gets to spend time together while making the meal.

### Reasons to Have a Hangi

The most important reason for having a hangi is *whanau* [faa-no] time, or time together. During the lengthy food preparation, people spend time talking and reconnecting with each other, especially with cousins or friends that may be visiting. Common topics of conversation might include stories of ancestors, hunting, fishing, and, of course, rugby.

Weddings, family reunions, Christmas, birthdays, and graduations are common occasions when New Zealanders enjoy a hangi meal. But a hangi meal is not limited to just these occasions; it can be prepared for no particular reason at all. In any event, a hangi meal is more than just eating: it is the perfect excuse for family and friends to get together. Such a meal reflects the Maori culture, one in which children are raised by all family members, including extended family members. To the Maori people, family has more to do with the idea of being an extended community than the idea of being genetically related to someone. The hangi meal provides a setting where people socialize, revitalize friendships, and renew a respect for nature and the food it provides. The hangi experience reconnects the Maoris with their culture, which is an important component of New Zealand's culture.



### Activities

1. Do some research to discover what constitutes a typical diet and traditional recipes in New Zealand. Make a list of what you think a New Zealander's grocery list would be like. From the list you compile, find out which of these ingredients you can purchase at your local grocery store. Using these ingredients, make one of the recipes you found, or create your own dish. Share your food with your family, friends, or classmates.
2. Make a recipe book of foods that are cooked outside (barbeques, open fires, Dutch ovens, etc.). Be sure to include an entry for a hangi meal.
3. Solve the New Zealand Foods crossword puzzle (see **Food Visual 4**).
4. Over a two-week period, keep a journal of what you observe as your family prepares and eats meals together (see **Food Visual 5**). Also, observe your experience during a fast-food meal. Compare the experiences and write a one-page essay on your findings. How do your findings compare with a hangi meal?
5. Organize a large potluck meal for your relatives, friends, neighbors, or coworkers. Have each person bring a dish that represents his or her own culture or another culture. For your dish, prepare steamed pudding. Do your guest like it? Explain to them that, traditionally, New Zealanders eat steamed pudding at a hangi. How is your potluck similar to a hangi meal?





## Discussion Questions

1. How does preparing a meal provide opportunities for friends and family to interact with each other? Strengthen family ties? What are some things you can do to interact more with your family during the preparation of your next family meal?
2. How does Thanksgiving dinner reflect American culture? What does this tradition show about people in the United States? How does a hangi meal reflect the culture of New Zealand?
3. Compare your experiences cooking outdoors and indoors. Consider whom you eat with, the atmosphere, who prepares the food, and what activities are involved in each situation. Which do you prefer? What is it about one experience that makes it preferable to another? Would you enjoy having a traditional hangi meal with your family and friends? Explain your reasoning.
4. Why would people use traditional cooking methods even though contemporary methods are more efficient?
5. Would the practice of cooking a hangi meal be well received in the United States? Why or why not? What do we learn about New Zealanders from this tradition?
6. How is fast food changing or affecting US culture? Is fast food an improvement? Why or why not?

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# CROSS-CULTURAL CONTRIBUTIONS

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## WOMEN'S RIGHTS

In 1893, New Zealand became the first country in the modern world to grant women the right to vote. New Zealand's isolation and liberal culture have allowed it to make significant progress in establishing an equal status for women in society. Culturally, New Zealanders are very accepting of females in positions that are traditionally dominated by males, especially in other cultures. Consequently, New Zealand is a beacon for women in other nations who are fighting for equal rights.



### Starting Points

1. Look at the cartoons of women's suffrage in New Zealand (**see Cross-cultural Contribution Visuals 1 and 2**). What might these cartoons mean? Do you think the cartoons support women's suffrage? Why? These cartoons are examples of the agitation in New Zealand that arose as women gained voting rights.
2. How would people react if a woman were elected as president of the United States? Do you think this will happen in the near future? In New Zealand, the first female prime minister, Jennifer Shipley, was elected in December 1997.
3. What roles do women play in different parts of the world? What roles do women traditionally fill in the United States? In New Zealand, women are accepted in roles that are traditionally dominated by males.



### Information

#### New Zealand Women Were Granted Suffrage

After countless meetings, lectures, speeches, resolutions, and petitions, the women who were fighting for suffrage finally succeeded in their endeavor. In 1893, a petition bearing more than thirty thousand signatures was sent to Parliament. Governor Glasgow signed the Electoral Bill on 19 September 1893, and New Zealand became the first nation to allow women the right to vote. A facsimile of the petition can be viewed in the Constitution Room in Wellington, New Zealand's capital. This facsimile includes the signature of Kate Sheppard, a well known suffrage leader from New Zealand.

#### Kate Sheppard

Kate Wilson Sheppard (1848–1934) is considered the most influential suffragist in New Zealand's history. She was also well known in Australia, Britain, and the United States as an example for women's suffrage movements in those countries. Born in England to Scottish parents, Sheppard immigrated to New Zealand with her parents in 1868. In New Zealand, she became interested in feminist issues, especially equality in marriage. She became the leader of New Zealand's Women's Christian Temperance Union (later the National Council of Women of New Zealand) during the late 1880s. By leading this union, she discovered that the road to suffrage would

not be easy. Sheppard faced great opposition from the liquor lobbyists, who believed that giving women the vote would mean losing the legal right to sell liquor. Anti-suffragist petitions also circulated. Sheppard submitted petitions to Parliament three times in favor of female suffrage, and twice the petitions failed; however, Sheppard's continued efforts in petitioning the government finally succeeded. Parliament voted to grant women suffrage on 19 September 1893. The achievements of Sheppard and other women from New Zealand also gave hope to suffragists in other countries. Today, New Zealand women still celebrate the accomplishments of Kate Sheppard (see **Cross-cultural Contributions Visual 3**).

### **A Beacon for Women Around the World**

After the Electoral Act in 1893, women's suffragist leaders cheered from around the world. Susan B. Anthony, president of the National American Women's Suffrage Association, and Catherine Wallace, an Australian suffragist from Melbourne, both extolled Sheppard for her persistence and congratulated her on her success. Sheppard traveled the world, especially around Britain and the United States, speaking on women's rights. Sheppard also wrote articles on the topic of women's suffrage for many newspapers located worldwide. As influential as Sheppard and other suffragist leaders were, other factors also contributed to the successful women's suffrage campaign in New Zealand.

### **Isolation and Liberalism**

New Zealanders have always believed in human equality, and in the late-nineteenth century, New Zealand was more liberal in regards to women's suffrage than other nations. Because New Zealand was partially isolated from its British roots, women in New Zealand were able to voice their opinions without the full influence of British traditions. This isolation allowed New Zealanders to focus on the development of their new country, and it helped them avoid the frequent turmoil that larger nation-states often experienced because they were tied to old traditions.

In the 1880s, New Zealand had a recession that led to a change in New Zealand's leadership in 1890. The ruling elite were replaced by middle- and lower-class politicians who had more liberal views. Government officials had increasingly favored women's suffrage over the years, but the country was still divided. The women of New Zealand obtained the right to vote only after the dishonest leadership practices among their opponents were exposed. The petition for women's suffrage passed by a margin of two votes (twenty to eighteen) in Parliament in 1893.

### **Women Leading the Way in New Zealand**

Today, New Zealand is not in a state of perfect equality, but its rich history of enhancing women's opportunities is evident. For example, in 2005 the following women were leaders in New Zealand:

Prime Minister Helen Clark (Jennifer Shipley was the previous prime minister)  
Chief Justice Rt. Hon. Dame Sian Elias  
Governor General to the Queen Dame Silva Cartwright  
CEO Theresa Gattung of Telecom New Zealand (one the largest companies in New Zealand)





## Activities

1. In groups of three or four, research the life of Kate Sheppard. How did she become involved with the suffrage movement? What was her personality like? What were the major events in her life? What was her childhood like? How does she continue to influence New Zealand today? Find quotations from Sheppard. Create a news segment that presents this information. Include an interview with Sheppard (have someone in your group act as her). Integrate some of the quotations you found into your news segment.
2. Why do you think New Zealand was the first country in the modern world to grant women the right to vote. Research the topic and identify three reasons why women in New Zealand first received suffrage. Support your reasons with evidence or examples. Compare your findings with two of your classmates' findings.
3. Complete the Notable New Zealand Women activity (**see Cross-cultural Contributions Visual 4**) and the Women's Suffrage in New Zealand crossword puzzle (**see Cross-cultural Contributions Visual 5**).
4. In 1893, Meri Te Tai Mangakahia [tay tay mang-ah-ka-hee-ah] addressed the Maori Parliament to ask that Maori women be allowed to vote in elections of Parliament members. Read a translation of her address (**see Additional Resources**), and discuss Mangakahia's arguments in small groups. Do you find Mangakahia's arguments persuasive? Why or why not? How did they impact you? How do you think they impacted the Maori Parliament? Do some research to find out when Maori women received suffrage.
5. Make two posters: one that would have promoted women's suffrage in New Zealand in the late 1800s, and one that would have opposed women's suffrage at that time. Once you have completed your posters, look at **Cross-cultural Contributions Visuals 1 and 2**. How do your posters compare to these visuals that are actual cartoons from New Zealand in the late 1800s?



## Discussion Questions

1. Why do you think it took the United States until 1920 to grant women suffrage when New Zealand granted women suffrage in 1893? How were the United States and New Zealand different in the late 1800s and the early 1900s?
2. What reasons do countries claim for denying women the right to vote? Why do you think New Zealand's Parliament was reluctant to grant women suffrage? Do you think any of these reasons are valid?
3. What can people do today to promote equal gender rights and privileges in countries where women do not have the same rights as men? Why do you think the gender rights and privileges vary from country to country?
4. Why do you think Kate Sheppard was successful? What characteristics do you think a reformer needs to have?

5. How does giving women the right to vote affect the culture and politics of a country? Why do these changes occur?
6. Women in New Zealand fought for their suffrage because they felt suffrage was their right and that their votes would make a difference. How do you feel about your right to vote? Is your vote important?

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# FACTS ABOUT NEW ZEALAND

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**Official Name:** New Zealand

**Capital:** Wellington

**Government Type:** parliamentary democracy

**Area:** 268,680 sq km

**Land Boundaries:** coastline 15,134 km

**Climate:** temperate with sharp regional contrasts

**Lowest Point:** Pacific Ocean 0 m

**Highest Point:** Aoraki [ah-oh-rah-key] (Mount Cook) 3,754 m

**Natural Resources:** natural gas, iron ore, sand, coal, timber, hydropower, gold, limestone

**Natural Hazards:** earthquakes are common, though usually not severe; volcanic activity

**Population:** 4,115,771 (July 2007 est.)

**Ethnic Groups:** European 69.8%, Maori 7.9%, Asians 5.7%, Pacific Islander 4.4%, others .5%, mixed 7.8%, unspecified 3.8% (2001)

**Religions:** Anglican 14.9%, Roman Catholic 12.4%, Presbyterian 10.9%, Methodist 2.9%, Pentecostal 1.7%, Baptist 1.3%, other Christian 9.4%, other 3.3%, unspecified 17.2%, none 26% (2001)

**Languages:** English and Maori and sign language (all are official)

**GDP:** \$106 billion (2006 est.)

**GDP Per Capita:** \$26,000 (2006 est.)

**GDP Composition by Sector:** agriculture: 4.3%; industry: 26.9%; services: 68.8% (2006 est.)

**Labor Force:** 2.18 million (2006 est.)

**Unemployment Rate:** 3.8% (2006 est.)

**Industries:** food processing, wood and paper products, textiles, machinery, transportation equipment, banking and insurance, tourism, mining

**Agricultural Products:** wheat, barley, potatoes, pulses, fruits, vegetables, wool, beef, lamb, mutton, dairy products, fish

**Exports:** \$23.69 billion (2006 est.) dairy products, meat, wood and wood products, fish, machinery

**Imports:** \$25.23 billion (2006 est.) machinery and equipment, vehicles and aircraft, petroleum, electronics, textiles, plastics

**Trade Partners:** Australia, U.S., Japan, China, Germany, U.K.

**Currency:** New Zealand dollar (NZD)

**Exchange Rate:** \$1.54 NZD = \$1 U.S. (2006)

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# HISTORY AND HOLIDAYS

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## TIME LINE

- 1300 C.E.** Maori settlements are first established
- 1642** Abel Tasman discovers and claims New Zealand for Holland; he names it Staten Landt
- 1769** Captain James Cook lands at Gisbourne and claims New Zealand for Britain
- 1772** Marion du Fresne lands in Gisbourne and claims the country for France, calling it France Australe (South France)
- 1837** The colonization of New Zealand begins
- 1840** Treaty of Waitangi [wah-ee-tang-ee] is signed between a few Maori chiefs and Governor Hobson on behalf of Queen Victoria; British sovereignty proclaimed in the islands
- 1840s** The Maori, led by Hone Heke, rebel against the British
- 1841** New Zealand is officially declared a crown colony
- 1852** New Zealand Constitution Act is passed and General Assembly set up; this gives the first six provinces a form of representative government
- 1860s** New Zealand Land Wars between Maori and European settlers
- 1867** Four Maori seats created in Parliament; all Maori men over twenty-one are given the vote (possibly the world's first extension of suffrage without property)
- 1870** The first rugby game is played in New Zealand; end of the New Zealand Wars
- 1886** Tarawera volcano erupts, destroying the Pink and White Terraces, a series of pools and natural rock formations that were known as the Eighth Wonder of the World
- 1893** New Zealand becomes the first country in the world to grant women the right to vote
- 1907** New Zealand granted dominion status from Great Britain
- 1908** Ernest Rutherford, New Zealander and father of the atom, is awarded the Nobel Prize in chemistry; New Zealand's population reaches one million
- 1914–18** Heavy losses in the First World War (Battle of Passchendaele: 3,700 New Zealanders killed); 6:00 P.M. closing introduced to pubs, and draught beer alcohol content reduced; influenza epidemic kills an estimated 8,500 in New Zealand
- 1931** Napier earthquake hits, killing 255 people
- 1947** New Zealand Parliament adopts the Statute of Westminster, recognizing New Zealand as a fully independent state, although owing allegiance to the British King
- 1950** British Empire Games held in Auckland



- 1951** ANZUS, a military pact, is established between Australia, New Zealand, and the United States; New Zealand's population reaches two million
- 1953** Sherpa Norgay Tenzing and New Zealander Edmund Hillary climb Mt. Everest
- 1961** Capital punishment is abolished in New Zealand
- 1974** Tenth Commonwealth Games are held in Christchurch
- 1975** Waitangi Tribunal is established to start the process of resolving Maori claims for lost lands and *taonga* [tah-ohn-gah], or treasures
- 1981** The South African rugby tour is held in New Zealand despite much protest over apartheid; riots break out all over the country, and the nation is divided; this is described as the worst fifty-six days in New Zealand's history
- 1985** New Zealand refuses port entry to a U.S. nuclear warship, breaking the ANZUS Pact and establishes itself as the world's first anti-nuclear country
- 1987** New Zealand wins the first Rugby World Cup
- 1990** Fourteenth Commonwealth Games are held in Auckland
- 1995** New Zealand and the Black Magic boat beat the United States to win the America's Cup (yachting), the world's oldest sporting trophy
- 1999** Helen Clark becomes the first elected female prime minister
- 2000** New Zealand successfully defends the America's Cup, making New Zealand the only country other than the United States to do so
- 2002** America's Cup competition is held in New Zealand

## HOLIDAYS

- 1 Jan** New Year's Day
- 6 Feb** Waitangi Day (Treaty of Waitangi signed between a few of the Maori Chiefs and Governor Hobson on behalf of Queen Victoria; British sovereignty proclaimed)
- Mar/Apr** Good Friday; Easter Sunday
- 25 Apr** ANZAC Day (Public recognition of the New Zealand and Australian troops who fought at Gallipoli, Turkey, during WWI)
- 1st Monday in Jun** Celebration of Queen Elizabeth's birthday
- 4th Monday in Oct** Labor Day
- 25 Dec** Christmas Day
- 26 Dec** Boxing Day

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## ADDITIONAL RESOURCES

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### NEW ZEALAND EMBASSY TO THE UNITED STATES

37 Observatory Circle NW  
Washington, D.C. 20008  
Phone: (202) 328-4800  
Fax: (202) 667-5227:  
E-mail: [nz@nzemb.org](mailto:nz@nzemb.org)  
Web site: <http://www.nzembassy.com>

### NEW ZEALAND MINISTRY OF TOURISM

The Ministry of Tourism  
P.O. Box 5640  
Wellington, New Zealand  
Phone: + 64 4 498 7440  
Fax: + 64 4 498 7445  
E-mail: <http://info@tourism.govt.nz>  
Web site: <http://www.tourism.govt.nz>

### BOOKS

- Bridges, Jon and David Downs. *No 8 Wire—The Best of Kiwi Ingenuity*, Hodder Moa Beckett, 2000.
- Brown, Amy and Jocelyn Carlin. *Mana Wahine: Women Who Show the Way*, Reed Books, 1994.
- Bunkle, Phillida. *Women in New Zealand Society*, G. Allen & Unwin, 1980.
- Burns, Geoff. *Take A Trip to New Zealand*, F. Watts, 1983.
- Catley, Christine. *Celebrating Women*, Cape Catley, 1984.
- Clark, Gerry. *The Totorore Voyage*, Homeland Publications, 2000.
- Dashew, Steve and Linda. *Practical Seamanship: Essential Skills for the Modern Sailor*, Beowulf, 2001.
- Devaliant, Judith. *Elizabeth Yates: The First Lady Mayor in the British Empire*, Exisle Publishing, 1996.
- Grimshaw, Patricia. *Women's Suffrage in New Zealand*, Auckland University Press, 1972.
- Harawira, Wena. *Hangi*, Reed Publishing, 2001.
- . *Te Kawa o te Marae: A Guide for All Marae Visitors*, Reed Publishing, 1997.
- Hillary, Sir Edmund. *The View from the Summit*, Doubleday, 1999.
- Houghton, Philip. *The First New Zealanders*, Hodder & Stoughton, 1980.
- Karetu, Timoti. *Haka! The Dance of a Noble People*, Heinemann Reed, 1993.
- McCarthy, Winston. *Haka, the Maori Rugby Story*, Rugby Press, 1983.
- Te Ake Ake, Annie Rae. *Myths and Legends of Aotearoa*, Scholastic New Zealand, 1999.
- Waerea, J. *Pukunui's Hangi*, Reed Children's Books, 1984.

## **FILMS**

*Touring New Zealand*, Questar, 1998.

*Whale Rider*, John Barnett, 2002.

## **INTERNET SITES**

### **All Blacks (video clips and photos):**

<http://www.allblacks.com>

### **America's Cup:**

<http://nzedge.com/media/archives/archv-sport-america'scup.html>

<http://www.tapeka.com/americascup.htm>

### **Archives New Zealand:**

<http://www.archives.govt.nz/exhibitions/permanentexhibitions/suffrage.html>

### **Bungee Jumping History:**

<http://www.fettke.com/bungee/faq.htm#8>

### **CIA World Fact Book:**

<http://www.cia.gov/cia/publications/factbook/geos/nz.html>

### **Encarta Encyclopedia—New Zealand:**

[http://encarta.msn.com/encyclopedia\\_761555687/New\\_Zealand.html](http://encarta.msn.com/encyclopedia_761555687/New_Zealand.html)

### **Kiwi Web—Chemistry and New Zealand:**

<http://www.chemistry.co.nz/kiwibird.htm>

### **Maori.org.nz:**

<http://www.maori.org.nz>

### **Men Doing the Haka—New Zealand Tourism Web Site:**

<http://www.newzealand.com/travel/about-nz/culture/haka-feature/haka.cfm>

### **Ministry of Women's Affairs:**

<http://www.mwa.govt.nz>

### **National Council of Women of New Zealand:**

<http://www.ncwnz.co.nz>

### **New Zealand Culture Guidebook:**

<http://www.nz.com/guide/culture>

### **New Zealand in History—the Maori:**

<http://history-nz.org/maori9.html>

### **The New Zealand Herald:**

<http://www.nzherald.co.nz>

### **New Zealand Rugby Museum:**

<http://www.rugbymuseum.co.nz>

### **NZedge.com—Kate Sheppard:**

<http://www.nzedge.com/heroes/sheppard.html>

### **PNB Foods—Indigenous Hangi Cuisine:**

<http://www.pnbfoods.co.nz/History.html>

### **So that Women May Receive the Vote (address to Parliament):**

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

## Traditions Visual 1: Rugby Players Performing the Haka





## Traditions Visual 2: Rugby



### Traditions Visual 3: Ka Mate

*Ka mate! Ka mate! Ka ora! Ka ora!* I die! I die! I live! I live!  
[ka-ma-tay ka-ma-tay ka-oh-rah ka-oh-rah]

*Ka mate! Ka mate! Ka ora! Ka ora!* I die! I die! I live! I live!  
[ka-ma-tay ka-ma-tay ka-oh-rah ka-oh-rah]

*Tenei te tangata puhuru huru* This is the hairy man  
[tay-nay-ee tang-ah-tah poo-hoo-roo hoo-roo]

*Nana nei I tiki mai,* who fetched the Sun,  
[na-nah nay-ee ee tee-kee mah-ee]

*Whakawhiti te ra!* and caused it to shine again!  
[fa-ka-fee-tee tay rah]

*A, hupa ne! A, ka upa ne!* One upward step! Another upward step!  
[ah hoo-pah nay ah kah oo-pah nay]

*A hupane kaupane whiti te ra!* An upward step, another step, the sun shines!  
[ah hoo-pah-nay coo-pah-nay fee-tee tay rah]

*Hi!* Boo!  
[hee]



**Traditions Visual 4: Teams Performing the Haka (1 of 2)**







Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sporting Event

Location:

Sport:

Teams:

Feelings while watching:

Ideas of how to put the feelings listed above in a haka (phrases, motions, beats, facial expressions, etc.):

## Haka Description

Movements:

Words:

Rhythm:

## Performing a Haka

Crowd reaction:

Feelings while performing a haka:







## Folklore & Language Visual 2: Boat Races















## Folklore and Language Visual 6: Invention Proposal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Problem or Need:

Invention idea(s):

How it solves the problem or fulfills the need:

Supplies needed:

Outline of production process (may be continued on another page):

Estimated time needed to create:

Estimated cost of production:

My Promise:

This invention is, to my knowledge, my own creation and not plagiarized or copied in any form.

---

Signature of student

---

Signature of teacher

---

Date approved

Name: \_\_\_\_\_

# Do you have **kiwi ingenuity**?

Divide into teams. Alternating between team members, describe the key word to teammates without saying the words listed below the key word. If a team guesses the key word within a set period of time (start with thirty seconds), that team gets a point. If they do not guess the word, then the other teams get a chance to describe the key word. When you finish with the cards below, make up your own kiwi ingenuity cards using the key words and the template on the following page. Be creative; try to stump the other teams. You can also create your own key words.

<b>Legend</b> folklore imaginary Maori story	<b>Magic Jawbone</b> ancestor blood Maui nose	<b>Stewart Island</b> anchor north ocean south
<b>Regatta</b> boat canoe compete race	<b>America's Cup</b> competition ocean race yacht	<b>Bungee Jumping</b> cord fall rope 1987
<b>Mount Everest</b> adventure climb Edmund Hillary rock	<b>Maui</b> brothers demigod fishing Hawaii	<b>Canoe</b> boat ocean outrigger paddle

Name: \_\_\_\_\_

# kiwi ingenuity key words:

Adventurous  
All Blacks  
Ancestors  
Anchor  
Bait  
Demigod  
DNA

Eiffel Tower  
Hawaiki  
Hiking  
Hills  
Jealous  
Kiwi  
Kupe

Land of the Long  
Maori  
Mountain Climbing  
Navigation  
New Zealand  
North Island  
Pacific Ocean

Polynesian  
Queenstown  
Resourceful  
Snorkeling  
Stewart Island  
Valleys  
White Cloud

## Food Visual 1: Preparing a Hangi Meal





## Food Visual 2: Preparing Batter for Quick Steamed Pudding



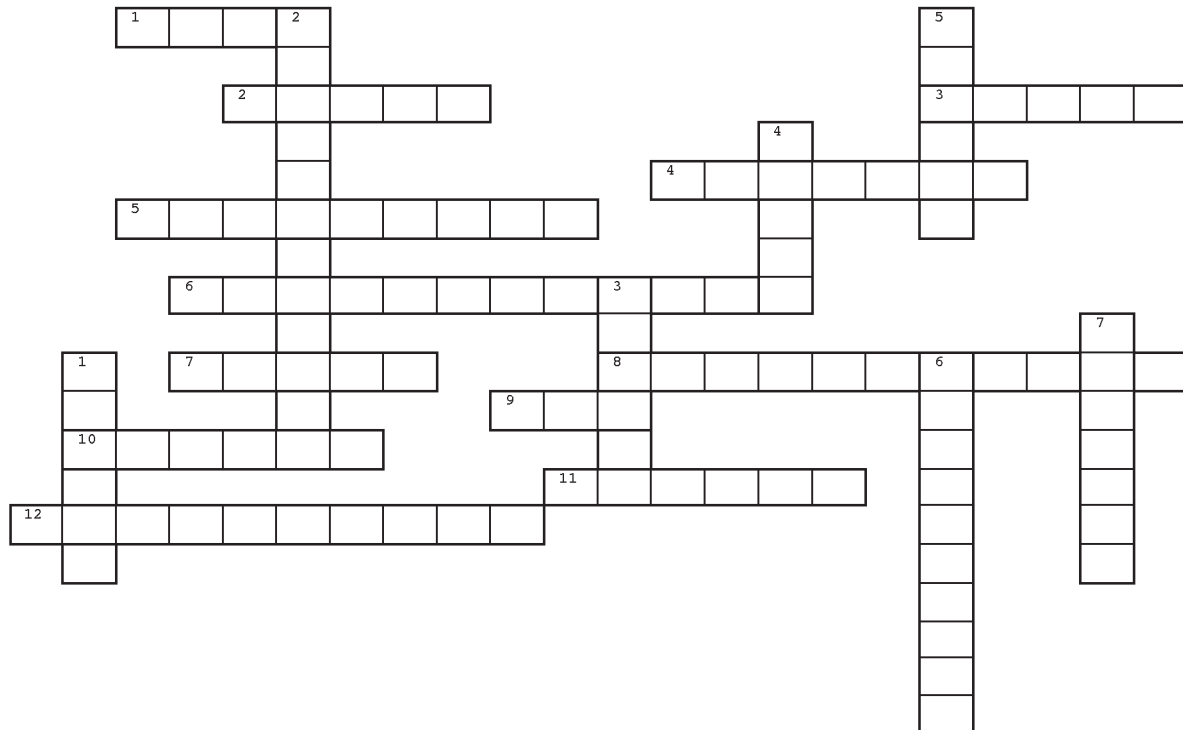


### Food Visual 3: Cooking Quick Steamed Pudding



# NEW ZEALAND FOODS

Name: \_\_\_\_\_



## Across

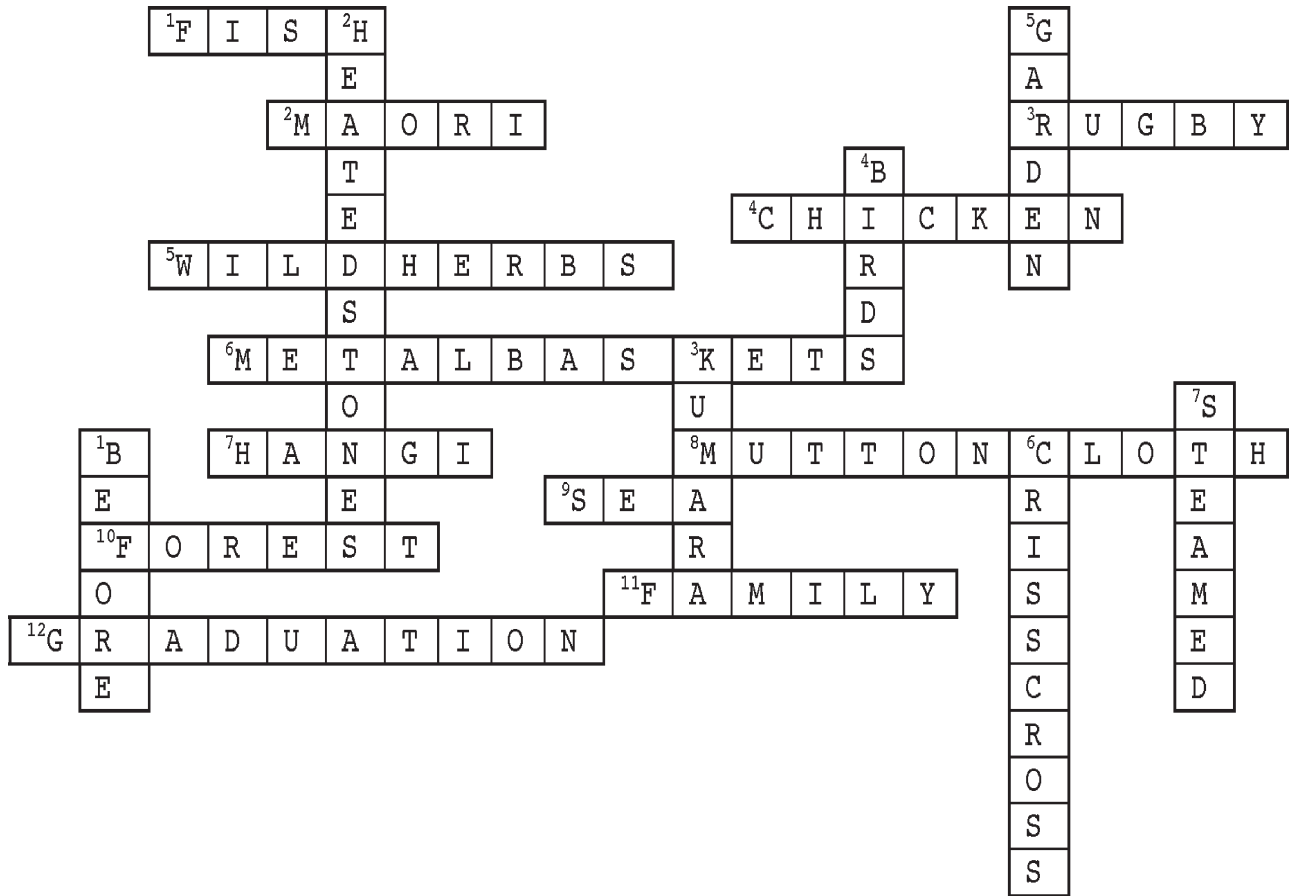
1. Source of food in native diet
2. Native people of New Zealand
3. Popular topic of conversation at special meals
4. Common mean to cook in 7 across
5. Gathered with roots for food
6. Placed on 2 down to cook with
7. Pit for slow roasting food
8. Soaked in water and tucked around the sides of 7 across
9. Place to find food, especially 1 across
10. Another place to hunt and gather food
11. Another way to say whanau time
12. Special occasions for 7 across meal

## Down

1. Food preparation for a special meal starts a day \_\_\_\_\_
2. Cooking pit is filled with these
3. Sweet potatoes
4. Part of native diet
5. Place to grow food at home
6. Pieces of wood are placed in a \_\_\_\_\_ pattern
7. How food is cooked when using 7 across

# NEW ZEALAND FOODS (KEY)

Name: \_\_\_\_\_



## Across

- Source of food in native diet
- Native people of New Zealand
- Popular topic of conversation at special meals
- Common mean to cook in 7 across
- Gathered with roots for food
- Placed on 2 down to cook with
- Pit for slow roasting food
- Soaked in water and tucked around the sides of 7 across
- Place to find food, especially 1 across
- Another place to hunt and gather food
- Another way to say whanau time
- Special occasions for 7 across meal

## Down

- Food preparation for a special meal starts a day \_\_\_\_\_
- Cooking pit is filled with these
- Sweet potatoes
- Part of native diet
- Place to grow food at home
- Pieces of wood are placed in a \_\_\_\_\_ pattern
- How food is cooked when using 7 across

# Family Mealtime Journal

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Time of day: \_\_\_\_\_

## Preparation

Who: \_\_\_\_\_

Conversation topics: \_\_\_\_\_

Preparation time: \_\_\_\_\_

## Meal

Type of meal: \_\_\_\_\_

Who is in attendance: \_\_\_\_\_

Menu: \_\_\_\_\_

Conversation topics: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Length of meal: \_\_\_\_\_

Overall atmosphere: \_\_\_\_\_

An hour later I felt (e.g., hungry, sleepy, grouchy, happy, energetic, etc.): \_\_\_\_\_

\_\_\_\_\_

Other Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_











Note: Image has been altered to fit copyright restrictions for currency.

#### Cross-cultural Contributions Visual 4: Notable New Zealand Women (1 of 2)

From the following list of notable New Zealand women, pick three women whose occupations interest you. Compare the lives of the women you chose. How do their lives reflect the strength of New Zealand women? What about their lives surprised you? What do you admire about these women? To find out more information about the women you chose visit the Dictionary of New Zealand Biography at [http://www.dnzb.govt.nz/dnzb/default.asp?Find\\_Quick.asp?PersonEssay=](http://www.dnzb.govt.nz/dnzb/default.asp?Find_Quick.asp?PersonEssay=)

**Acres, Thyra Avis Mary 1910–94**

Artist, writer, illustrator, conservationist

**Abraham, Constance Palgrave 1864–1942**

Community leader, sportswoman

**Aitken, Jessie 1867–1934**

Community worker, political activist

**Alda, Frances 1879–1952**

Opera singer

**Allen, Lettie Annie 1901–80**

Public servant, political activist, feminist, local politician

**Amohau, Merekotia 1898–1978**

*Ngati Pikiao* [nga-tee pee-key-ah-oh], singer, entertainer, composer

**Anderson, Mary Patricia 1887–1966**

Teacher, boarding-house keeper, community leader, politician

**Atkinson, Lily May 1866–1921**

Temperance campaigner, suffragist, feminist

**Ballantyne, Jean 1906–80**

Ballet teacher and examiner, choreographer

**Batham, Elizabeth Joan 1917–74**

Marine biologist, university lecturer

**Bell, Muriel Emma 1898–1974**

Nutritionist, medical researcher

**Bennett, Mary Jane 1816?–85**

Lighthouse keeper

**Bethell, Mary Ursula 1874–1945**

Social worker, poet

**Blake, Joan Isabel Faulkner 1921–90**

Journalist, broadcaster

**Boyd, Te Heke-rangatira-ki-Nukutaurua 1885/86?–1959**

*Ngati Moe* [mo-ay] woman of mana, interpreter

**Bragg, Martha Sarah Kahui 1895–1975**

*Ngati Tahu* [ta-hoo], dairy farmer, foster parent

**Caradus, Elizabeth 1832–1912**

Suffragist, temperance and welfare worker

**Campbell, Laurel Amy Eva 1902–71**

Racehorse trainer

**Clark, Cora Mildred Maris 1885–1967**

Hockey player and administrator, nurse

**Collier, Jane Annie 1869–1955**

Teacher of the blind, church worker

**Cowie, Bessie Lee 1860–1950**

Temperance campaigner, social reformer, lecturer, writer

**Crawford, Nora Mary 1917–97**

Law enforcement agent

**Dawson, Mary Elizabeth 1833–1924**

Servant, farmer, environmentalist, nurse

**Dronke, Minnie Maria 1904–87**

Actor, drama producer, teacher

**Frank, Rosaline Margaret 1864–1954**

Photographer

**Furey, May Edith Evelyn 1891–1962**

Machinist, political activist, feminist

**Gordon, Annie Elizabeth 1873–1951**

Salvation Army officer, rescue home matron, probation officer

**Hikairo, Wiremu ?–1851**

*Ngati Rangiwehewhi* [rahng-ee-way-way-hee] leader, peacemaker

**Hutchinson, Amy May 1888–1985**

Maternity reformer

**James, Esther Marion Pretoria 1900–90**

Inventor, fashion model, promoter, long-distance walker, builder

**Kelsey, Lavinia Jane 1856–1948**

Kindergarten founder, teacher

**Kidson, Elsa Beatrice 1905–79**

Soil scientist, sculptor

**Lumley, Bernice 1921–39**

Athlete, shorthand typist

**Lupp, Sybil Audrey Marie 1916–94**

Mechanic, motor-racing driver, garage proprietor, motor vehicle dealer

**Macandrew, Jennie 1866–1949**

Pianist, organist, music teacher, conductor

**Marsh, Edith Ngaio 1895–1982**

Artist, playwright, actor, novelist, director

**Maxwell, Alice Heron 1860–1949**

Custodian

**McElligott, Sarah Isabella 1883–1986**

Cook, fruit-stall holder



**McNab, Dorothy Pauline 1921–95**

Women's military administrator, political organizer, community leader

**Messenger, Elizabeth 1908–1965**

Journalist, cookery writer, crime novelist

**Mitchell, Marion 1876–1955**

Singer, mayor

**Nicholls, Marjory Lydia 1890–1930**

Drama producer and teacher, debater, poet

**Nunneley, Kathleen Mary 1872–1956**

Tennis player, librarian

**Papakura, Makereti 1873–1930**

*Tuhourangi* [too-hoe-oo-hang-ee] woman of mana, guide, ethnographer

**Pickerill, Cecily Mary Wise 1903–88**

Plastic surgeon

**Polson, Florence Ada Mary Lamb 1877–1941**

Rural women's advocate

**Reeve, Alice Elsie 1885–1927**

Jeweler

**Roberts, Mary Louise 1886–1968**

Masseuse, physiotherapist, mountaineer

**Schnackenberg, Annie Jane 1835–1905**

Wesleyan missionary, temperance and welfare worker, suffragist

**Shaw, Helen Lilian 1913–85**

Short-story writer, poet, editor

**Simons, Dorothy Edith 1912–96**

Athlete, sports journalist, writer

**Stevens, Emily Jean 1900–67**

Wholesale florist, nursery worker, iris hybridiser

**Taglicht, Gisela 1898–1981**

Rhythmical dance and gymnastics teacher

**Te Rangimarie, Puna Himene fl. 1908–11**

Healer, nurse, spiritual leader

**Tenetahi, Rahui Te Kiri ?–1913**

Ngati *Wai* [wah-ee] and Ngati *Whatua* [fah-too-ah] woman of mana, ship owner, land claimant

**Todd, Kathleen Mary Gertrude 1898–1968**

Child psychiatrist

**Vautier, Catherine Wilhelmina 1902–89**

Netball player, teacher, sports administrator

**Wallis, Mary Ann Lake 1821–1910**

Orphanage matron

**Whiteside, Jane 1855–75**

Tightrope dancer, gymnast, magician

**Wilkie, Elsie Hamer 1922–95**

Bowler, sports administrator

**Winstone, Jane 1912–44**

Aviator

**Wiseman, Hilda Alexandra 1894–1982**

Bookplate designer, artist, calligrapher

**Woodhouse, Alice 1883–1977**

Journalist, librarian, broadcaster, radio quiz contestant, writer

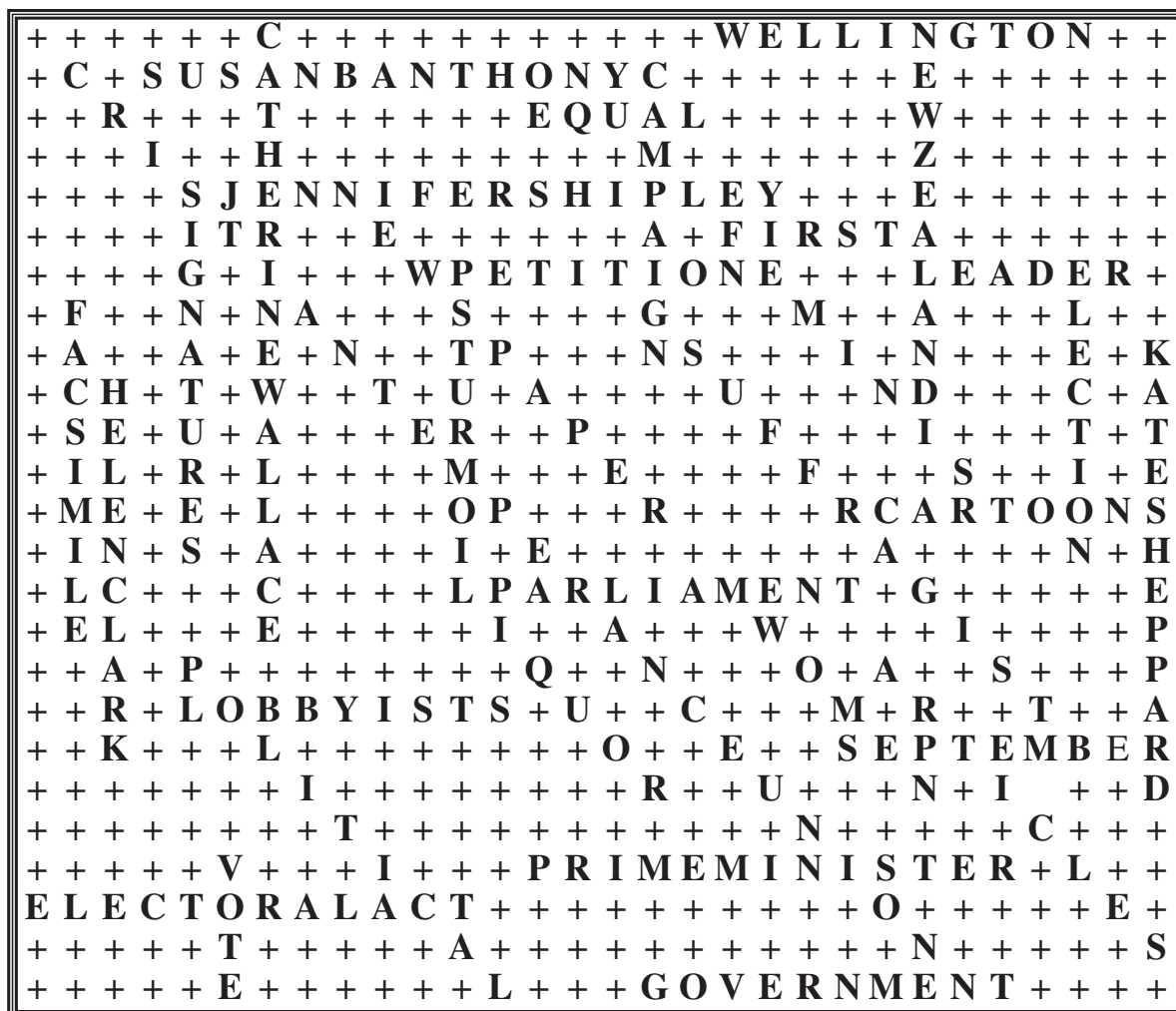
# WOMEN'S SUFFRAGE IN NEW ZEALAND



Find these thirty-two words from the text on women's rights and suffrage in New Zealand in the word search.

articles	first	petition
campaign	government	prime minister
cartoons	Helen Clark	political
Catherine Wallace	Jennifer Shipley	September
Christian Temperance Union	Kate Sheppard	signatures
election	leader	suffragist
Electoral Act	liquor	Susan B. Anthony
equal	lobbyists	turmoil
facsimile	newspaper	vote
feminist	New Zealand	Wellington
	parliament	women

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### **FLAG OF NEW ZEALAND**

The flag is blue, with the flag of the U.K. in the upper left quadrant. There are four red, five-pointed stars edged in white and centered in the outer half of the flag. The stars represent the Southern Cross, a constellation used for navigation in the Southern Hemisphere.

# Map of New Zealand

