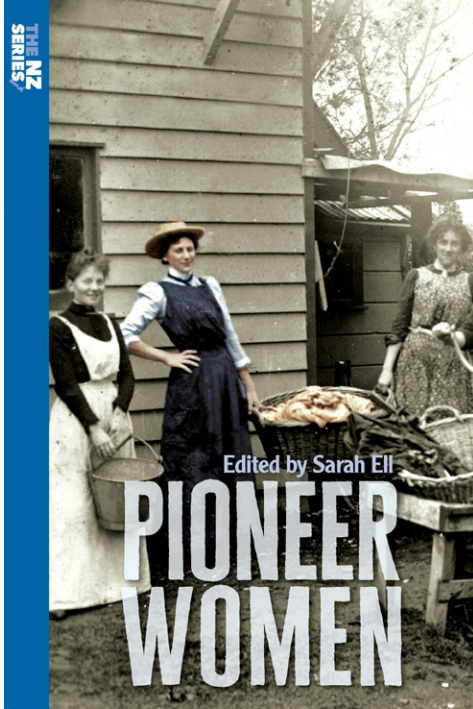


PIONEER WOMEN

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PUBLISHED BY
ORATIA BOOKS

ISBN: 978-0-947506-59-9

During the nineteenth century, many people left Britain for what they hoped would be a better life in countries like New Zealand. They left because they wanted adventure, or to escape the difficult life of the Industrial Revolution, or to make money from the abundant resources in the new land.

Women in this time period tended to follow their husbands or fathers, although nearly 12,000 single women migrated to New Zealand between 1853 and 1870 under special schemes that helped pay for their voyage — the provincial governments hoped to bring more British women to become wives or domestic servants.

DISCUSSION

- What is a pioneer?
- What kind of qualities/personality traits does it take to be a pioneer?
- These accounts are **primary sources** — a primary source is an account or evidence made at the time. What are the benefits of a primary source? What are some possible drawbacks or problems with a primary source?

These accounts cover different aspects of life for pioneer women, from the voyage to New Zealand to their experiences in the home and in the workplace. You may like to read them all in order, or pick and choose sections to examine.

THE VOYAGE OUT (PAGES 8–21)

Refer to page 8 of the book.

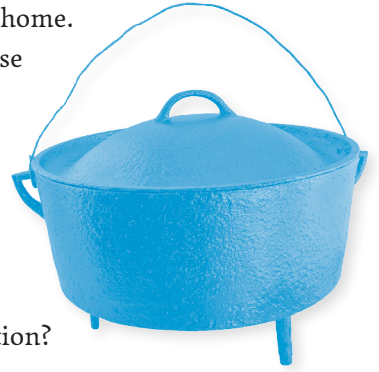
Work with two friends. Each read one of the accounts in this section so you can teach the others about it.

- Identify different problems experienced by the three women (**TIP:** look for things relating to health, weather, wellbeing).
- Compare your findings with your group. Did all three women have similar or different experiences?



A NEW LIFE (PAGES 24-43)

- The women in this section recount their impressions about their new home. There was much for them to take in and get used to, especially for those who had come from cities and industrial work in Britain.
- How did they get on with Māori?
- What do you think Māori might have thought of them?
- How do accounts like this give us an insight to early race relations?
- What jobs did new settlers do? What skills would they need?
- How do these accounts compare with that of 'Hopeful' in the first section?
- What was the most interesting thing you read in these accounts? Why did it catch your attention?



ADVENTURES AND EXPLORATIONS (PAGES 46-59)

- What must it have felt like to explore a new place?
- Where would you most like to explore and why?

Locate the following places on a blank map of New Zealand. For each one, write a few words about what happened or was found there in the three accounts in this section.

- Rangitoto Island
- Arthur's Pass
- Otira Gorge
- Milford Track, Fiordland
- Lake Te Anau
- Clinton Valley



WAR AND DISASTER (PAGES 62–79)

The Northern War was fought over 1844–46 between Ngā Puhi and the Crown. It began with the felling of the flagstaff at Kororareka by Hone Heke and his ally Kawiti. Heke was frustrated that the Crown was not upholding their part of the agreement he believed the Treaty of Waitangi represented.

Elizabeth Holman gives an account from her perspective/point of view about the Northern War.

- What is her perspective on the war?
- How does it compare to historical accounts?
- What new things do we learn from her account?
- What are the strengths and limitations of her account?

You can read more about the Northern War in *The New Zealand Wars*, by Matthew Wright, or at this link <https://nzhistory.govt.nz/war/northern-war>



Compare the disasters discussed in this section.

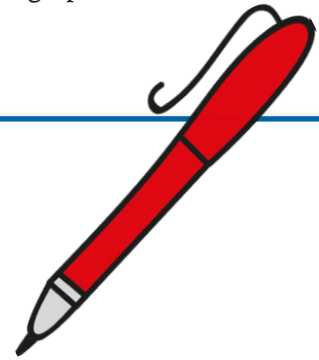
- How did each event affect the woman writing the account?

What can we learn from the photographs on pages 69, 78, 79?

- Think about limitations — what can we NOT learn from the photographs?

WOMEN AT WORK (PAGES 82–98)

- **Construct a chart** to record the kinds of work, the obstacles faced, and the different attitudes of the four women.



	Jane Richmond	Lizzie Heath	Margaret Fidler	Ellen Wilson and other witnesses
Kinds of work they did				
What obstacles did they face?				
What attitude did they have towards work?				

CREATIVE INTERPRETATIONS

A good way to foster empathy with people in the past is to use our **IMAGINATIONS**. The following activities require you to use your imagination to help you draw out a deeper understanding of these women's lives.

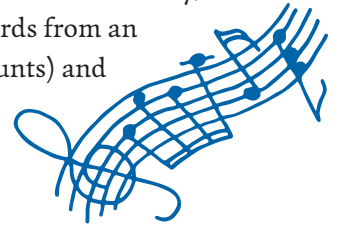
DIARY ENTRY OR LETTER

Imagine you are a pioneer woman in nineteenth century New Zealand. **Write a diary entry or letter** home about the struggles you face as well as the exciting opportunities you have.



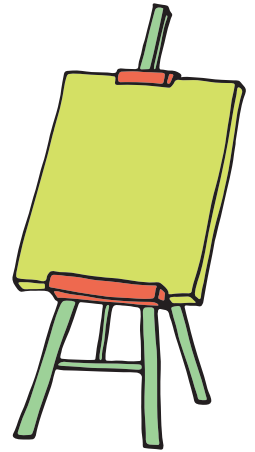
POEM OR SONG

Compose a poem using imagery from the accounts from at least three women. Alternatively, you could make a 'blackout' or 'erasure' poem, where you erase/blackout words from an existing text (in this case a photocopied page from one of the women's accounts) and leave the result on the page as a poem. What would someone else learn about the lives of these women if they read your poem?



SHORT DRAMA

Write a short dramatic piece based on one (or more!) of the accounts. Choose a moment that highlights the challenges these women faced and what they thought about their lives.



POSTER

Design a poster targeting women in nineteenth century England and persuading them that they should come to live in New Zealand. Focus on the opportunities available and the skills they will need. Choose some quotes from one or more of the accounts to include in your poster.

FORMAL WRITING

Learning how to turn lots of different information into one formal essay is an important skill. **Practise this skill by writing a short essay** on why pioneer women came to New Zealand and what challenges they faced. Include specific examples from multiple accounts.

Here is a suggested structure to follow:

- Introduction** Briefly outline the topic of the essay and give a short answer to the question (in this case, briefly state why pioneer women came to New Zealand and give one or two of the challenges they faced).
- Paragraph 1** Explain why these women came to New Zealand. Try to use multiple examples from the accounts so you can provide a range of reasons. Use specific information like names and dates.
- Paragraph 2** Explain what kinds of challenges these women faced in their new country. Try to use multiple examples from the accounts so you can provide a range of challenges. Use specific information when discussing your points.
- Conclusion** A conclusion sums up your answer to the question without introducing any new material

FURTHER RESEARCH

You can find out more about the individuals who lived in early New Zealand at *The New Zealand Dictionary of Biography* website <https://teara.govt.nz/en/biographies>

USING THIS RESOURCE IN THE AOTEAROA NEW ZEALAND CLASSROOM

This resource fits most easily within the **Social Sciences** curriculum, with some crossovers to **English**.

UNDERSTAND

The material covered is relevant to all six Big Ideas, covering colonisation and settlement, cultural interaction, use of resources and economy, perspectives and power.

KNOW

The material fits neatly into the contexts of Culture and Identity/ Whakapapa me te whanaungatanga, Economic Activity/ Kowhiringa ohaoha me te whai oranga, Place and Environment/ turangawaewae me te kaitiakitanga. The accounts of these women cover their sense of self and identity, early race relations, their engagement with the resources and environment in which they found themselves, as well as the work and skills they developed.

DO

The activities in this resource encourage students to think conceptually, explore values and perspectives, and to think critically about the past and how it is interpreted. It is not envisioned that students would necessarily complete every single task in this resource—rather it is left to the teacher to decide how best their akonga learn, giving flexibility to be used in a range of ways and for a range of purposes. There is also scope to use this in an English classroom as a prompt to creative writing or biography.

