Print resources:

- Women’s suffrage memorabilia: an illustrated historical study by Kenneth Florey.
- New Zealand woman printmakers Zonta international touring exhibition celebrating suffrage centennial 1993 by Elizabeth Grierson.
- Rebel girls: their fight for the vote by Jill Lidington.
- Women’s Suffrage Petition, 1893 by Claudia Orange.
- The Vote, the Pill and the Demon Drink by Charlotte Macdonald (editor).
- No time for dreaming by Fleur Beale. Novel (high interest, low vocabulary)
- You Forgot Your Skirt, Amelia Bloomer by Shana Corey. Picture book
- Hazel by Julie Hearn.
- Lillian’s right to vote by Jonah Winter and Shane Evans. Picture book

Digital content:

- A leap into the light. Essay. NZ Geographic
- Māori women and the vote. Article. Ministry for Women
- When did women vote? Interactive. Scholastic
- Women on the Move: Cycling and the National Dress Movement. Article. Cycling History
- Women’s Social and Political Union: Medal for Valour. Image. Digital NZ
- National Council of Women. Image. Archives NZ
- Karen Walker at New York Fashion Week. Article. Viva~
- Elizabeth Cady Stanton: The Destructive Male. Speech. The History Place~
- The suffragettes who learned martial arts to fight for votes. Article. Atlas Obscura~
- Kate Sheppard. Article. NZEDGE
- Making the past strange: Justine Fletcher’s ‘607. Artwork/article. bat. bean, bean~
- Women vote in first general election. Article. NZ History
- Women and the vote - Women’s Suffrage Petition. Database. NZ History
- Historic documents should survive longer in new light-controlled home. Article. Stuff
- Voting rights. Encyclopaedia entry. Te Ara
- Cartooning the Women’s vote. Collection of cartoons. Digital NZ
- Pioneer women. Collection of films. NZONSCREEN
- Womens suffrage (New Zealand). Curated set of web links. AnyQuestions

Guides, tools, exemplars:

- Your voice, your choice: votes for women teaching resource. Electoral Commission
- Exemplar: language surrounding the women’s suffrage movement. Te Kete Ipurangi
- Why and how I teach with historical fiction. Scholastic
- Approaches to social inquiry. Te Kete Ipurangi
- Belonging and participating in society. Te Kete Ipurangi
- Digital resources and guides. Services to Schools
- Supporting inquiry learning. Services to Schools
- Karen Walker at New York Fashion Week. Te Kete Ipurangi
- He Tohu - signatures that shaped New Zealand. National Library of New Zealand
- Analysing political cartoons. Library of Congress
- Preservation - paper collections. Library of Congress
- A leap into the light. Essay. NZ Geographic
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- Cartooning the Women’s vote. Collection of cartoons. Digital NZ
- Pioneer women. Collection of films. NZONSCREEN
- Womens suffrage (New Zealand). Curated set of web links. AnyQuestions

Other resources & experiences:

- Kate Sheppard pedestrian ‘cross now’ lights. Wellington City Council
- He Tohu - school visits. National Library of New Zealand (Wellington)
- Votes for women - a suite for piano. National Library of New Zealand
- People.
- Places.
- Objects.

*Requires school logon.
~Site may contain advertising or comments.
Print resources:

Women’s suffrage memorabilia: an illustrated historical study by Kenneth Florey.
New Zealand woman printmakers Zonta international touring exhibition celebrating suffrage centennial 1993 by Elizabeth Grierson.
Rebel girls: their fight for the vote by Jill Liddington.
The Vote, the Pill and the Demon Drink by Charlotte Macdonald (editor).
The danger zone: avoid being a suffragette! By Fiona Macdonald.
The suffragists: women who worked for the vote by Claudia Orange (editor).
The Women’s Suffrage Petition, 1893 by Claudia Orange.
Votes for women—the story of Kate Sheppard and Richard Seddon by Vanessa York.
No time for dreaming by Fleur Beale.
You Forgot Your Skirt, Amelia Bloomer by Shana Corey.
Hazel by Julie Hearm.
Lillian’s right to vote by Jonah Winter and Shane Evans.

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Notice to Epicene Women. Digital NZ
Women’s Social and Political Union Medal for Valour. Digital NZ
National Council of Women. Archives NZ
Karen Walker at New York Fashion Week. Vogue
Elizabeth Cady Stanton: The Destructive Male. The History Place
The suffragettes who learned martial arts to fight for votes. Atlas Obscura
Kate Shepperd. NZEDGE
Making the past strange: Justine Fletcher’s ‘607. bat. bean. beam
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Cartooning the Women’s vote. Digital NZ
Pioneer women. NZONSCREEN
Womens suffrage (New Zealand). AnyQuestions

Guides, tools, exemplars:

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Exemplar: language surrounding the women’s suffrage movement. Te Kete Ipurangi
Learning about and celebrating the achievements of New Zealanders—both past and present. Te Kete Ipurangi
Why and how I teach with historical fiction. Scholastic
Approaches to social inquiry. Te Kete Ipurangi
Belonging and participating in society. Te Kete Ipurangi
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Karen Walker at New York Fashion Week. Te Kete Ipurangi
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Organised by Learning Area

Women’s Suffrage

SERVICE TO SCHOOLS: INQUIRY EXEMPLAR

YEAR LEVELS: 7 to 10

Arts focus
Health & PE focus
Mathematics & Statistics focus
Social Sciences focus
English focus
Te Reo / Tikanga Māori focus
Science focus
Technology focus
### Arts focus
- How do artworks ‘comment’ on suffrage/women’s rights/feminism? How do they do this in their content? How do they do this in their form?
- There are various pieces of art that ‘recognise’ the historical importance of an individual or event (e.g., a bust of Kate Sheppard). Is recognition in this way valuable? How? Who to? Do these kinds of artworks reflect or shape society?

### Health & PE focus
- The fight for female suffrage began in NZ with the formation of the Christian Women’s Temperance Union. How were these two movements (suffrage and temperance) intertwined?
- For those involved, the fight for suffrage was often dangerous. How? Why might someone put themselves in dangerous situations for the sake of a cause? How did suffragettes try and keep themselves ‘safe’? Physically? Mentally?

### Maths & Statistics focus
- What ‘stories’ do the 1893 election statistics, particularly the numbers of women voting, tell about attitudes to suffrage in NZ at the time? What impact do you think these statistics had on those who were anti-suffrage? Why?

### Social Sciences focus
- Was suffrage worth fighting for? Why? What else is worth fighting for?
- What would NZ be like today if women still did not have the right to vote?
- What does it mean to be ‘equal’? Does the right to vote guarantee equality? When women won the right to vote did it lead to changes to equality in other areas?
- Can an individual make a difference in history? Were there any specific individuals who made a difference in the fight for suffrage? If yes, who and how? If not, why not?
- Why were women denied the right to vote prior to the suffrage movement? What were women’s rights during this time?

### English focus
- How do authors turn historic events into personal narratives or works of fiction? Why do they do this? How can I use language/image/another symbolic system to do this?
- How do I distinguish between fact and opinion in regards to the communication of historic issues? How does identifying and examining different text features help with this?
- Why is the telling of ‘stories’ from history (like the story of women’s suffrage) an important aspect of a culture/society?
- What defines a ‘hero’? Are there any heroes in the story of suffrage in NZ? Are there any villains? Who and why?

### Te Reo / Tikanga Māori focus
- In the late nineteenth century Māori women were involved in two suffrage movements at the same time. They sought the right to vote for members of the New Zealand House of Representatives, and the right to vote and to stand as members of the Māori Parliament – Te Kotahitanga. How were these two movements similar? Different? How did they influence each other?
- Is there a māoritanga equivalent to the notion of ‘equality’? What is it? How is it similar or different?

### Science focus
- What are the characteristics of light? How can we describe the movement or effect of light as it passes through a historic document? Does it move through or effect all the parts of the document (parchment, ink etc.) in the same way?
- How can we discover and describe the chemical make-up of inks? What might the chemical make-up of ink tell us about whoever used it?

### Technology focus
- How did the technology of the bicycle influence the suffragette movement? What are some other examples of technological development changing thinking and/or society?
Some Inquiry Behaviours and Approaches Supported by These Resources

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**Digital Content:**
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- Kate Sheppard.
- Making the past strange: Justine Fletcher’s ‘607.
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- Cartooning the Women’s vote.
- Pioneer women.
- Women’s suffrage (New Zealand).

**The NZ Curriculum: Key Competencies**
- **Thinking** (for example definitions of ‘equality’: individual and social impacts of suffrage; multiple perspectives; how suffrage or women’s rights manifest in objects, artworks, environments, cultures, individuals; notions of cause and effect).
- **Using Language, Symbols & Text** (for example the ‘languages’ of suffragettes and anti-suffragists, personal, in the media, in historic retellings; the symbolism of the suffragettes, clothing, jewellery, medals. The representation of voting via numbers, graphs and diagrams).
- **Managing Self, Relating to Others, Participating & Contributing** (for example the impacts of women’s suffrage on individuals, communities, cultures, and countries; understanding different perspectives and responses; understanding an issue and taking action individually and with others; global connections; notions of ‘social justice’).

**The NZ Curriculum: Values**
- **Diversity** (for example recognising and understanding that suffrage and women’s rights impact and manifest differently (positively and negatively) in different cultures, classes and countries).
- **Equity** (for example equity in the eyes of the law; universal equity and human rights; how notions of equity have changed over time).
- **Community & Participation** (for example ‘standing up’ for something; working with others in a community to achieve change; notions of collective responsibility and action).
- **Ecological Sustainability & Future Focus** (for example what women’s rights’ ‘battles’ still need to be undertaken? What might ‘equality’ look like in the future?).

**Ministry of Education Inquiry Framework (as per the First World War inquiry guides)**
- **I Wonder** (for example ‘hooks’ as an artwork, song, poem, piece of technology, environmental issue, item of clothing, graph or statistic as featured on the page 1 resource map).
- **Make Meaning** (for example students identify and understand the impacts of suffrage/equality/feminism on themselves, their communities and environments).
- **Take Action** (for example understanding a global issue and taking action individually and with others; utilising technologies to connect with others and take action).

**Guided Inquiry Information Search Process**
- **Selection** (for example a focus on a focus on suffrage/equality/feminism as manifest through an aspect of the arts, culture, language, economics, statistics; a particular language, society, country or issue).
- **Exploration** (for example through challenging ethical questions, trade-offs, physical manifestations and artefacts of suffrage/equality/feminism).
- **Formulating & Collecting** (for example developing a personal position in regards to an aspect of suffrage/equality/feminism based on evidence and understanding).
Example - Inspiring Inquiry with a Specific Resource

**Technology focus**
- Descriptions of the suffragette’s clothing is a feature of ‘Rebel Girls’. What is the relationship between fashion and rebellion/the suffragette movement? What is the relationship between technological developments (e.g., clothing design and manufacturing) and social change?

**English focus**
- What and/or whose stories is Jill Liddington seeking to tell? Are these events, people and/or developments ‘historically significant’? What is the role of literature in establishing historical significance?
- What is a ‘rebel’? How do written works (in their content and/or form) convey the notion of a rebel? How and why do rebels make stories interesting?

**Arts focus**
- How and why are human accomplishments honoured via art objects such as medals?
- What is a symbol? How do the different aspects of the Women’s Social and Political Union Medal for Valour (shape, size, colour) work as symbols?

**Health & PE focus**
- How might a hunger strike be an effective protest? What does it mean to trade your physical health for an issue or cause? Why might someone do this?

**Social Sciences focus**
- What might ‘valour’ mean for a suffragette? What is the significance of receiving a ‘medal’ for demonstrating valour? How was the movement for suffrage like a battle or war?

**Te Reo / Tikanga Māori focus**
- How might female ‘rebellion’ or ‘valour’ look in a Māori context? Who is an example of a Māori rebel girl? Is it appropriate or respectful to describe an individual in this way? Why/why not?

**Science focus**
- What are the physical properties of a medal? What is the relationship between these properties and the function or purpose of a medal? Are there materials other than metal that it might be appropriate to make medals from?

**Maths & Statistics focus**
- What are some of the statistics related to the suffrage movement as it’s described in Rebel Girls (e.g., numbers of women arrested, numbers of women injured etc.)? Can we find these statistics out? What stories do these statistics tell us that are different to the stories in the book?

**The NZ Curriculum: Key Competencies**
- Thinking
- Using Language, Symbols & Text
- Managing Self, Relating to Others, Participating & Contributing

**The NZ Curriculum: Values**
- Diversity
- Equity
- Community & Participation
- Future Focus

**MoE Inquiry Framework**
- I wonder
- Make Meaning
- Take Action

**Guided Inquiry Info. Search Process**
- Selection
- Exploration
- Formulating, Collecting