

FOOTSTEPS OF CHANGE

Wellington's Parliamentary Precinct Trail

Education Kit

Parliamentary Precinct Locations



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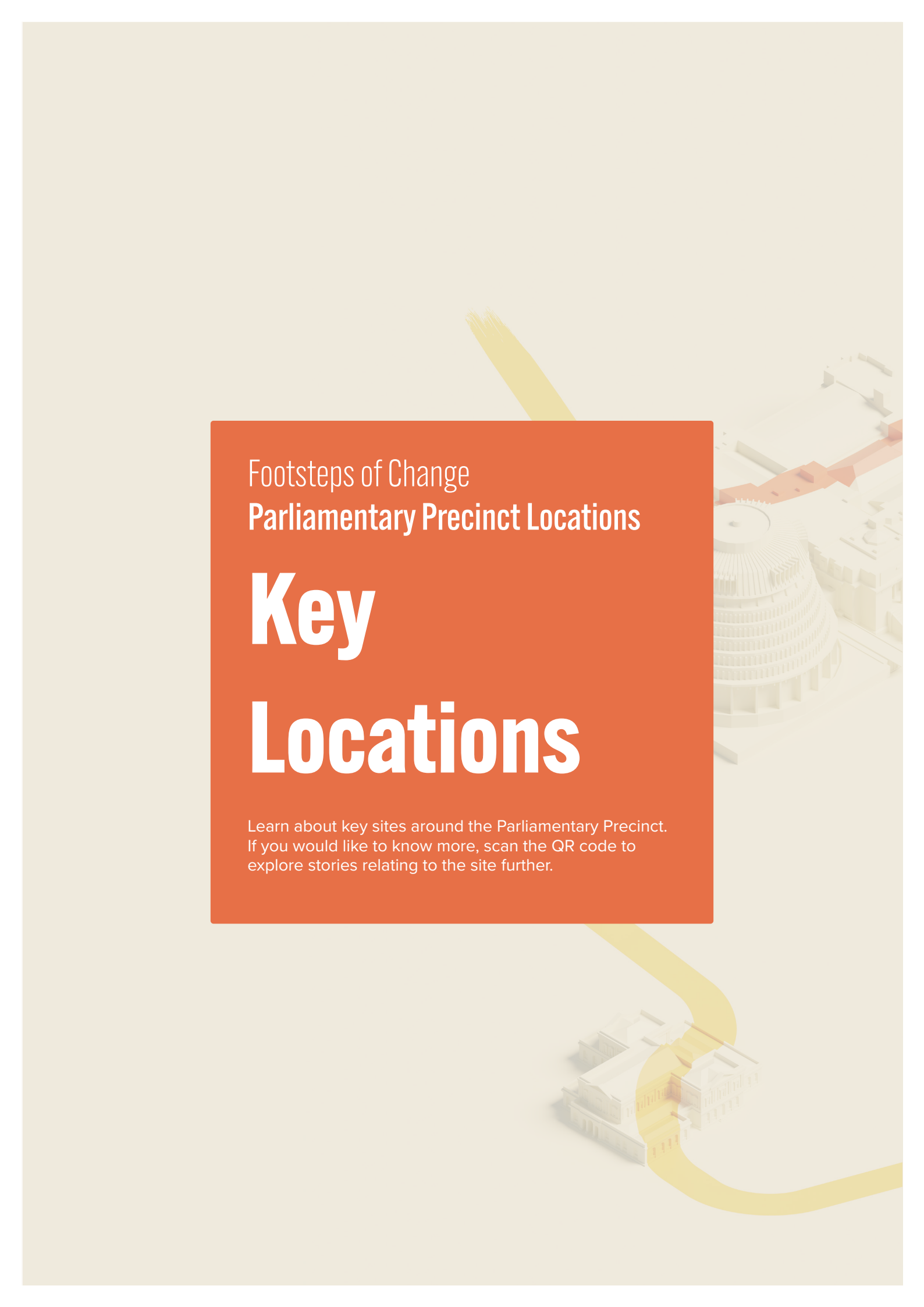
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Overview

Footsteps of Change explores eight locations around the Parliamentary Precinct. Each location has a high heritage value, both in Wellington and nationally. Use this document to enhance your experience whilst taking students onsite or to explore the topics further in the classroom.

The following background information document may be helpful as a printable resource to provide to students.

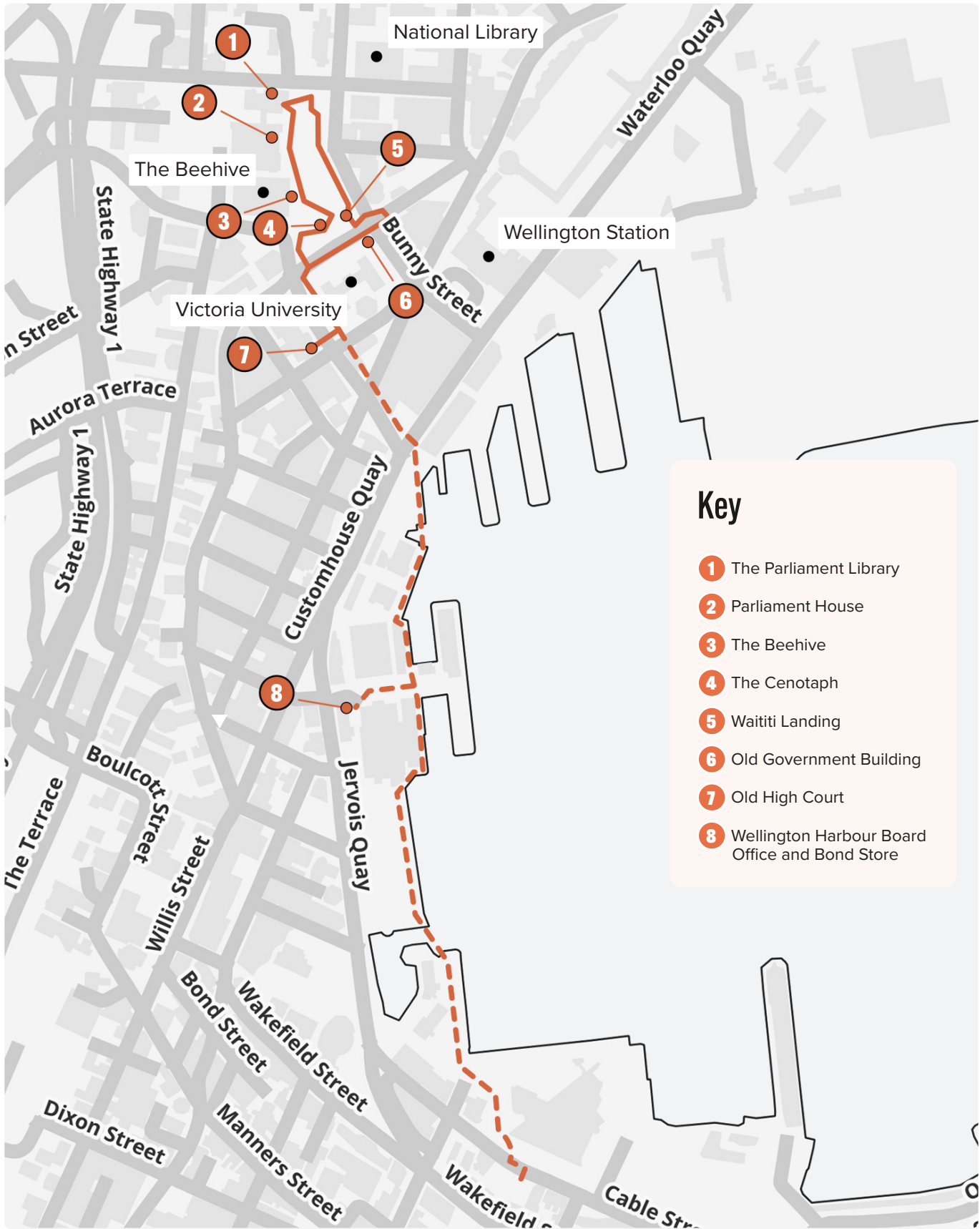


Footsteps of Change
Parliamentary Precinct Locations

Key Locations

Learn about key sites around the Parliamentary Precinct.
If you would like to know more, scan the QR code to
explore stories relating to the site further.

Key Locations in Wellington's Parliamentary Precinct



Key

- 1 The Parliament Library
- 2 Parliament House
- 3 The Beehive
- 4 The Cenotaph
- 5 Waititi Landing
- 6 Old Government Building
- 7 Old High Court
- 8 Wellington Harbour Board Office and Bond Store

1

The Parliament Library

Key Information

The oldest surviving structure on Parliament's grounds. It provides research services for parliamentary workers and protects important documents and treasures from New Zealand's democratic history.

Historical Significance

This building was also once used as Parliament when Wellington first became the capital city. From 1865 to 1907, this location was the heart of Parliamentary Debate.



General Assembly Library, later known as the Parliamentary Library, from Hill Street, Wellington. Courtesy of the Alexander Turnbull Library. Ref: 1/2-049367-F.

? Did you know?

The women's suffrage petition, containing 32,000 signatures (almost a quarter of all adult women in New Zealand), was presented to the House of Representatives here on the 11th August 1893.



Learn more
with the
mobile guide

2

Parliament House

Key Information

This is the heart of New Zealand's democracy. The Chamber, where the House of Representatives meets to debate and pass new laws, is located inside.

Historical Significance

This building was constructed during World War One and had significant delays due to the wartime shortage of Takaka marble. When Parliament moved in 1918, the building was still unfinished. Though work continued sporadically, the original design was never fully realised.



Parliament Buildings under construction, Molesworth Street, Wellington. Stewart, K A :Negatives of Wellington. Courtesy of Alexander Turnbull Library. Ref: 1/2-057600-F.

? Did you know?

Parliament House has seen countless significant civic moments. Notably, in recent years, landmark laws that advanced the rights of the queer community have been passed here.



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mobile guide

3 The Beehive

Key Information

An iconic symbol of New Zealand's democracy and home to the executive wing of Parliament. The Beehive houses the Prime Minister's office and the Cabinet Room.

Historical Significance

When this distinctive building opened in 1969, it instantly became a recognisable symbol across the country.



The Beehive under construction, Wellington. Photographic negatives and prints of the Evening Post newspaper. Courtesy of the Alexander Turnbull Library. Ref: 1/4-022262-F.

? Did you know?

This location has been at the heart of significant moments, including the 1867 Māori Representation Bill that granted Māori men the right to vote and established four dedicated Māori seats in Parliament.



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with the
mobile guide

4 The Cenotaph

Key Information

The Wellington Cenotaph stands as a striking memorial to those lost in the Great Wars. It was officially unveiled on ANZAC Day in 1931 to a large crowd of Wellingtonians.

Historical Significance

Before its construction, a temporary wooden and plaster memorial was built here in 1920. It was a humble tribute to those who lost their lives during World War One.



Evening post (Newspaper. 1865-2002) :Photographic negatives and prints of the Evening Post newspaper. Ref: 1/2-084210-G. Alexander Turnbull Library, Wellington, New Zealand. /records/22435641

? Did you know?

Only a year after the Cenotaph was unveiled, protestors gathered in their numbers here, rallying against unemployment and poverty during the Great Depression.



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5

Waititi Landing

Key Information

Before Wellington's land reclamation, Waititi Landing Park sat directly on the beach.

Historical Significance

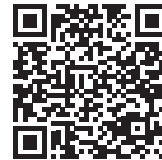
Before European settlers arrived, Te Ātiawa and Taranaki iwi used this site as a traditional waka (canoe) landing place. It provided an entry point to nearby villages and access to the many streams that once flowed through the area. The name Waititi comes from one of these lost waterways.



Groups - Maori Land March. Courtesy of Archives NZ. Ref: R23459250.

? Did you know?

In 1975, the Māori Land March (or Hīkoi), a peaceful protest against the loss of Māori rights and land, wound its way around Waititi landing as it made its way towards Parliament.



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with the
mobile guide

6

Old Government Building

Key Information

In 1876, the Old Government Buildings became the first structures built on Wellington's reclaimed land.

Historical Significance

When Wellington was named New Zealand's capital in 1865, new government buildings were constructed to house the public service. These buildings were a key addition to the Parliamentary Precinct, serving as ministerial offices and the meeting place for Cabinet for 56 years.



Burton Brothers (Dunedin, N.Z.). Government Buildings, Lambton Quay, Wellington. Ref: 1/2-022916-F. Alexander Turnbull Library, Wellington, New Zealand. /records/22588270

? Did you know?

Before land reclamation, in 1840, Lambton Quay was once a main waterfront area, with many early businesses like Barrett's Hotel residing at this location.



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with the
mobile guide

7 Old High Court

Key Information

Constructed in 1881, The Old High Court originally served as the Wellington Supreme Court.

Historical Significance

When it first opened, the court was entirely gaslit, and with no indoor plumbing, staff had to rely on a long drop toilet at the back of the building.



Wellington Supreme Court. Tyree Studio: Negatives of Nelson and Marlborough districts. Courtesy of the Alexander Turnbull Library. Ref: 1/2-011634-G.

? Did you know?

This building played a key role in New Zealand's legal history, hosting a range of legal events from the extraordinary to the mundane.



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8 Wellington Harbour Board Office and Bond Store

Key Information

Constructed in 1881, The Old High Court originally served as the Wellington Supreme Court.

Historical Significance

Today, it is home to the Wellington Museum – a quirky space packed with stories of Wellington's past, present, and future. This stop is a little further than the Parliamentary Precinct, but visit if you're in the area!



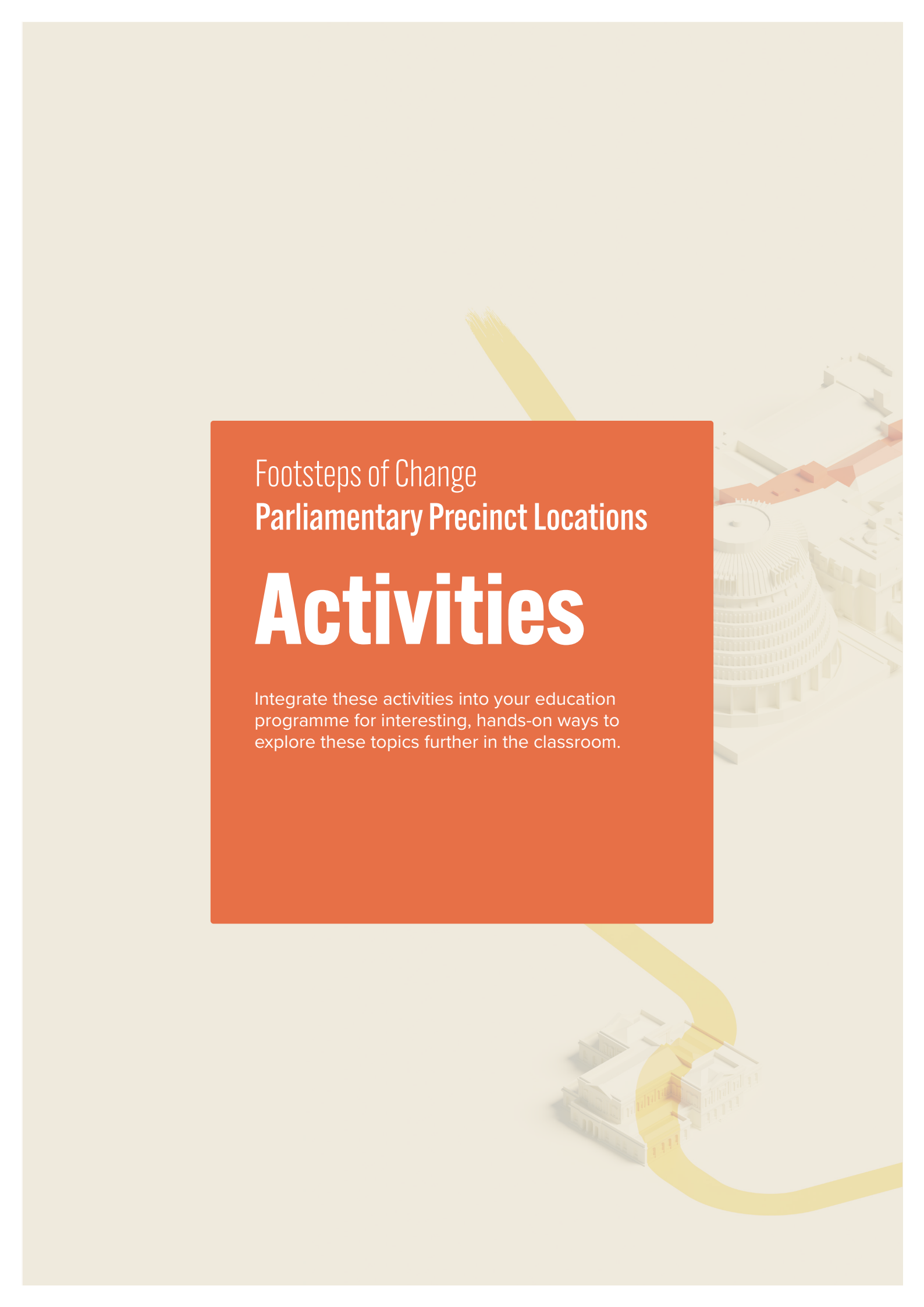
Wellington Harbour Board Head Office And Bond Store. Courtesy of the Alexander Turnbull Library. Ref: 1/2-004031-G.

? Did you know?

In 1983, whilst meeting here, the Wellington Harbour Board made the momentous decision to make Wellington a nuclear free port.



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The background features a light beige color with a subtle, stylized illustration of a city. A winding path, colored in shades of yellow and orange, leads from the bottom right towards the top left. On the right side, there is a large, white, dome-shaped building with many windows, resembling a parliament or a government building. The overall design is clean and modern.

Footsteps of Change
Parliamentary Precinct Locations

Activities

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

Classroom Activity: A Mana Whenua Perspective - Videos and Questions



Civics Detective

The Parliamentary Precinct also has special significance to mana whenua. These locations have served a variety of purposes over time. Listen to any of the following videos of Liz Mellish (Te Ātiawa) discussing the stories connected to some of the sites.

You may want to incorporate any of the suggested questions, based on the big ideas explored in the 2022-2027 Aotearoa New Zealand Histories curriculum. Students could engage with the questions individually, or as a group discussion.

Oral History Video: Old Government Buildings



[Watch Here](#)

Big Idea	Questions
Māori history is the foundational and continuous history of Aotearoa New Zealand	- How did trade, such as flax and wheat, support Māori communities during early contact between Māori and European Settlers? - What does this story reveal about how Māori adapted to new opportunities and challenges?
Interactions change societies and environments	- In what ways did the introduction of new trade goods and markets change Māori ways of life? - What does this story tell us about the way Māori and Europeans interacted prior to the signing of Te Tiriti o Waitangi?
People's lived experiences have been shaped by the use and misuse of power	- How might trade have shifted power or influence between Māori and Europeans? - Do you think Māori and Europeans mutually benefited from this kind of trade? Why? - How might control over resources like flax and land have influenced relationships between groups?
People hold different perspectives depending on their values, traditions, and experiences	- How might Māori and European settlers have viewed trade differently? - What does it mean to describe this period as a shift from a "Māori world" to a "bicultural world"? - Do you think this transition would have been experienced in the same way by everyone? Why or why not?

Oral History Video: The Cenotaph - Waipiro Stream

 [Watch Here](#)

Big Idea	Questions
Māori history is the foundational and continuous history of Aotearoa New Zealand	• How were place names used to communicate important knowledge about the environment? • Why is it important to retain and understand original place names today?
Interactions change societies and environments	• What has happened to the Waipiro Stream over time? Why is it no longer visible? • What does the installation (greenstone pathway and soundscape) attempt to restore or represent?
People hold different perspectives depending on their values, traditions, and experiences	• How might someone who knows the meaning of Waipiro understand this place differently from someone who does not? • What kinds of knowledge can be lost when place names or stories are not understood?
People participate in communities by acting on their beliefs and through the roles they hold	• Why might artists and communities choose to reintroduce stories like this into public spaces? • How can people today help keep these stories and meanings alive?

Oral History Video: Waititi Landing

 [Watch Here](#)

Big Idea	Questions
Māori history is the foundational and continuous history of Aotearoa New Zealand	• Why were waka landing places like Waititi Landing essential for mana whenua? • Why was connection to the harbour and surrounding land such a valuable resource? • What does this tell us about how people lived and moved through this area?
Interactions change societies and environments	• How did land reclamation change the physical landscape around Waititi Landing? • How might these environmental changes have affected food gathering and movement?
People hold different perspectives depending on their values, traditions, and experiences	• How might mana whenua view this place differently from someone visiting today? • Can a place still be significant even if its original form has changed? Why?

Oral History Video: Wellington Harbour

 [Watch Here](#)

Big Idea	Questions
Māori history is the foundational and continuous history of Aotearoa New Zealand	• How is knowledge about the natural world shared in this story? • Why might these kinds of stories have been important for understanding the natural world? • How does this story help keep knowledge alive across generations?
People hold different perspectives depending on their values, traditions, and experiences	• How might Māori knowledge systems (like pūrākau) differ from scientific explanations of the natural world? • What might be lost if oral traditions like this are not passed on? • Why is it important to value different ways of understanding the environment?
Interactions change societies and environments	• What environmental changes is this story describing? • How does the story help people make sense of changes like earthquakes or shifting land?

Classroom Activity: Exploring the meaning of 'Heritage'



Civics Detective

These sites are nationally significant. Most locations are protected by Heritage New Zealand Pouhere Taonga, earning a 'heritage' status.

Explore the New Zealand Heritage List/Rārangī Kōrero: <https://www.heritage.org.nz/places>

Then, have a discussion with your students about heritage. You may want to use the following prompts, based on the big ideas explored in the 2022-2027 Aotearoa New Zealand Histories curriculum.

Big Idea	Questions
People's lived experiences have been shaped by the use and misuse of power.	• Who has the power to decide what gets protected? • How do you think decisions are made about what is heritage and what is not? • What might happen if a place or story is not recognised as heritage?
People hold different perspectives on the world depending on their values, traditions, and experiences.	• What does 'heritage' mean? Does it mean different things to different people? Why? • Why might these locations be considered heritage? Does their significance go deeper than just being an old building? • Do you think heritage systems can reflect certain worldviews more than others? (e.g. Western Perspectives) • Can a place have significance without being a physical structure? • Why do you think Waititi Landing is not on the official heritage list?

Follow-up Activity: Identifying a heritage site



Civics Explorer

Students designate their own heritage site. Create a 1-page poster either by hand or on their devices. On the poster, students explain why this special place should become a heritage site.

This could also be a creative exercise, encouraging students to explain the significance of places close to them (e.g., their home, favourite places to go to, or places where special life events have happened).

Heritage professionals consider a range of factors when deciding if a place should be protected.



Use the prompts below to help justify why they would want to protect their site:

- What happened here?
- Who is this place important to?
- Does it connect to culture, identity, or history?
- Is there something unique about it?
- Would something be lost if it disappeared?
- What would you want future generations to know about it?

They may want to include these points on your poster:

- Name of the place
- An image or drawing
- Description of the place
- Why it is important
- Who it matters to
- Why it should be protected

Classroom Activity: Land Reclamation Mapping



Civics Explorer



Civics Detective

When European Settlers first arrived in Wellington, they realised large portions of the landscape were unsuitable for settlement. It was incredibly steep and full of dense forest.

A key solution to this was to reclaim land from the ocean. So, settlers quickly got to work building new flat land from the ocean. Large portions of Wellington's CBD now sit on reclaimed land.



Draw over the historical map:

Students can reference this historical map (on the next page) of Wellington's coastline to draw the old coastline into the current-day map.



William Mein Smiths' Plan of the town of Wellington, dated 1840:

https://natlib-primo.hosted.exlibrisgroup.com/permalink/f/1s57td/NLNZ_ALMA11292362820002836



As students create their maps, encourage them to think about the following:

Big Idea	Questions
Interactions change societies and environments	• Why do you think land reclamation was needed in Wellington? • How did changing the coastline affect how the city developed? • What new opportunities did reclamation create for the city? Consider which important buildings now sit on reclaimed land.
People's lived experiences have been shaped by the use and misuse of power	• Who made the decision to reclaim land? Who benefited from it? • What might have been lost as a result of reclamation?
People hold different perspectives depending on their values, traditions, and experiences	• How might mana whenua have viewed land reclamation at the time? • What impact might reclamation have had on traditional food gathering areas or access to the harbour?
People participate in communities by acting on their beliefs and through the roles they hold	• If a similar project was proposed today, who would be involved in the decision-making? • How could communities have a say in whether land should be reclaimed?

Classroom Activity: Class Debate - Should Wellington Be the Capital?



Civics Explorer



Civics Detective

Wellington has been the capital city of New Zealand since 1865. Before that, Auckland was the capital. There were a range of reasons why Wellington was chosen as the capital. One of the strongest was due to its central location and ease for New Zealanders to get to Parliament. Before we had planes and cars, everyone had to travel to the capital via boat or horse, so being roughly in the middle of the country made it more accessible for people coming from both the North and South Islands.

In this activity, students explore what makes a good capital city and consider whether Wellington is still the best choice today.



Students will take part in a debate, where they argue either:

*Wellington should remain the capital, **or** The capital should be moved to another location*

1. Divide students into small groups.
2. Within groups, students decide on their position and brainstorm amongst themselves reasons that support their debate.
3. At the end of group time, the groups present their ideas. You could compile all the reasons in one document or on the whiteboard.

Extra option:

Once students have presented their thoughts, hold a class vote to decide which argument was most convincing.

On-site Activity: Inspecting Primary Sources



Civics Explorer



Civics Detective

Print these historical images out, and bring them onsite. Ask students to compare the images with what they see around them today.

? Have a think...

- What has changed since that photo was taken? What stayed the same?
- Do you see any traces of older technologies and different ways of living in the older photographs?
- What small details give clues about the time period?
- What do you think life was like when this picture was taken? What was happening?
- Do you think the changes are positive, negative, or a mix? Why?

Parliamentary Library c.1899



General Assembly Library, later known as the Parliamentary Library, from Hill Street, Wellington. Courtesy of the Alexander Turnbull Library. Ref: 1/2-049367-F.

Parliament House c.1920



Parliament Buildings under construction, Molesworth Street, Wellington. Stewart, K A :Negatives of Wellington. Courtesy of Alexander Turnbull Library. Ref: 1/2-057600-F.

The Beehive 1974



The Beehive under construction, Wellington. Photographic negatives and prints of the Evening Post newspaper. Courtesy of the Alexander Turnbull Library. Ref: 1/4-022262-F.

The Cenotaph 1932



Crowd of unemployed demonstrators at the gates of Parliament Buildings, Lambton Quay, Wellington. Evening post (Newspaper. 1865-2002) :Photographic negatives and prints of the Evening Post newspaper. Ref: 1/2-084210-G. Alexander Turnbull Library, Wellington, New Zealand. /records/22435641

Waititi Landing Park 1975 (during the Māori Land March)



Groups - Maori Land March. Courtesy of Archives NZ. Ref: R23459250.

Old Government Buildings, 1876



Burton Brothers (Dunedin, N.Z.). Government Buildings, Lambton Quay, Wellington. Ref: 1/2-022916-F. Alexander Turnbull Library, Wellington, New Zealand. /records/22588270

Old High Court, 1890s



Wellington Supreme Court. Tyree Studio: Negatives of Nelson and Marlborough districts. Courtesy of the Alexander Turnbull Library. Ref: 1/2-011634-G.

Queen's Wharf around 1900 (See the Bond Store on the left)



From Queens Wharf, looking towards Jervois Quay. Courtesy of Wellington City Council Archives. Ref: 00138-3968