

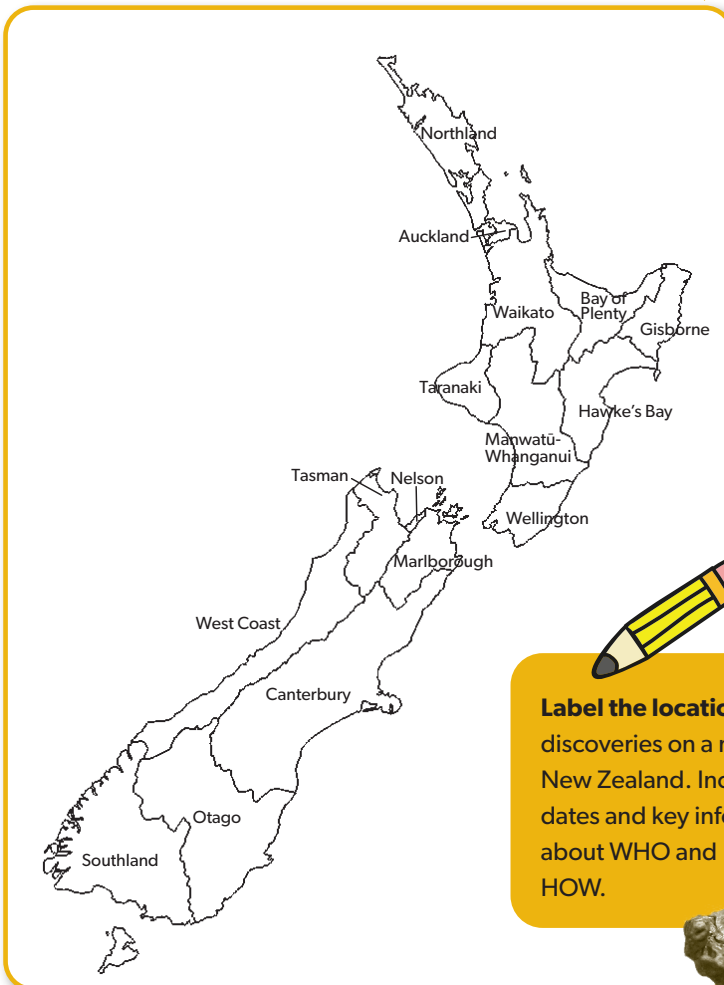
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# RUSH TO RICHES KAURI AND GOLD

## Gordon Ell

The discovery of gold in New Zealand in the 1800s led thousands of people to rush to overnight tent-towns set among isolated mountains and rivers. In the north, vast forests of giant kauri trees cloaked the land. Today, only a tiny fraction of the trees survive in the threatened forests, and many goldmining settlements are ghost towns.



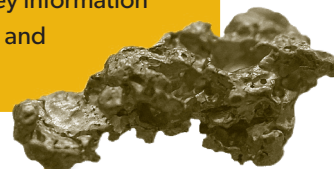
## GOLD (PAGES 6-53)

The text refers to 'Salting a Claim' (page 10) and 'Duffer Rushes' (page 17).

Explain what these are. Why would people deceive others about finding gold? What might be a modern equivalent?

Where did the gold diggers come from? What skills were needed as a gold digger?

**Label the locations of gold discoveries on a map of New Zealand. Include the dates and key information about WHO and HOW.**



## CHINESE MINERS AND DISCRIMINATION (PAGES 22-24)

Many Chinese came to dig the goldfields. In fact, they were invited here by the Dunedin Chamber of Commerce. By 1869 there were about 2000 Chinese in New Zealand. There was much ill-will against them. From the 1870s people began organising protests about the Chinese gold diggers, asking for them to be banned from coming into New Zealand.

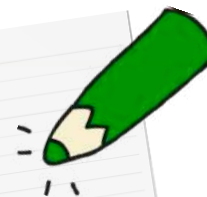
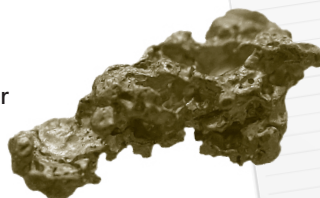
The Poll Tax was a tax of £10 for each Chinese person to come into New Zealand. It was introduced in 1881 when the Chinese Immigrants Act was passed. In today's money £10 is roughly \$1800.

Ships that carried Chinese migrants were restricted to one Chinese passenger per 10 tons (9000 kg) of cargo. In 1896 the Act was amended to increase the tax to £100 (\$20,000) and the ratio of passengers to cargo became one passenger to 200 tons. In addition, from 1907 all Chinese immigrants had to sit an English reading test.

**Come up with FIVE words** to describe the ways Chinese gold diggers were treated.

Why did you choose those words?

Why did only Chinese gold diggers suffer discrimination?



## HOW DID THEY GET THE GOLD? (PAGES 25-34)

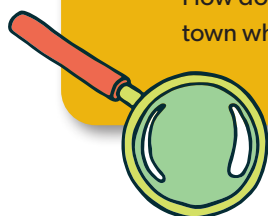
For each of the methods of getting gold, **create a diagram or a flow chart** with steps and instructions.

- What are the benefits of each method?
- What are the drawbacks of each method?

Today we know that extracting resources that are unsustainable can have an enormous impact on the environment. What are some of the impacts of mining on the environment?

### RESEARCH the Waihi Gold Mine.

- How is the mining company trying to reduce the environmental impact of their mining operation?
- How does the mining company plan to leave the town when the mine eventually closes?



## KAURI (PAGES 56–98)

Create a **timeline** of the kauri industry that answers these questions:

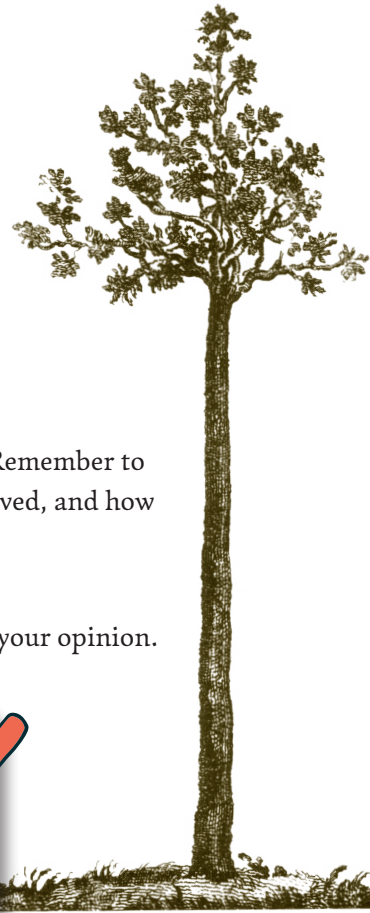
- Why kauri was milled?
- What was kauri used for, by Maori, early traders, early settlers?
- What does current conservation of kauri look like in Aotearoa?

You may wish to draw your timeline like a tree trunk.

**Write an account** of how kauri was felled and transported in the early days. Remember to include descriptions of the equipment they used, how many people were involved, and how they overcame difficulties in transporting the logs.

How important was kauri to the early New Zealand economy?

Discuss your answer with another student. Remember to use facts to support your opinion.



### RESEARCH

What are some of the challenges for the survival of kauri forests today?

**Write your findings** raising awareness of these issues in an Instagram post or as a Twitter thread.

*(If you don't have access to these digital platforms, you can write what your post would be on paper.)*



## GUMDIGGING (PAGES 90–96)

**Kauri gum comes in two forms:** fossil gum and resin.

Explain the difference between the two forms.

- Why did people want kauri gum? What was it used for?
- How did people 'dig' for gum from a tree?
- Where were the biggest gumfields?



## DALMATIANS AND DISCRIMINATION (PAGES 94–95)

Dalmatian gumdiggers faced similar prejudices as the Chinese goldminers. Dalmatia became part of Yugoslavia after World War I, and then part of Croatia when Yugoslavia separated into different countries in the early 1990s. Find Croatia on a map.

The Dalmatians came to New Zealand partly to escape the Austro-Hungarian Empire that had taken over their land. They were sometimes referred to as Austrians. Dalmatians and Māori got on very well — they shared many similar cultural values. But, as with the Chinese goldminers, the Dalmatians faced distrust and discrimination from the mostly British gumdiggers. In 1898 the Kauri Gum Industry Act was passed, which set aside the richest kauri gumfields as reserves for only British subjects.

**What do the perspectives on Chinese goldminers and Dalmatian gumdiggers tell us about early attitudes towards race in New Zealand?**

## 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 life during the gold rushes and as a gumdigger.

### DIARY ENTRY OR LETTER

What would life have been like on the goldfields? Imagine you are a gold digger and **write about your experiences in a letter home**.



### POSTER

**Create a poster** as if you are someone who wants to raise awareness of the poll taxes. Explain how unjust they are.

### SONG

In the past many people wrote songs or shanties to keep them going while they were working, for example while mining or whaling. **Write the lyrics to a shanty** about goldmining, kauri milling, or gumdigging. What would someone who heard your song learn about gold and kauri?



### DRAW

**Create a design for a piece of jewellery or an ornament** you think would have looked good carved out of gum. What can we learn about a society from the ornaments they made?



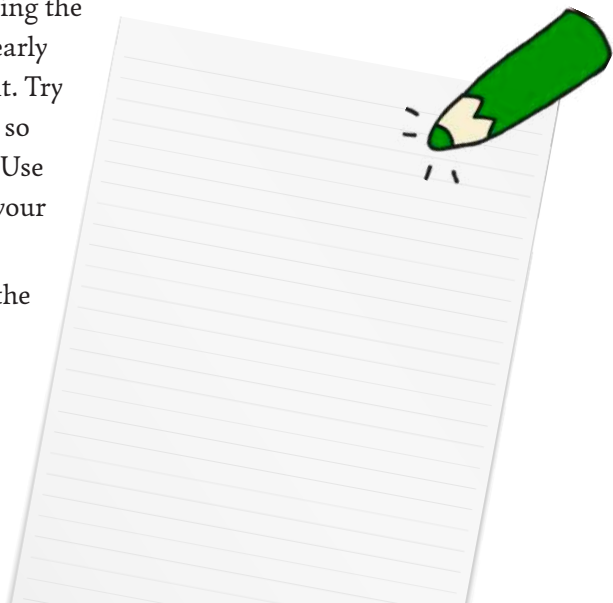
## FORMAL WRITING

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 the importance of kauri and gold in the early economy of New Zealand. Include specific examples from the text.

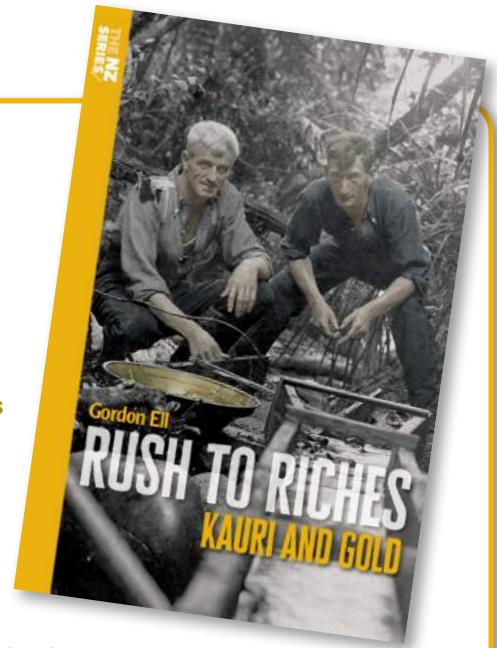
*Here is a suggested structure to follow:*

- Introduction** Briefly outline the topic of the essay and give a short answer to the question (in this case, briefly describe how gold and kauri were an important part of New Zealand's economy in the nineteenth century).
- Paragraph one** Explain where and how gold was extracted in New Zealand. Include discussion of who worked the goldfields. Try to use multiple examples from the text so you can provide a range of reasons. Use specific information such as place names and dates.
- Paragraph two** Explain the many uses of kauri (including the gum) and the different ways in which early New Zealanders extracted and traded it. Try to use multiple examples from the text 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.



## USING THIS RESOURCE IN THE AOTEAROA NEW ZEALAND CLASSROOM

This resource is designed for use in the **Social Sciences** curriculum, specifically for years 9–10, but it may be used in senior **History** classes as well, especially the sections about the treatment of migrants.



### 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 most strongly into the contexts of Economic Activity/Kowhiringa ohaoha me te whai oranga, Place and Environment/Turangawaewae me te kaitiakitanga, but aspects of it also relates to Culture and Identity/Whakapapa me te whanaungatanga as well, particularly the sections on migrant groups and discrimination.

### 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.

