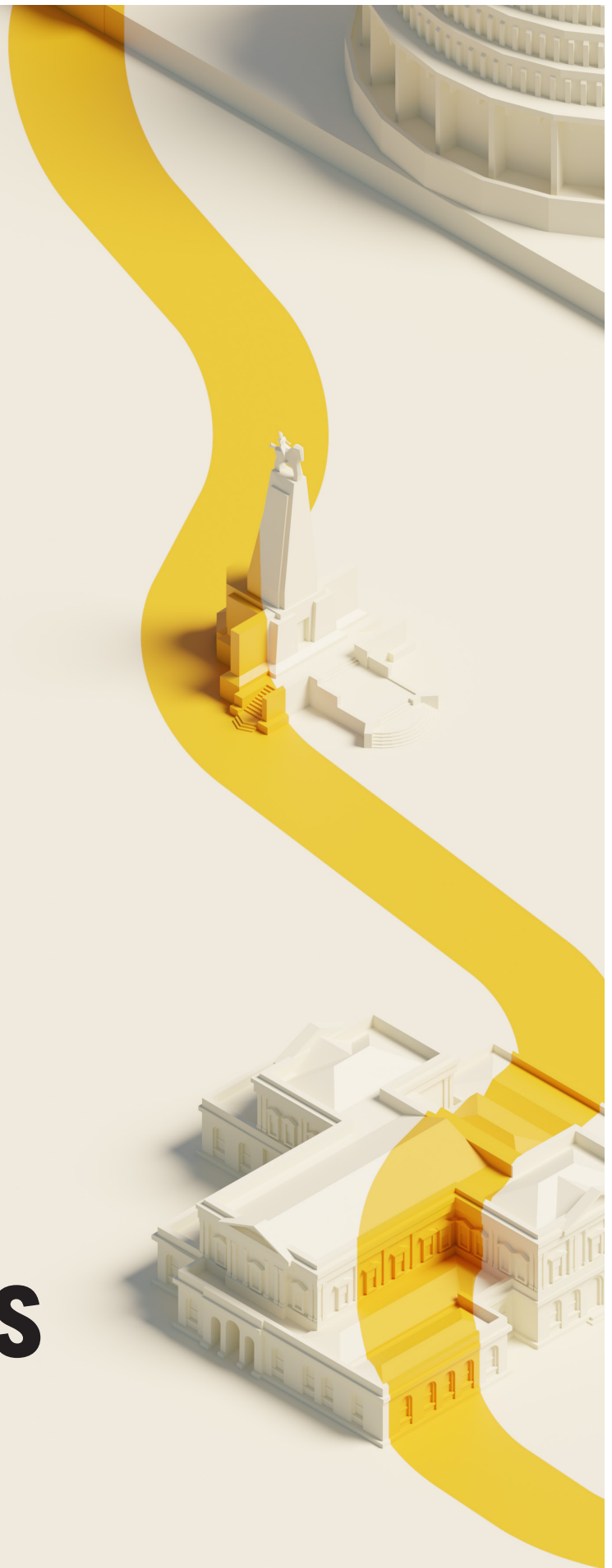


FOOTSTEPS OF CHANGE

Wellington's Parliamentary Precinct Trail

Education Kit

Civic Events



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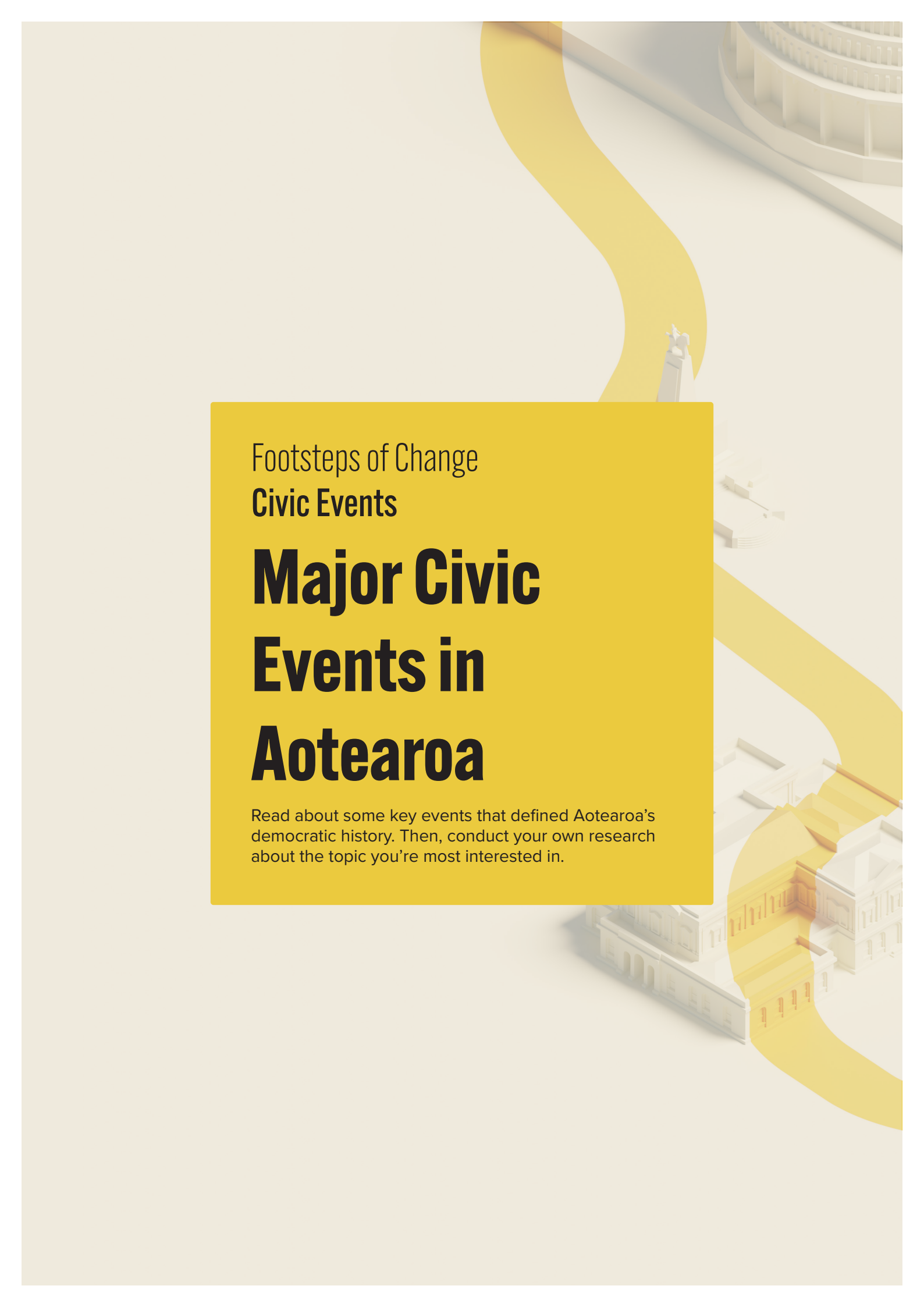
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Overview

Footsteps of Change covers eight major civic events from New Zealand's democratic history. These topics have been identified as significant civic moments in New Zealand's past. They also reflect different facets of our civic history and present different ways to approach modern civic ideas with students.

These resources provide a general overview of each topic, acting as a bouncing board for deeper discovery and research. They could be used either as a printout for students or to help inform class discussions/teaching time.

You may also want to integrate the outlined activities into your programme. Many of these activities explore modern ideas that build students' knowledge of politics, democracy, and citizenship further.



Footsteps of Change
Civic Events

Major Civic Events in Aotearoa

Read about some key events that defined Aotearoa's democratic history. Then, conduct your own research about the topic you're most interested in.

Women's Suffrage - 1893

In the late 19th century, first-wave feminism and suffrage movements emerged globally, advocating for women to receive greater rights. In New Zealand, suffragists (led by the Women's Christian Temperance Union, WCTU) travelled to all corners of the country promoting the cause and gathering signatures for the suffrage petition.

On 28 July 1893, opposition MP and suffrage supporter, Sir John Hall accepted the women's suffrage petition, which contained over 25,000 women's signatures.

The petition had been glued together and painstakingly wound around a piece of broom handle to form a roll over 270 metres long. Two weeks later, on the 11th of August, Hall dramatically unveiled this petition in the debating chamber to demonstrate the scale of support for women's suffrage. He also presented 12 smaller petitions – together they contained around 32,000 signatures (almost a quarter of all adult women in New Zealand).

The hot topic of women's suffrage was discussed extensively in Parliament. Some politicians were concerned that female voters would vote more conservatively than men. Prime Minister, Richard Seddon, was among those who opposed the Bill. He secretly sabotaged the Bill from within the Legislative Council, without publicly revealing his views.

The final decision to pass the Bill in the Legislative Council (the upper house) was made by a narrow margin of 20 votes to 18.

On the 19th of September 1893, New Zealand became the first self-governing country in the world to grant women the right to vote.

It was a bold, trail-blazing statement that gained the recognition of countries all around the world.

? Have a think...

- Why was the suffrage petition such a powerful tool for women's suffrage?
- Why do you think some politicians opposed women's suffrage? What were they concerned about?
- Why do you think Prime Minister Richard Seddon kept his opposition to women's suffrage hidden? Why might a politician choose to be selective about their views?
- What factors might have contributed to New Zealand becoming the first self-governing country to grant women the right to vote? What's unique about our country?



Keep exploring...

Research one of these topics and present your findings

- Key suffragists in New Zealand
- The role of wāhine Māori in the suffrage movement
- The suffrage debate in Parliament
- Women's suffrage around the world



Women voting in their first election, 1893.

Women vote at their first election, Tahakopa. Courtesy of the Alexander Turnbull Library. Ref: PA1-o-550-34-1.



Kate Sheppard, the leader of the WCTU.

Kate Wilson Sheppard. Courtesy of the Alexander Turnbull Library. Ref: 1/2-C-09028-F.

LGBTQIA+ Rights - 2004 & 2013

Following intense efforts for reform, the 2004 Civil Union Act, and the 2013 Marriage (Definition of Marriage) Amendment Act were two hallmark pieces of legislation in New Zealand's civic history.

The 2004 Civil Union Bill, established the civil union partnerships, granting same-sex couples the same rights as a married couple would have.

The 2013 Marriage (Definition of Marriage) Amendment Act came into effect on 19 August 2013 and legalised same-sex marriage in New Zealand. New Zealand was the first country in the Asia-Pacific region to do so. It was passed with a wide majority of 77 votes in favour and 44 against.

The fight for equal rights in the LGBTQIA+ community in New Zealand has spanned decades and continues to be an important issue. These pieces of legislation laid the foundations for greater equality and acceptance for the queer community in New Zealand.

? Have a think...

- How do you think these pieces of legislation impacted the everyday lives of the LGBTQIA+ community?
- Do you think passing a law is enough to create equality? What else might need to happen to create true equality?
- What challenges might the LGBTQIA+ community still face today? Do you think there's still room for legislative change?
- What role do individuals and communities play in achieving change?

? Keep exploring...

Research one of these topics and present your findings

- Louisa Wall and her role in the Marriage Equality Bill
- The fight for homosexual law reform in New Zealand – key protests, debates, and opposition encountered
- LGBTQIA+ rights in New Zealand today – what issues are still being discussed?
- Key LGBTQIA+ activists



1985 march in support of homosexual law reform.

Demonstration in support of the Homosexual Law Reform Bill, Wellington, New Zealand - Photograph taken by Ross Gibling. Courtesy of the Alexander Turnbull Library. Ref: EP/1985/2384/14-F.

Māori Representation - 1867

The Māori Representation Act was a radical piece of legislation that acknowledged the rights of Māori to have a say in how the country was governed. This Act granted Māori men the right to vote irrespective of property qualifications. Under the 1852 Constitution Act, Māori men were technically allowed to vote as property owners. However, few could do so, as land was traditionally held communally.

The Māori Representation Act also established four Māori seats in Parliament 66 years before the election of the first female Member of Parliament. The first four Māori MPs were Frederick Nene Russell, Mete Kingi Te Rangi Paetahi, Tāreha Te Moananui, and John Patterson.

Such a progressive piece of legislation did, however, come with some strings attached. Some politicians, including Donald McLean, who introduced the Bill, believed that welcoming Māori into a Pākehā Parliament would encourage loyalty during a time when others were fighting against the Crown.

? Have a think...

- Why were Māori not widely able to vote under the earlier system, even though they were technically eligible?
- What limitations can you identify in this Act?
- How might having Māori MPs in Parliament have changed decision-making?
- How might this moment have been viewed differently by Māori and Pākehā?

? Keep exploring...

Research one of these topics and present your findings

- Who were the first four Māori MPs? What were their lives like and what was their contribution to Parliament?
- Donald McLean and politicians motivations behind the Māori Representation Act
- The Māori seats today and discussions for/against retaining them
- Māori experiences at the polls and voting inequality



Tāreha Te Moananui, one of the first four Māori MPs

*Lindauer, Gottfried, 1839-1926. Lindauer, Gottfried, 1839-1926
:Tareha Te Moananui. Courtesy of the Alexander Turnbull Library.
Ref: 1/1-019389-G.*

Social Welfare - 1930s

Harsh economic conditions during the Great Depression prompted the Government to produce a new social welfare scheme with the Social Security Act in 1938.

The 1938 Social Security Act – known as the “cradle to the grave” system by Prime Minister Michael Joseph Savage – made provisions for New Zealanders who were struggling in the wake of the Great Depression. It set up a social security system that provided benefits for families, retirees, unemployed, and disabled New Zealanders. It also set up a universal healthcare system, providing free hospital treatments and subsidized GP visits, free medicine, and a maternity benefit.

This system meant that a large portion of the population could now receive support and financial protection from the State. This Act was the first ever social security system of its kind in the world, as a totally taxpayer funded system. It received international recognition, including being lauded by the Roosevelt administration in the United States.

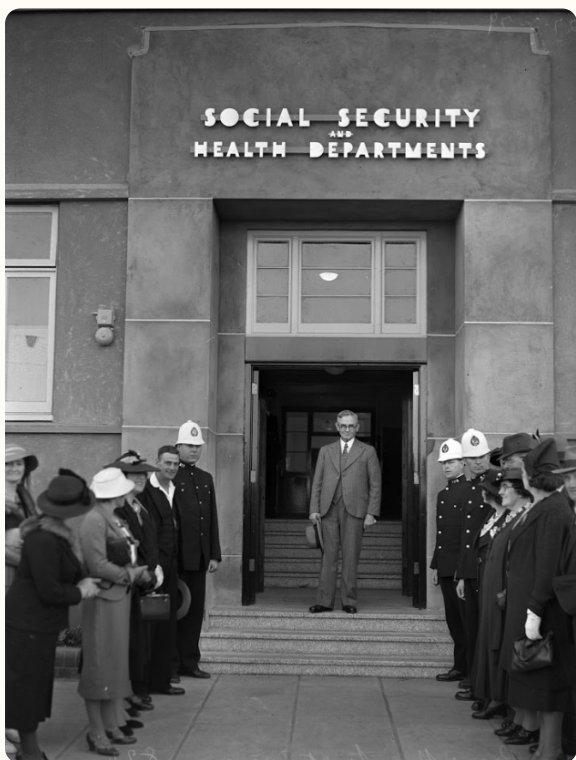
? Have a think...

- What problems was the Social Security Act trying to solve?
- Do you think the government should be responsible for supporting its citizens? Why? Why not?
- How might this system have changed people's lives on a day-to-day level?
- What risks might the government have taken in introducing such a large system?

? Keep exploring...

Research one of these topics and present your findings

- Life in New Zealand during the Great Depression
- Prime Minister Michael Joseph Savage
- New Zealand as the “Social Laboratory of the World”
- The Great Depression Protests



Michael Joseph Savage opening the Social Security Building

Michael Joseph Savage opening the Social Security Building, Aotea Quay, Wellington. Photographic negatives and prints of the Evening Post newspaper. Courtesy of the Alexander Turnbull Library. Ref: 1/4-049203-G.

The Treaty of Waitangi Act - 1975

Decades in the making, the 1975 Treaty of Waitangi Act established the Waitangi Tribunal and officially gave the Treaty of Waitangi recognition for the first time in New Zealand law.

The Waitangi Tribunal was an essential part of the Act. It was empowered to investigate possible Crown breaches of the Treaty after 1840 and then recommend, but not enforce remedies.

For the first time, through the Tribunal, Māori were able to speak as iwi and present cases themselves rather than through lawyers.

Labour-Rātana MPs had been committed to greater recognition of the Treaty in Parliament for forty years. In the end, influential Labour MP, Matiu Rata, managed to finally push the legislation through.

1975 also saw the introduction of the Māori Electoral Option, which enabled Māori to choose for the first time between the Māori roll and the general roll.

The Act also coincided with the Māori Land March – an important protest that made its way across the North Island, advocating for Māori rights and protesting the unjust loss of Māori land.

? Have a think...

- How did this Act change the role of Te Tiriti in New Zealand law?
- Can you identify any limitations of the Act from the information provided?
- What might have happened if the Treaty had been recognised in law sooner?

? Keep exploring...

Research one of these topics and present your findings

- Dame Whina Cooper and the Māori Land March
- The role of the Waitangi Tribunal today
- The 'Māori Renaissance'
- Crown breaches since 1840



Labour MP, Matiu Rata

Matiu Rata. Evening post (Newspaper: 1865-2002): Photographic negatives and prints of the Evening Post newspaper. Courtesy of the Alexander Turnbull Library. Ref: 1/4-021374-F.



Māori Land March

Maori Land March crowd in Parliament grounds, Wellington. Dominion Post (Newspaper): Photographic negatives and prints of the Evening Post and Dominion newspapers. Courtesy of the Alexander Turnbull Library. Ref: EP-Ethnology-Maori Lands 1975-01.

Labour Rights & the Eight-Hour Workday - 1840s

In 1840, Petone-based carpenter, Samuel Parnell, made history when he famously refused to work more than eight hours a day while building a store for George Hunter.

His declaration to George Hunter went down in history:

“There are twenty-four hours per day given us; eight of these should be for work, eight for sleep, and the remaining eight for recreation...”

When Wellington was first established, there was a shortage of skilled workers and carpenters. This gave Parnell a strong negotiating position to advocate for fairer working conditions than those in England, where 12-14 hour work days and six day work weeks were common. With so few builders available, Hunter had little choice but to accept his terms.

By standing up for his rights as a worker, Parnell unwittingly ignited the spark for decades of activism and demonstration. He encouraged other tradesmen to follow his lead, and thus, the Eight Hour Movement was born.

? Have a think...

- Why were workers in Wellington in the 1840s feeling more empowered to make a change in working conditions?
- Why was working in Wellington different from working in England at the time?
- Can you think of other times when one person's actions have led to wider change?
- Can you think of any working conditions today that people are still trying to improve?

? Keep exploring...

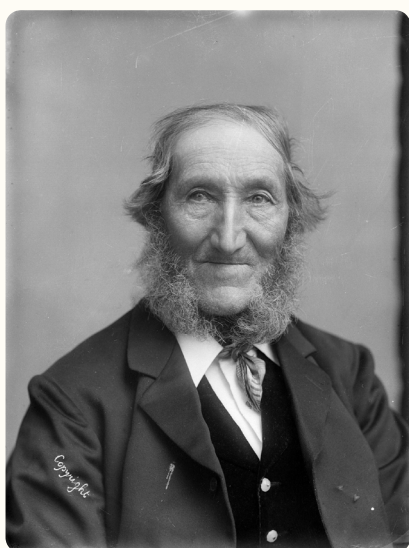
Research one of these topics and present your findings

- Life in Wellington in the 1840s
- The introduction of Labour Day in New Zealand
- Workers' rights in New Zealand today – what other protections exist?



The Eight-Hour Day Committee

Rainbow, Winifred Gladys, 1890-1960. Rainbow, Winifred Gladys :The Eight Hour Day committee. Courtesy of the Alexander Turnbull Library. Ref: PAColl-2324.



Samuel Parnell

Samuel Parnell. Wright, Henry Charles Clarke, 1844-1936 :Negatives. Courtesy of the Alexander Turnbull Library. Ref: 1/1-020462-G.

Accident Compensation - 1972

The 1972 Accident Compensation Act introduced a comprehensive system to support those injured both at work and outside of work.

The Act marked a major shift in conditions for injured workers and was considered one of the world's most successful accident compensation schemes at the time.

Before the Accident Compensation Corporation (ACC), being an injured worker was a difficult and uncertain experience. In 1891, New Zealand had a higher rate of workplace deaths than Britain, yet workers in high-risk industries like logging and mining received little to no compensation if they were injured. If they died, their families were left with nothing.

Injured workers had to sue their employer for compensation – but only if they could prove negligence, which was often very challenging. Over time, more protection was eventually granted. The Workers' Compensation for Accidents Act in 1900 provided modest payouts so workers no longer had to sue their employers for workplace injuries. Later, the 1972 Accident Compensation Act granted greater protection, offering compensation for all accidents, whether they occurred at work or not.

? Have a think...

- What challenges did injured workers face before accident compensation systems were introduced?
- Who do you think should be responsible when someone is injured – the individual, the employer, or the government? Why?
- How did the approach to workplace injuries change from 1891 to 1972?

? Keep exploring...

Research one of these topics and present your findings

- How ACC works today – what it covers and how it is funded
- Accident compensation in other countries
- Dangerous industries in early New Zealand settler history – what was life like for these workers?



New Zealand Accident Insurance Company. Courtesy of the Alexander Turnbull Library. Ref: Eph-B-INSURANCE-1902-01-1.

Nuclear Free - 1980s

In 1983, the Wellington Harbour Board made a bold decision to become one of the first ports in the country to be completely nuclear-free. This was following the increase in American nuclear-powered (and potentially armed) warships docking concerningly close to the city centre, including the arrival of the USS Texas in August 1983, which sparked protest throughout the city.

A year earlier, in 1982, City councillor Helene Ritchie successfully instigated the motion to declare Wellington a nuclear-free city, going up against serious opposition from Mayor Michael Fowler and Prime Minister Robert Muldoon. Nuclear-free campaigns gathered momentum throughout the country at the same time.

The New Zealand Nuclear Free Zone, Disarmament, and Arms Control Act was later passed by Parliament in 1987. It was a piece of legislation that was decades in the making, boldly establishing New Zealand as a 100% nuclear-free area, preventing the testing and transport of nuclear weapons alongside the movement of nuclear-powered ships through the country.

By opposing international powers like the United States and France, and risking relationships with traditional allies, Britain and Australia, the nuclear-free movement was a bold expression of New Zealand's political independence on a world stage.

? Have a think...

- Why do you think the presence of nuclear-powered warships caused concern for people in Wellington? Do you think it would still be a concern today?
- What role do protests and public opinion play in shaping political decisions?
- Why might international relationships affect decisions made within a country?
- Do you think a decision like this would be easier or harder to make today? Why or why not?

? Keep exploring...

Research one of these topics and present your findings

- Public protests against nuclear ships in New Zealand during the 1980s
- The Rainbow Warrior bombing and its impact on the nuclear-free movement
- New Zealand's nuclear-free policy today – what does being nuclear free mean in practice
- Recent discussions around being nuclear free



Protest against Nuclear Weapons.

CANWAR protesters on a yacht in Wellington Harbour, protesting against the entrance of American nuclear warships into Wellington. Courtesy of Alexander Turnbull Library, Photographic negatives and prints of the Evening Post and Dominion newspapers. Ref: EP/1976/2841/26a-F.



Footsteps of Change
Civic Events

Activities

Integrate these activities into your education programme for interesting, hands-on ways to explore these topics further in the classroom.

On-site Activity: Explore Differing Opinions



Civics Explorer



Civics Detective

For this activity, students will share their perspectives on contested ideas. They will then rank themselves in a line from “**strongly agree**” to “**strongly disagree**”.

? The Activity:

1. Find some space on Parliament Grounds with plenty of room for your class
2. Discuss with students that this location is where the leaders of our country come together to make big decisions about how the country is run.
3. Prompt students to form a horizontal line – they’re going to have a go at sharing their own decisions!
4. Select some statements from the list below and have students order themselves based on whether they strongly agree, agree, aren’t sure, disagree, or strongly disagree.
5. Ask a few students to explain their position – others may want to move if they hear a convincing argument.
6. Repeat with however many rounds you like

Statements:

- The voting age in New Zealand should be lowered to 16
- A four-day work week should be introduced in New Zealand
- Social media should be banned for under-16s
- The government should regulate what people can post online
- Prime Ministers should be in government longer than three years
- Healthcare should not be free if people can afford to pay for it
- Social media activism is more effective than protesting in person
- New Zealand should become a republic (independent from the British Crown)
- New Zealand Government should take a stronger action on climate change, even if it costs taxpayers more

On-site Activity: Recreating an archival photograph



Civics Explorer



Civics Detective

In this activity, students work in groups to recreate a historical photograph within the Parliamentary Precinct.

Before your visit, ask each group to select an archival photograph to recreate. This could link to a topic you have been exploring in class, such as protest, government, or daily life in Wellington's past.

Encourage students to choose images that include:

- interesting scenes
- multiple people or subjects
- clear locations within the precinct

This will make their recreations more engaging and easier to stage.

Where to find images:

Students can search for archival photographs using the following sources:

For younger students, you may want to select the photographs yourself.

Digital NZ: <https://digitalnz.org/>

Alexander Turnbull Library: <https://natlib.govt.nz/collections/a-z/alexander-turnbull-library-collections>

Te Papa Collections Online: <https://collections.tepapa.govt.nz/>



The Activity:

Bring the selected images onsite. Working in their groups, students will.

- Locate where the original photo was taken
- Carefully observe the original image and allocate roles
- Recreate the scene and take a photo
- Students may choose to bring simple props or costumes if needed

Back in the Classroom:



Civics Explorer

Share and compare their recreated images and discuss what they noticed about the event or how the place has changed over time.



Civics Detective

Create a visual poster, including a short write-up exploring the various subjects, location, and contextual information relating to their image. They could annotate features directly onto their images.

Classroom Activity: Voting on a Government



Civics Detective

In this activity, students vote for an imaginative 'government' and explore how different voting systems affect who gets in power.

? The Activity:

Students imagine they are voting on a government to run the school. Share these imagined 'parties' with the class – they will read through their policy and choose which they like the sound of the most and vote for their favourite party.

The Parties:

The Environmentalists Party

- Protecting the environment is a top priority
- Students will have more learning in nature
- This party will encourage walking or cycling to school at all times
- School lunches must be low-waste or package-free

The Equality Party

- This party focuses on helping students who are struggling
- Better tutoring programmes will be introduced
- Greater focus on health and well-being
- Fewer resources will be given to top-performers

The Radical School Party

- This party wants to change how school is run, focusing on freer expression
- Students will help design the curriculum
- There will be no set timetable – it's the students' responsibility to organise when and what they learn
- More field trips

The High-Achievers Party

- This party focuses on students achieving the highest grades possible
- Each student will get a personal tutoring session once a month
- School will be extended by an hour each day to give students time for homework
- Rewards will be introduced for high performance

Tally up the votes:

Show the spread of votes on the board, then create the government based on these voting systems:

First Past the Post:

The party that gets the most amount of votes runs the whole government.

- Was the winning option supported by most of the class?
- How did people feel if their choice didn't win?

Mixed-Member Proportional:

Mixed-Member Proportional – tally up the percentage of votes. If no party has more than 50% percent of the vote, they must form a coalition government.

- Which parties could join together?
- What policies would they agree on?
- What compromises would they need to make?
- Does this system feel like it represented the whole class better?

Reflect:

- Which system felt more fair? Why?
- Did smaller parties have more influence in MMP?
- Why might New Zealand use a system like this?

Classroom Activity: Design a Protest Poster



Civics Explorer



Civics Detective

Students explore how people have used protest to create change by designing their own protest poster



? The Activity:

Students choose one of the civic events from Footsteps of Change. Imagining they are living at the time of that event, they will create a poster that communicates their protest message clearly.

You may wish to show students examples of archival protest posters or photographs to inspire their designs

Encourage students to think about:

- A short, memorable slogan
- Bold visuals or symbols
- Clear messages/demands
- The tone: Serious, hopeful, comedic, or angry

Classroom Activity: Create a timeline of historical events



Civics Explorer



Civics Detective

In this activity, students create a timeline and plot key civic events from New Zealand's history.

? The Activity:

Provide students with a list of key civic events (you may wish to use the list below, inspired by the Footsteps of Change tour). They may also want to select their own events based on their interests.

Working individually or in small groups, students will create a visual timeline (on paper or digitally) and place the events in chronological order.

Events:

- 1935:** Election of New Zealand's first Labour Government
- 1840:** Workers refuse to work more than 8 hours a day in Wellington
- 2013:** Definition of Marriage Amendment Bill
- 1865:** Wellington becomes the capital city of New Zealand
- 1972:** Accident Compensation Act
- 1893:** The Electoral Act & women gaining the right to vote
- 1852:** Constitution Act
- 1975:** The Māori Land March
- 1938:** Social Security Act
- 1929:** Wall Street Crash
- 1867:** Māori Representation Act
- 1986:** Homosexual Law Reform Act & the decriminalisation of homosexuality
- 1919:** Women earn the right to stand in Parliament
- 1972:** The Māori Language Petition
- 1996:** First MMP Election
- 1932:** Great Depression Protests
- 2004:** Civil Union Act
- 1840:** Te Tiriti o Waitangi, the Treaty of Waitangi signed
- 1865:** The establishment of the Māori Land Court & isolation of iwi from traditional lands
- 1890:** First Labour Day celebrated
- 1933:** The first female MP is elected
- 1987:** New Zealand Nuclear Free Zone, Disarmament, and Arms Control Act
- 1975:** The Treaty of Waitangi Act



Civics Detective

Once their timelines are complete, encourage students to analyse the spread of events.

Ask:

- Are there long gaps between some events? Why might that be?
- Are there periods where lots of change happened close together?
- Do any of the timings surprise you? Why?
- Which changes happened earlier than expected? Which happened later?



Footsteps of Change
Civic Events

Extra Resources

References

Mulgan, Richard. *Politics in New Zealand*, 3rd ed. Auckland: Auckland University Press, 2004.

Palmer, Geoffrey, and Gwen Palmer Steeds, *Democracy in Aotearoa New Zealand: A Survival Guide*. Wellington: Te Herenga Waka University Press, 2022.

Links for Significant Acts

Māori Representation

[Origins of the Māori Seats- Parliamentary Library Research Paper](#)

[150 Years of Māori Representation in Parliament](#)

[Māori and the Vote- New Zealand History](#)

[Digitisation of the Māori Representation Act](#)

[The Truth About the Māori Seats- Jeremy Sparrow](#)

[Māori Representation - Essay](#)

[From Social Control Towards Political Self-Determination? Māori Seats and the Politics of Separate](#)

[Māori Representation in New Zealand- Augie Fleras](#)

[A History of Māori Representation in Parliament- M.P.K Sorrenson](#)

Videos:

[Tō Pōti 2020 | The history of the Māori vote: Establishing the Māori seats](#)

[Māori Electorates and the Māori Electoral Roll: Webinar | NZ Parliament](#)

Electoral Act

[Women and the vote- New Zealand History](#)

[Digitisation of the Electoral Act 1893](#)

[Your Voice, Your Choice: Votes for Women- Educational Resources](#)

[A Leap into the Light- Sandra Coney, National Geographic NZ](#)

[Women & the Vote- Dawn Langan Teele \(Global Perspective\)](#)

[RNZ Collection- Women, The Vote and Equality](#)

Videos:

[The Aotearoa History Show S2 | E12: Women's Suffrage | RNZ \(Also mentions Māori Representation\)](#)

Social Security Act

[Social Security Act Passed- NZHistory](#)

[Digitised Social Security Act](#)

[Scope of Legislation of 1938- Te Ara](#)

[Social Security in New Zealand- Bulletin of International News \(JSTOR\)](#)

[Social Security that Works for Families- M O'Brien](#)

[Social Welfare in New Zealand- Beehive](#)

[Looking back to look forward: a history of how welfare in New Zealand has evolved](#)

Links for Significant Acts:

Accident Compensation Act

[Digitised Accident Compensation Act](#)
[Our History- ACC](#)
[Accident Compensation in New Zealand: The First Two Years- Geoffrey W.R Palmer](#)
[ACC comes into operation- NZHistory](#)
['Personal injury by accident', with regard to the Accident Compensation Act 1972- David Jame Cochrane \(Thesis\)](#)
[Social Policy Implications Arising From Legal Aspects of New Zealand's Latest Accident Compensation Scheme- Ursula Cheer](#)
[Establishment of the Accident Compensation Commission 1973: Administrative Challenges- John R Martin](#)

Treaty of Waitangi Act

[Digitisation of the Treaty of Waitangi Act 1975](#)
[Waitangi Tribunal 1975- Waitangi Treaty Grounds](#)
[Celebrating Dame Whina Cooper and the fight for Māori land rights- Parliament](#)
[Ngā mahi e tika ai ngā raruraru: Te whakataui i ngā Kerēme o te Tiriti o Waitangi / Working to put things right: Settling Treaty of Waitangi claims- Parliament](#)
[The Treaty of Waitangi and Social Policy - Mark Barrett](#)
[The Treaty in brief- NZHistory](#)
[Landmarks: 40 years of the Treaty of Waitangi Act 1975- Justice Joseph Williams, in conversation with Kathryn Ryan \(public lecture at Victoria University\)](#)

Videos:

[Te Tiriti o Waitangi, the Constitution, and our political imagination \(Lecture\)](#)

Civil Union Bill

[Homosexual law reform- NZHistory](#)
[Gay activism and law reform- Te Ara](#)
[Timeline of key events surrounding homosexual law reform in New Zealand](#)
[Sexual Citizenship and the Civil Union Act 2004- Nan Seuffert](#)
[Second-Class Marriage? Civil Union in New Zealand - Maureen Baker and Vivienne Elizabeth](#)
[Number of people choosing civil union falls sharply- 1news](#)

Videos:

[Maurice Williamson's 'big gay rainbow' speech](#)
[Rainbow Voices of Aotearoa New Zealand: A Documentary Short Film | NZ Parliament](#)
[Georgina Beyer; Rainbow Voices interview | NZ Parliament](#)
[Georgina Beyer Confronting Civil Union Protestors \(audio\)](#)