



FIRST WORLD WAR INQUIRY GUIDE
Their Stories, Our Stories

Acknowledgments

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INTRODUCTION

This First World War inquiry guide suggests ways to explore the theme Their Stories, Our Stories. The six resource hooks presented in the first stage of the inquiry guide introduce students to a range of stories from the First World War: stories from home, the Pacific, and the battlefield. By exploring these stories, students gain insight into perspectives and experiences of people whose lives were impacted by the war. Comparing and contrasting these stories with their own stories and with those of people within their communities makes students' learning about the First World War meaningful and relevant.

The emphasis of this guide is on student-centred inquiries in which students and teachers work together to co-construct learning. The table below provides a brief description of each resource hook and suggests possible connections to the learning areas and level 3–4 achievement objectives in the New Zealand Curriculum. These connections should not be viewed as prescriptive or exhaustive.

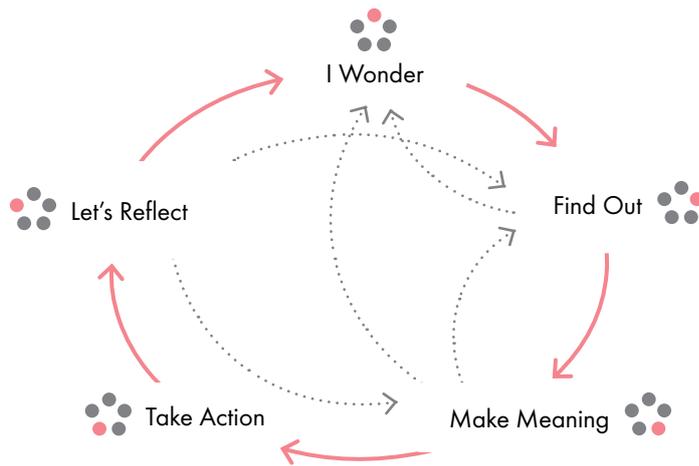
Hook 1: Letter to Henry Nicholas	Hook 2: War diary	Hook 3: A dental record
<p>An interactive comic strip based on a letter that was never received contrasts the experiences of a soldier at war with those of a young woman left at home.</p>	<p>Excerpts from the war diary of Rikihana Carkeek provide insight into the tumultuous experiences of a soldier at Gallipoli.</p>	<p>A soldier's dental record reveals a story of national tooth decay that led to the formation of the School Dental Service.</p>
<p>Social sciences (level 3): Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4): Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</p> <p>English (level 3): Listening, reading, and viewing Language features:</p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.) 	<p>Social sciences (level 4): Understand how people participate individually and collectively in response to community challenges.</p> <p>English (level 3): Listening, reading, and viewing Language features:</p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.) <p>Health and physical education (level 3): Healthy communities and environments Societal attitudes and values:</p> <ul style="list-style-type: none"> Identify how health care and physical activity practices are influenced by community and environmental factors. 	<p>Social sciences (level 3): Understand how people make decisions about access to and use of resources.</p> <p>Social sciences (level 4): Understand how formal and informal groups make decisions that impact on communities.</p> <p>Mathematics and statistics (level 3): Statistics Statistical investigation</p> <ul style="list-style-type: none"> Conduct investigations using the statistical enquiry cycle. <p>Health and physical education (level 3): Healthy communities and environments Societal attitudes and values:</p> <ul style="list-style-type: none"> Identify how health care and physical activity practices are influenced by community and environmental factors.

Hook 4: Recruitment poster	Hook 5: Tunnelling at Arras	Hook 6: White feather
<p>A First World War recruitment poster uses an image of Tūmataunga to encourage Māori to enlist. But what stories of inequality and discrimination does the poster not reveal?</p>	<p>The tunnels created by the New Zealand Tunnelling Company in Arras, France were rediscovered in 1990. Until recently, the stories of the men who made them have largely gone untold.</p>	<p>A newspaper tells the story of a man who is given two symbolic offerings in a single day: the first for valour, the second as an accusation of cowardice. Why was this story published in newspapers around the world?</p>
<p>Social sciences (level 3): Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.</p> <p>Social sciences (level 4): Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</p> <p>English (level 4): Listening, reading, and viewing <i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> • Show an increasing understanding that texts are shaped for different purposes and audiences. <p>Health and physical education (level 3): Relationships with other people <i>Identity, sensitivity, and respect:</i></p> <ul style="list-style-type: none"> • Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. <p>The arts (level 4): Understanding the Arts in Context <i>Visual arts:</i></p> <p>Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</p>	<p>Social sciences (level 3): Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4): Understand how people participate individually and collectively in response to community challenges.</p> <p>Mathematics and statistics (level 3): Geometry and Measurement <i>Position and orientation:</i></p> <ul style="list-style-type: none"> • Use a co-ordinate system or the language of direction and distance to specify locations and describe paths. <p>Technology (level 4): Nature of Technology <i>Characteristics of technology</i></p> <ul style="list-style-type: none"> • Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines. 	<p>Social sciences (level 4): Understand how formal and informal groups make decisions that impact on communities.</p> <p>English (level 4): Listening, reading, and viewing <i>Purposes and audiences</i></p> <ul style="list-style-type: none"> • Show an understanding of how texts are shaped for different audiences. (Indicators: identifies particular points of view within texts and recognises that texts can position a reader.) <p>Health and physical education (level 3): Personal health and physical development <i>Personal identity:</i></p> <ul style="list-style-type: none"> • Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their sense of self-worth. <p>Relationships with other people <i>Identity, sensitivity, and respect</i></p> <ul style="list-style-type: none"> • Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. <p><i>Interpersonal skills:</i></p> <ul style="list-style-type: none"> • Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

The structure of the inquiry guide

The inquiry guide is divided into five stages: I Wonder, Find Out, Make Meaning, Take Action, and Let's Reflect. The most comprehensive section is the I Wonder stage, which is designed to arouse student curiosity and awareness. As students begin to explore areas of personal interest, they use their initial wonderings to develop rich questions that will form the basis of their inquiries. This means that the resources they draw on in subsequent stages of their inquiries need to be organic and adaptive. However, useful sources of information have been woven into each stage of the guide, along with ways to use digital technologies and social sciences skills.

It is important to recognise that the inquiry process is not linear. For example, students may need to "find out" new information at any stage of the process and should be reflecting and evaluating at each stage of the process.



The companion First World War Inquiry Support Guide: Years 1–8 provides additional information on how to facilitate an authentic, student-centred inquiry process. It also provides links to a wide range of First World War resources that can be used with any of the year 1–8 inquiry guides.

Navigating the guide

Look out for these prompts through each stage of the guide to support planning.

Inquiry stage and introduction

The beginning of each inquiry stage gives information to help guide you through the stage.

The following icons are used to further help navigate your way through the guide.

The New Zealand Curriculum

 **Learning areas, key competencies, and values.**

Themes

 **Heritage and identity**

 **Citizenship perspectives**

 **New Zealand in the Pacific**

 **Peace and reconciliation**

 **Making connections**

Learning and teaching ideas

 **Values**

 **Digital opportunities**

 **Apply social sciences skills**

 **Supporting resources**

Key resources about New Zealand and the First World War

Links to third-party websites

The Ministry of Education does not accept any liability for the accuracy or content of information belonging to third parties, nor for the accuracy or content of any third-party website that you may access via a link in this guide. Links to other websites from this guide should not be taken as endorsement of those sites or of products offered on those sites. When visiting other websites, please refer to the conditions of use and copyright policies of those sites.

TKI First World War website

As each First World War inquiry guide is completed, it will be published on the TKI First World War website so that teachers can download it. The website also provides links to a range of useful sources.

<http://www.firstworldwar.tki.org.nz>

New Zealand History – New Zealand and the First World War

This authoritative website offers a comprehensive selection of New Zealand First World War articles from a variety of perspectives:

<http://bit.ly/FWW-NZHistory>

Te Ara Encyclopedia of New Zealand – First World War section

This section provides an overview of New Zealand's involvement in the First World War:

<http://bit.ly/FWW-TeAra>

National Library, Services to Schools

This website provides a schools' guide to First World War digital and print resources. Resources can also be requested/borrowed from the National Library via this page:

<http://bit.ly/FWW-NLNZ>

School Journal, Levels 2, 3, and 4, June 2014 (Ministry of Education)

Each of these School Journals has a First World War theme. PDFs of the stories, articles, and poems they contain can be downloaded from:

<http://bit.ly/SchoolJournals>

WW100 website

This website provides links to commemorative First World War events along with a wide range of excellent First World War resources, including images, timelines, and diary entries:

<http://bit.ly/ww100site>

ManyAnswers

This Many Answers topic is useful for students researching the First World War independently:

<http://bit.ly/FWW-ManyAnswers>

War News

This documentary series uses a current affairs programme format to report on significant First World War events:

<http://bit.ly/warnews>

Pond

Pond is a central hub for online resources validated by New Zealand educators and providers of content and services:

<https://www.pond.co.nz>

I WONDER

Purpose: For teachers and students to use resources to spark student interest

In the I Wonder stage, students are presented with an interesting hook such as an image, a historical document, a film clip, a diary entry, or some prose. The purpose is to stimulate discussion and evoke curiosity. Each I Wonder hook can be used as a catalyst for a myriad of connections.

Your role in the I Wonder stage is to ask questions that help students share their initial responses, encouraging them to make connections to their prior knowledge and experiences. As students make these connections, areas of personal interest will begin to emerge.

During the I Wonder stage, the most important goal is student engagement. Although you may intend to pursue a particular overarching theme within the inquiry, you should still value and welcome good ideas not specifically related to the theme. Students could well introduce unanticipated points of interest that could form the basis of an alternative theme of inquiry.

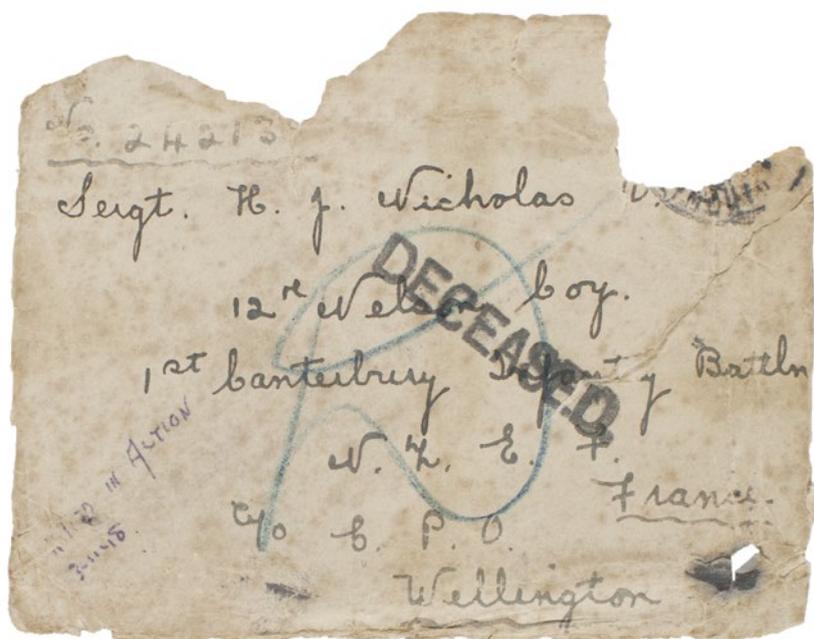
The I Wonder stage forms the basis of the preliminary investigations used at the start of the Find Out stage.

For more information about the I Wonder stage of the inquiry, see the inquiry support guide.

Key questions at this stage

- What can we observe?
- What do we already know?
- How might people view this in different ways?

Hook 1 – Letter to Henry Nicholas



Envelope of letter sent to Henry James Nicholas by Ethel Martin, 31 August 1918.
H. J. Nicholas VC collection, Canterbury Museum. 2007.101.2

Context

This envelope contained a letter for Henry Nicholas, a New Zealand soldier fighting in France, written by his girlfriend, Ethel Martin. Shortly before Ethel wrote the letter, Henry had been awarded a Victoria Cross medal for bravery. The Victoria Cross is the highest military award possible and receiving one was a rare distinction. Of the 100 000 New Zealand soldiers who fought in the First World War, only 11 were awarded a Victoria Cross. Henry Nicholas died before reading Ethel's letter, just 19 days before the armistice. (An armistice is an agreement to stop fighting. The armistice that marked the end of the First World War was signed by England, France, and Germany on 11 November 1918.)

The story of Ethel's letter is told through an interactive comic strip available here:

<http://bit.ly/HNInteractive>

The comic strip contrasts the different experiences of a woman left at home and a man at the front, each with their sorrows.

Key questions

- What can we observe?
- What do we already know?
- How might people view this envelope in different ways?

Possible discussion questions

- What can you see on this envelope?
- Where was its intended destination?
- Why do you think the letter looks so tattered?
- At what stage of the war was this letter sent?
- How do you think Ethel Martin felt when this letter was returned to her?
- Why did she decide to keep the envelope and the letter inside it?
- Why is this letter in the Canterbury Museum? What is the VC collection?
- What do you think life was like for Ethel Martin, and other women in New Zealand, during the war?
- Henry Nicholas won a Victoria Cross for his bravery. In what ways were Ethel Martin and other New Zealand women brave during the war? How was this bravery recognised?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):

Understand how people remember and record the past in different ways.

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

English (level 3):

Listening, reading, and viewing

Language features:

- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.)

Key competencies

- Relating to others

Themes

Citizenship perspectives

Explore the roles that New Zealand women played during the First World War, for example, taking on jobs that had previously been done by men as well as fund-raising, sending care packages, and taking care of returning soldiers. Students could also explore stories of women who joined the war effort as nurses and volunteers.

Learning and teaching ideas

Digital opportunities

Have the students create their own digital story that is based on a letter. As the story unfolds, they can slowly reveal more about both the writer and the person being written to.

Apply social sciences skills

Ask questions about the past.

Compare past and present.

Compare different types of information, including primary and secondary sources.

Create original stories about the past and acknowledge sources.

Supporting resources

Information about Henry Nicholas:

<http://bit.ly/HN-Information>

Women in New Zealand fund-raising for Belgium, First World War:

<http://bit.ly/FWW-fundraising>

Jim's Letters by Glyn Harper (Auckland: Puffin Books, 2014)

This book is based on real letters sent between soldiers in the First World War and their families. In this story, a boy on a New Zealand farm exchanges letters with his older brother who is serving in Egypt and Gallipoli. The themes in the book make it suitable for both younger and older students.

<http://bit.ly/JimsLetters>



Hook 2 – Gallipoli war diary

Excerpts from
Home Little Māori Home : A memoir of the Māori Contingent 1914 -1916
 By **Rikihana Carkeek**
 Tōtika Publications, c2003

...on the ridge of Chunuk Bair, August 8th, 1915

Bullets seemed to be whizzing and sputtering from all sides, right, left and front. Just after our officer, Lieutenant Waldren, had given us the range he was shot and fell back amongst us in a heap. He managed to say "Carry on boys," then he died in the arms, I believe of Private Lucas who was No. 5 on the gun. Almost immediately after the loss of our leader, our gun corporal; Donald Ferris was shot through the head and killed instantly and I dragged him away from the gun and laid him beside our officer. No 2, Private F. Hawkins, took charge of the gun and I moved up into position to feed the belt. Shortly afterwards he was out of action, shot through the wrist. Then I took charge and opened fire at 250 yards. I also did not reign long for I was shot through the body at the base of the neck and out under the left shoulder, and I fell back wounded and out of action. No. 4 Roy Devon took charge. He was badly wounded, followed by J Lucas, wounded. I hardly remember what followed afterwards.... Our gun was in action all the time though we suffered severely; practically the whole gun team was out of action. Yet the survivors managed to keep the old gun going though she had a few holes in her water cylinder.

...on being wounded, August 8th, 1915

It was now getting scorching hot as I lay almost naked; my shirt had been literally torn off me in order to bandage me up, and the flies were becoming very annoying. I could hear the groans of my wounded comrades somewhere in the scrub... I lay there for what seemed hours; however it was only about one hour, then the Turks started to shell us with shrapnel. I made longing and occasional glances down at the hospital ships lying at anchor in the bay and was therefore determined to give it a go and crawl down to the beach.

...on a hospital ship, August 8th, 1915

Civilisation at last on the spick and span Hospital ship, with real dinkum nurses and dinkum food too. However I laid myself down on the promenade deck where there were mattresses lined all along the deck and had a bowl of hot milk and bread; as a matter of fact, I did not know when to stop eating and could not properly realise that I was at last on board a hospital ship and free from shot and shell. It was like a dream.

...evacuation from Gallipoli, December 14th, 1915

About 10.30 p.m. our transport moved off. Goodbye Gallipoli, Anzac. Farewell to Maori Ridge, Rhododendron Ridge and the Apex Summit. E noho ra, Anzac Cove. We fought, won, then lost you; however, "Tis better to have won and lost than never to have won at all." Anzac, we leave you with the boys who have crossed the great Divide. Our thoughts forever be with you until the end of all things. Farewell. E noho ra. God Save the King. Today I was promoted to the rank of corporal.

Excerpts from *Home Little Māori Home: A memoir of the Māori Contingent 1914-1916* by Rikihana Carkeek (Wellington: 2003. Rikihana Carkeek (Wellington: Tōtika Publications, 2003).

Context

Rikihana Carkeek was a prominent Ngāti Raukawa leader who was in the Māori Contingent and the New Zealand Pioneer Battalion. He fought in many battles during the First World War and kept a diary throughout. Rikihana returned home an officer and died, much later, at age 72. His memoirs were published after his death.

Key questions

- What can we observe?
- What do we already know?
- How might people view these diary entries in different ways?

Possible discussion questions

- What impressions do you have of Rikihana after reading his diary excerpts?
- How do the events Rikihana describes in these excerpts fit in with other First World War events you know about?
- How do you think Rikihana Carkeek felt during the different events he describes?
- Have you read any other diaries?
- Why might it have been challenging to write/keep a diary during the war?
- What differences might there be between the way a soldier or a nurse described their experiences in their diaries compared with their descriptions in a letter home?
- Why do people keep diaries?
- If someone 100 years from now were to read a diary you had written, what might be of interest to them?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 4):

Understand how people participate individually and collectively in response to community challenges.

English (level 3):

Listening, reading, and viewing

Language features:

- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.)

Health and physical education (level 3):

Healthy communities and environments

Societal attitudes and values:

- Identify how health care and physical activity practices are influenced by community and environmental factors.

NZC Key competencies

- Using language, symbols, and texts
- Thinking

Themes



Heritage and identity

Explore the significance of the Gallipoli campaign to New Zealand national identity.



Citizenship perspectives

Explore the stories of nurses and doctors who served on hospital ships during the First World War.

Learning and teaching ideas



Digital opportunities

Search DigitalNZ for more content from Gallipoli and make a set of useful resources.

Have the students create a blog about the things they are learning about in class. Point out that a blog is a form of diary. Discuss the merits and disadvantages of keeping a “public” diary versus a private diary that no one else can access.



Apply social sciences skills

Sequence events.

Use the language of history.

Identify and compare diverse perspectives, attitudes, and values.



Supporting resources

Great War Stories: Short 4-minute video about Rikihana Carkeek:

<http://bit.ly/Carkeek>

Pte. Rikihana Carkeek. Sir George Grey Special Collections, Auckland Libraries, AWNS-19150930-45-2:

<http://bit.ly/Image-Carkeek>



The poem “Chunuk Bair” by Robert Sullivan (*School Journal*, Level 3, June 2014) describes events at Chunuk Bair from a soldier’s perspective.

In the same *School Journal*, the article “Grey Angels” by Anna Rogers describes the experiences of the nurses during the First World War.

PDFs of the stories, articles, and poems in this *School Journal* can be downloaded here:

<http://bit.ly/SchoolJournals>

This website provides an overview of what happened at Gallipoli and the war against Turkey:

<http://bit.ly/TeAra-Gallipoli>

Hook 3 – A dental record

Dental History Sheet	Purpose	Dentist's Name	Date
Regimental No. Lynch	William H	Yor	26/11/1914
Upper Right			
DENTAL	Stamps	Extraction	Fall Officer & Lance Corporal
Lateral	Stamps	Extraction	
Central	Stamps	Extraction	
Molars (1)	Stamps	Extraction	
" (2)	Stamps	Extraction	
" (3)	Stamps	Extraction	
Lower Right			
DENTAL	Stamps	Extraction	
Lateral	Stamps	Extraction	
Central	Stamps	Extraction	
Molars (1)	Stamps	Extraction	
" (2)	Ext		
" (3)	Ext		
Upper Left			
DENTAL	Stamps	Extraction	
Lateral	Stamps	Extraction	
Central	Stamps	Extraction	
Molars (1)	Stamps	Extraction	
" (2)	Ext		
" (3)	Ext		
Lower Left			
DENTAL	Stamps	Extraction	
Lateral	Stamps	Extraction	
Central	Stamps	Extraction	
Molars (1)	Stamps	Extraction	
" (2)	Stamps	Extraction	
" (3)	Stamps	Extraction	

Dental History Sheet, LYNCH, William Henry WW1 11/71 – Army, 1914.
Archives New Zealand. R10921324.

Context

One hundred years ago, lots of men signed up to go to war. Most were in good physical health because hard work was a normal part of life. Unfortunately, their teeth were often in a terrible state. At the time, hardly anyone went to the dentist on a regular basis. Men with a lot of dental problems were sometimes excluded from enlisting because poor teeth could cause lots of problems for soldiers at war.

This page is from William Lynch's 1914 military record. It describes the condition of his teeth, which were treated when he was on a troopship heading to Egypt.

The rest of William Lynch's records show that the recruiters were aware of the state of his teeth before he left. They may have turned a blind eye to their condition because he was strong, keen, and had some experience in the Territorial Force, making him an ideal recruit in every other way.

To increase the number of men eligible to enlist, the government set up the New Zealand Dental Corps in 1915. The extent to which poor teeth was an issue can be seen in the dental records from the Trentham and Featherston army camps. In one group of 1998 men, the 17th Reinforcements, dentists carried out:

- 6335 fillings
- 5237 extractions
- 854 dentures.

Further dental work was also carried out on the troopships heading to war.

Dentures could create issues for soldiers. Soldiers with dentures were told to keep them in their socks when they were on the troopships. This was to prevent them from losing their dentures overboard if they got seasick.

The state of the soldiers' teeth raised awareness in New Zealand about the importance of good dental hygiene. After the war, a decision was made to introduce free dental services to schools. School students were also given free milk, which helped to provide the calcium needed for healthy teeth. Another later response to the problem of poor dental health was the addition of fluoride to public water supplies.

Key questions

- What can we observe?
- What do we already know?
- How might people view this dental record in different ways?

Possible discussion questions

- What does this record show?
- Why do you think so many people had bad teeth 100 years ago?
- How do you think people looked after their teeth 100 years ago? How could we find out?
- Why was it so important for the soldiers to have good teeth?
- What foods do you think the soldiers had access to in the trenches? Why might this have created other health issues?
- What do you think life was like in the trenches?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

Understand how people make decisions about access to and use of resources.

Social sciences (level 4):

Understand how formal and informal groups make decisions that impact on communities.

Mathematics and statistics (level 3):

Statistics

Statistical investigation

- Conduct investigations using the statistical enquiry cycle.

Health and physical education (level 3):

Healthy communities and environments

Societal attitudes and values:

- Identify how health care and physical activity practices are influenced by community and environmental factors.

Themes

Heritage and identity

Explore the links between the First World War and the establishment of the School Dental Service in New Zealand.

Citizenship perspectives

Discuss why young men were so eager to participate in the First World War.

Peace and reconciliation

Explore the impact of the First World War on the development of healthier communities, health services, and our understanding of nutrition.

Learning and teaching ideas

Digital opportunities

High-resolution versions of the military dental records and the image of the dentist are available through DigitalNZ. Using high-resolution images allows you to zoom in on important details.

Apply social sciences skills

Compare past and present.

Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

"Soldiers' Teeth": A newspaper article about camps' dental hospitals, *The Dominion Post*, 18 November 1916.

<http://bit.ly/SoldiersTeeth>



NZDC dentist by Henry Sanders, 1917.
Alexander Turnbull Library. 1/4-009513-G



Hardtack is a very hard biscuit that was given to soldiers on the front line. You can find a recipe for hardtack here:

<http://bit.ly/HardtackRecipe>

To access the cenotaph record with the military personnel file of William Henry Lynch, click on the link below. You will need to scroll down to the "Military Personnel File" and then click the "digitised record" tab.

<http://bit.ly/WHL-record>

Hook 4 – Recruitment poster



The Spirit of His Fathers by William Blomfield, 1915. Alexander Turnbull Library. A-312-1-088

Context

In December 1915, this drawing appeared in *The New Zealand Observer*, a popular illustrated weekly newspaper. Its purpose was to encourage Māori to enlist in the army.

When recruitment started in earnest in 1914, many Māori men signed up. Some Māori leaders believed that Māori participation in the war would strengthen Māori claims for equal status with Pākehā. Others were opposed to going to war and to fighting for the British Empire. This was because of the harm that the British Crown had done to Māori communities by activities such as confiscating Māori land and other violations of the Treaty of Waitangi during the latter half of the nineteenth century.

The Māori Contingent had a reputation for fighting strongly and were famous for their haka, but many of these soldiers died on the battlefields.

By the end of the war, 2227 Māori and 458 Pacific Islanders had served in what became known as the Māori Pioneer Battalion. Of these, 336 died on active service and 734 were wounded. Other Māori enlisted (and died) in other battalions as well.

from NZHistory.net.nz

Key questions

- What can we observe?
- What do we already know?
- How might people view this poster in different ways?

Possible discussion questions

- What can you see in this image?
- How are the different figures in the image portrayed?
- Who is the target audience? How do you know?
- What is the purpose of the image?
- How effective is it?
- Why were recruiters at the time specifically targeting Māori?
- Why did Māori have conflicting views about joining the war?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

Understand how early Polynesian and British migrations to New Zealand have continuing significance for tangata whenua and communities.

Social sciences (level 4):

Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

English (level 4):

Listening, reading, and viewing

Purposes and audiences:

- Show an increasing understanding that texts are shaped for different purposes and audiences.

Health and physical education (level 3):

Relationships with other people

Identity, sensitivity, and respect:

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

The arts (level 4):

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

NZC Key competencies

- Thinking
- Using language, symbols, and texts

NZC Values

- Innovation, inquiry, and curiosity
- Equity

Themes

Citizenship perspectives

Explore the reasons Māori had different views on whether to join the war.

Discuss the third article of the Treaty of Waitangi in which Māori were guaranteed the same rights and duties of citizenship as the people from England were. Identify ways that this promise was not being honoured and discuss the impact this had on Māori willingness to support the British Empire by going to war.

Explore the issue of conscription and the attempts used to persuade Māori from Tainui–Waikato to enlist. Discuss the methods of resistance they used and the response to these.

New Zealand in the Pacific

Explore the involvement of Pacific Islanders in the First World War.

Niueans and Cook Islanders were recruited to join the Pioneer Battalion in late 1915. Pacific Islands soldiers faced particular challenges during the war, for example, coping with European diseases they hadn't been exposed to before. For more information, see <http://bit.ly/PacificSoldiers>

Learning and teaching ideas

Digital opportunities

This website shows how modern New Zealand defence forces encourage people to join up:

<http://www.defencecareers.mil.nz/>

Discuss what messages the site conveys about life in the armed forces.

Compare and contrast this approach to the one used during the First World War..

Apply social sciences skills

Ask questions about the past.

Identify and compare diverse perspectives, attitudes, and values.

Supporting resources



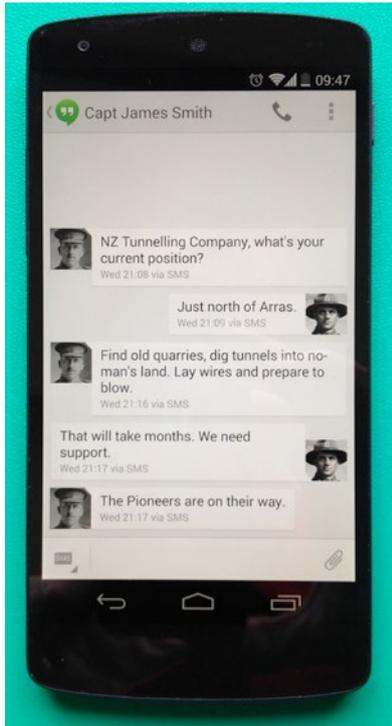
The story "King and Country" by André Ngāpō (*School Journal*, Level 4, June 2014) tells the story of a family grappling with different views on whether Māori should support the British Empire by going to war.

<http://bit.ly/SchoolJournals>



Pioneer Battalion performing a haka, by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013282-G

Hook 5 – Tunnelling at Arras



An imagined text message conversation between a soldier in the New Zealand Tunnelling Company and an army captain, both in France, 1916. Unidentified soldier (on left) by Herman John Schmidt, 1910s. Sir George Grey Special Collection. Auckland Libraries. 31-WPSC18. Unidentified soldier (on right) by Allan Alexander Penman Mackenzie, 1916–1918. Masterton District Library and Archive. 541013.

Context

The men in the New Zealand Tunnelling Company were recruited in 1915 and arrived in France in March 1916. Most were quarrymen, goldminers from Waihi and Karangahake, labourers, or coalminers from the West Coast of the South Island. The tunnellers joined underground quarries together to create a complex underground network that included kitchens, headquarters, and hospitals, along with facilities to house 20 000 men. Many locations in the tunnels were given New Zealand place names, with Russell at one end and Bluff at the other. In 1917, the tunnellers were given the dangerous job of digging tunnels beyond German lines in order to lay mines. The underground tunnel system was of major strategic importance to the Allies during the German offensive of 1918. The Tunnelling Company left Arras in July 1918. In the two years they spent in France, at least 41 tunnellers died and more than 150 were wounded.

Key questions

- What can we observe?
- What do we already know?
- How might people view this conversation in different ways?

Possible discussion questions

- What is this conversation about?
- What is the tone of the conversation?
- How might these messages have been communicated in 1916?
- Why was the New Zealand Tunnelling Company sent to Arras?
- What challenges do you think the men in the New Zealand Tunnelling Company faced while they were in France?
- Who were the Pioneers?
- How would you feel if you were the soldier in this conversation? Would you rather be the soldier or the captain? Why?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

Understand how people remember and record the past in different ways.

Social sciences (level 4):

Understand how people participate individually and collectively in response to community challenges.

Mathematics and statistics (level 3):

Geometry and Measurement

Position and orientation:

- Use a co-ordinate system or the language of direction and distance to specify locations and describe paths.

Technology (level 4):

Nature of Technology

Characteristics of technology

- Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines.

Themes



Heritage and identity

Explore the messages and place names that men in the New Zealand Tunnelling Company etched into the walls of the tunnels they built.

Explore memorials created (or being created) for the New Zealand Tunnelling Company. Discuss why these memorials are relatively new.



Citizenship perspectives

Explore how men in the New Zealand Tunnelling Company reacted when they were required to conform to military expectations such as saluting and wearing military dress before they left for war. Discuss why they found this transition from working men to soldiers challenging.

Learning and teaching ideas



Digital opportunities

Consider and discuss the skills and understandings that we need today to be able to communicate safely, effectively, and respectfully with digital technologies.



Apply social sciences skills

Sequence events.

Ask questions about the past.

Compare past and present.

Compare different types of information, including primary and secondary sources.



Supporting resources



The article "Underground Soldiers" by Mark Derby and the story "Sky-high" by Robert Sullivan (*School Journal*, Level 4, June 2014) both provide insight into the role of the New Zealand Tunnelling Company in Arras in 1916.

<http://bit.ly/SchoolJournals>

More information about the Arras Tunnels is available on the WW100 website:

<http://bit.ly/WW100-Arras>

Hook 6 – White feather

The Pukekohe & Waiuku Times

VOL. 4, NO 93 PUKEKOHE: FRIDAY OCTOBER 8, 1915
PRICE ONE PENNY

Northern Steam
Ship Co Ltd.
WAIUKU SERVICE.

Corrected Time-Table for
for October.
S.S. Waiuku.

LEAVES ONEHUNGA	LEAVES WAIUKU
Wed, 8, 4.5 p.m.	Thur, 7, 7.30 a.m.
Thurs, 7, 4.5 p.m.	Fri, 8, 9.0 a.m.
Satur, 9, 7.30 a.m.	Satur, 9, 10.30 a.m.
Mon, 11, 8.35 a.m.	Mon, noon
Wed, 13, 9.35 a.m.	Wed, 13, 1.0 p.m.
Thurs, 14, 10.0 a.m.	Thurs, 14, 2.0 p.m.
Satur, 16, 12.35 p.m.	Satur, 16, 1.0 p.m.
Mon, 18, 3.5 p.m.	Tues, 19, 7.0 a.m.
Tues, 19, 4.5 p.m.	Wed, 20, 8.0 a.m.
Wed, 20, 4.35 p.m.	Thur, 21, 9.0 a.m.
Fri, 22, 7.30 a.m.	Fri, 22, 10.30 a.m.
Satur, 23, 7.35 a.m.	Satur, 23, 10.45 a.m.
Mon, 25, Labour Day	Tues, 26, 12.30 p.m.
Tues, 26, 9.5 a.m.	Wed, 27, 1.0 p.m.
Wed, 27, 9.5 a.m.	Fri, 29, 2.30 p.m.
Fri, 29, 11.5 a.m.	Satur, 30, 3.0 p.m.
Satur, 30, 11.35 p.m.	

SURGICAL PROGRESS IN WAR-TIME.

NEW TREATMENT OF INFECTED WOUNDS.

Of many startling statements made about the present war, few are more surprising than that which has gained a wide currency, to the effect that, as a result of experiences gained with wounded men, Listerin has gone by the board (says the "Morning Post"). Like most popular generalisations, the statement is fundamentally incorrect, while it con-

WAIUKU CARRIAGE FACTORY

And General Smithy
Business.

Vehicles of all descriptions built,
repaired, painted or renovated.

Repairs promptly effected.

Give us a trial; we guarantee
satisfaction.

V.C.'s WHITE FEATHER

Here is a true story. It was nearly half-past seven o'clock one evening, and in a lounge of one of London's most famous restaurants were little groups of people chatting before dinner. A young man, very brown, with keen eyes and clear-cut features, was sitting alone, obviously waiting for friends. He was in evening dress. Two girls in one of the groups looked round at him once or twice, and at last one of them detached herself from her friends, and with an air of resolution, walked across to the lonely man opposite.

"Pardon me," she said, "I have something for you!" The man jumped to his feet, and the girl put into his hand a white feather.

A little smile flitted over his face. "It is strange," he said, and took something from a waistcoat pocket, "that on one and the same day I should receive two such distinguished decorations."

He opened his hand, says the "Daily Graphic," and in the palm lay a little bronze cross with the two words, "For Valour," inscribed upon it.

Remixed material from The Pukekohe & Waiuku Times, volume 4 number 93,
Friday 8 October 1915

Context

In 1915, "V.C.'s White Feather" was published in newspapers around the world. The story contrasts two symbolic offerings: a white feather, used to accuse someone of cowardice, and a Victoria Cross medal, awarded for "acts of valour". Giving someone a white feather was a form of social bullying. The feathers were handed or mailed to men who didn't wear uniforms; the intention was to shame them into signing up for duty. In comparison, the Victoria Cross is the highest military award possible and receiving one was a rare distinction.

The practice of giving someone a white feather was less common in New Zealand than in some other countries. People here recognised that there were many reasons why a young man might not be in uniform. Even so, sometimes unusual people were targeted; for example, a 98-year-old man in Gisborne received a feather in the mail.

As a symbol, a white feather can have different interpretations. For example, for some iwi, a white feather symbolises peace rather than cowardice.

Key questions

- What can we observe?
- What do we already know?
- How might people view this story in different ways?

Possible discussion questions

- What did you think was going to happen when one of the women walked over to the young man?
- Why did she give him a white feather? What did it mean?
- Was the woman showing bravery or cowardice by giving the young man the feather?
- What is a Victoria Cross? Why was it awarded?
- Can you think of other symbols that might seem insignificant to someone unfamiliar with them but that hold a lot of meaning?
- What are some ways that people try to apply social pressure today?

The New Zealand Curriculum

Learning areas

Social sciences (level 4):

Understand how formal and informal groups make decisions that impact on communities.

English (level 4):

Listening, reading, and viewing

Purposes and audiences

- Show an understanding of how texts are shaped for different audiences. (Indicators: identifies particular points of view within texts and recognises that texts can position a reader.)

Health and physical education (level 3):

Personal health and physical development

Personal identity:

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their sense of self-worth.

Relationships with other people

Identity, sensitivity, and respect

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Interpersonal skills:

- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

Key competencies

- Thinking critically about texts with developing confidence
- Using language, symbols, and texts
- Relating to others

Values

- Diversity
- Integrity
- Respect

Themes



Citizenship perspectives

Discuss whether it is appropriate to put pressure on people to conform to social norms.

Discuss the challenges of not conforming to a social norm because of your beliefs.



Peace and reconciliation

Explore the values of conscientious objectors during the First World War and people striving to create peaceful communities today.

Learning and teaching ideas



Digital opportunities

Use the Papers Past website to find First World War news articles from your local area.



Apply social sciences skills

Sequence events.

Ask questions about the past.

Compare past and present.

Compare different types of information, including primary and secondary sources.



Supporting resources

Conscription, conscientious objection, and pacifism:

<http://bit.ly/TeAra-Pacifism>

New Zealand soldiers awarded a Victoria Cross:

<http://bit.ly/NZ-VCWinners>

Explains how Te Raukura is an important symbol to the tribes who affiliate to the Taranaki rohe. This symbol is captured in the form of a white feather, or a plume of white feather.

<http://bit.ly/1tj2mVJ>

FIND OUT

Purpose: For students to construct rich questions to guide their inquiries

In the Find Out stage, students use their observations and inklings from the I Wonder stage to begin to develop questions. They seek and share information that helps them make sense of the context they are exploring.

The Find Out stage should be a dynamic part of the inquiry process in which students share ideas, record facts and ideas, ask each other questions, and challenge each other's assumptions. Your role as a teacher is to provide a range of individual, pair, and group activities that help students to extend their understanding. These activities can help to generate further questions.

An essential goal in this stage is for students to form a rich question that will guide their inquiry. A rich question is an open question that requires students to go beyond mere fact-finding to develop an answer. Rich questions often need to be broken down into subsidiary parts to be answered. The goal is to move students from facts, through concepts based on values or issues, to transferable generalisations for application.

Students are likely to need support constructing questions of enough depth and complexity. Take your time working with them to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process.

Work with students to determine how they can gather information to answer their questions. For example, are there people in the community they can talk to? What information should they look for online? What stories might be helpful? You can introduce a reading programme tailored to provide relevant information. Select texts for guided, shared, and independent reading. Consider ways to make connections to a range of different learning areas.

If possible, invite a member of the community in to describe how the First World War impacted on their family. You may have your own family letters, diaries, or artefacts that you can bring to class. Good places to find stories with a local flavour include your local Returned Services Association (RSA), marae, and library. For more ideas on how to find, approach, and interview people to use as sources, see the inquiry support guide.

As students begin to delve into their areas of interest, they can collect a base of useful information to use in the Make Meaning stage that follows.

For more information on the Find Out stage of the inquiry, see the inquiry support guide.

Key questions at this stage

- What questions do we **need** to ask?
- What questions do we **want** to ask?
- Where can we find the answers?

Resources

Some websites have dynamic content and we cannot accept liability for the content that is displayed. We recommend you visit the websites before using them with students.

With so many First World War related resources available online, it is important that students learn to question the credibility of the resources they are using. While this is true for any type of research, it is particularly important when exploring an emotive and controversial topic such as war. Model how to critically evaluate different sources of information.

Print, and further digital, resources can be ordered from the National Library Services to Schools: <http://bit.ly/ISG-NLResources>.

The resources below have been selected for their potential relevance and for the credibility of the information they provide. With teacher support, most are suitable for students in years 5–8.

For ease of access, the resources have been sorted into broad categories. These categories are by no means exhaustive, and considerable overlap exists between the resources within them.

Each hook in the I Wonder stage can lead you and your students to a wealth of other materials. Links to each of these hooks can also be found on the TKI First World War webpage.

The technology of communication

Telecommunications

The way people communicate is constantly changing. This article provides background information on telecommunications in the First World War and beyond:

<http://bit.ly/TeAra-Communications>

First World War postal service

This site provides information and images about services that kept soldiers and their families connected:

<http://bit.ly/NZH-Post>

Wartime parcels

This Many Answers topic explains how letters and diary entries tell us about the past. The focus of this topic is parcels sent to soldiers during the First World War:

<http://bit.ly/MA-Parcels>

First World War signs and symbols

DigitalNZ has a curated collection of posters and other ephemera used during the First World War. The set includes some useful examples of propaganda:

<http://bit.ly/DNZ-Propaganda>



A soldier writing a letter inside by Alexander Douglas Johnston, 1917. Masterton District Library and Archive.. 05-118/1-2-6-8.

Life in New Zealand during the war

Children, school, and the First World War

"The Children's War" by Jock Phillips (*School Journal*, Level 2, June 2014)

This article, which highlights what school and home were like for children in New Zealand during the war, can be downloaded here:

<http://bit.ly/SchoolJournals>

Lady Liverpool Great War Story

This video tells the story of Lady Liverpool, who worked in New Zealand to contribute to the war effort:

<http://bit.ly/NZH-LadyLiverpool>

Conscientious objection

This webpage contains information and images about conscientious objectors:

<http://bit.ly/NZH-Conscientious>

Māori and the First World War

New Zealand History Online has further information about experiences of Māori during the First World War:

<http://bit.ly/NZH-Maori>



Soldiers of the New Zealand Pioneer Battalion awaiting departure, 1914-1918. Alexander Turnbull Library. 1/2-011079-F.

Faces of the First World War

Cenotaph Database

This database provides biographical and service details of New Zealanders soldiers:

<http://bit.ly/CenotaphDatabase>

At war

Kiwi Soldiers in World War One

This link provides a three-minute introduction to the role Kiwi soldiers played in the First World War:

<http://bit.ly/KiwiSoldiers>

Fast Facts – World War One: Trench Life

This Auckland Museum video describes life in the trenches:

<http://bit.ly/TrenchLife>



Members of the World War 1 Māori Pioneer Battalion by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013414-G

Health

The hospital ship *Maheno* leaving Wellington for Gallipoli in 1915

This painting of the *Maheno* captures the public's emotions as the ship was leaving for Gallipoli:

<http://bit.ly/NZH-Maheno>

Development of the School Dental Service

This site explains the link between the poor dental health of soldiers in the First World War and the subsequent introduction of dental services and school milk in New Zealand:

<http://bit.ly/TA-DentalCare>

New Zealanders awarded a Victoria Cross medal

This site identifies New Zealanders who were awarded a Victoria Cross and explains why each medal was awarded:

<http://bit.ly/NZ-VCWinners>

Māori units of the New Zealand Expeditionary Forces (NZEF)

This site provides information about the Native Contingent and the New Zealand Pioneer Battalion. It has links to a number of images and videos:

<http://bit.ly/NZH-MaoriUnits>

Pacific Islanders in the New Zealand Expeditionary Forces (NZEF)

This site provides information about Pacific Islanders in the NZEF, along with images:

<http://bit.ly/PacificSoldiers>

The Arras tunnels

This site provides information about Arras, along with images and an interactive map:

<http://bit.ly/NZH-Arras>

The Gallipoli campaign

This site provides background information about the Gallipoli campaign, including a timeline, images, media, and interactives:

<http://bit.ly/NZH-Gallipoli>

The ANZAC diet

This newspaper article evaluates the nutritional value of military rations:

<http://bit.ly/AnzacDiet>

Medicine

This site provides information about illnesses and injuries resulting from the conditions in the trenches:

<http://bit.ly/FWW-Health>

The New Zealand Curriculum

Learning areas

Social sciences (level 3)

Understand how people remember and record the past in different ways.

English (level 4)

Listening, reading, and viewing

Processes and strategies:

- Integrate sources of information, processes, and strategies to identify, form, and express ideas.

Ideas:

- Show an increasing understanding of ideas within, across, and beyond texts.

Key competencies

- Thinking
- Using language, symbols, and texts
- Relating to others

Values

- Innovation, inquiry, and curiosity
- Diversity
- Respect

Learning and teaching ideas

Digital opportunities

Use the research tool inside Google Docs to find further information and to create a reference list.

Try a search tool such as Quintura or InstaGrok and compare the results to those from a similar search made using Google.

Develop your students' critical literacy skills by evaluating websites together. Check for information about the authors, look for any bias, and discuss what the purpose of the website might be.

When you use DigitalNZ to find historical images, newspaper reports, and more, collate the best of these in a DigitalNZ set so you can always find them again or so you can share them with others. Use the subject WW100 in your description so that you can be found alongside other schools and organisations researching about the First World War.

If you are having trouble finding good-quality content or would like your students to structure their searches better, try using AnyQuestions.co.nz

If your focus is more on the content than the research process, use a tool like Pearltrees or LiveBinder to organise the links students will need.

Search for the First World War in the Pond catalogue to find resources contributed by educators and providers.

Apply social sciences skills

Sequence events.

Use the language of history.

Ask questions about the past.

Compare past and present.

Compare different types of information, including primary and secondary sources.

Identify and compare diverse perspectives, attitudes, and values.

Research from print and digital, and from text and visual, sources.

MAKE MEANING

Purpose: For students to make meaningful connections between the First World War and their own lives and develop conclusions

In the Make Meaning stage of the inquiry process, students sort, prioritise, discard, shelve, collate, analyse, evaluate, and/or synthesise the information they gathered in the Find Out stage. They verify and extend their findings by comparing them with the findings of their peers. The goal of this stage is to draw conclusions that can contribute to the whole class's understanding. Remember that the inquiry process is not linear. Students may need to gather more information as their inquiries unfold.

Your role during the Make Meaning stage is to spend time conferencing with groups of students. Discuss with them how they can use their findings to answer their inquiry questions. Students should also discuss their inquiries with those of their classmates.

During the Make Meaning stage, students can begin to consider ways to share their learning with their school or wider community. These ideas can be developed further in the Take Action stage of the inquiry process.

For more information on the Make Meaning stage of the inquiry, see the inquiry support guide.

Key questions at this stage

- What conclusions have we come to?
- What do these conclusions mean for our outcome?
- What other things do we need to find out before we can take action?

Resources

The following resources provide examples of the ongoing impact of the First World War on our lives and communities. Students may find these resources useful when exploring links between the focus of their inquiries and the present day.

The lasting impact of the First World War

This Wall Street Journal page lists 100 legacies of the First World War that still impact our own lives today:

<http://bit.ly/FWW-legacies>

Impact of the war

This site explains the impact of the war on New Zealand society:

<http://bit.ly/TA-impact>

A guide to visiting Gallipoli today

This guide, for the many New Zealanders who visit Gallipoli today, includes panoramic views of the places as they are now:

<http://bit.ly/GallipoliToday>

Time spent at Gallipoli

In this blog post, a Te Papa researcher reflects on her visit to Gallipoli:

<http://bit.ly/GallipoliBlog>

The Royal New Zealand Returned and Services' Association

Your local RSA can provide you with information about the impact of the First World War in your own community. You can find details of your local RSA here:

<http://bit.ly/RSAContact>

Heritage New Zealand

By using the advanced search option, you can use this website to find heritage sites related to the First World War:

<http://bit.ly/HeritageNZ>

Memorials Register

This register documents all of the memorials in New Zealand:

<http://bit.ly/MemorialsRegister>

The New Zealand Curriculum

Key competencies

- Thinking
- Using language, symbols, and texts
- Managing self
- Relating to others

Values

- Innovation, inquiry, and curiosity
- Diversity
- Community and participation
- Integrity
- Respect

Themes

Citizenship perspectives

Encourage students to consider what their own response might have been to the war.

Peace and reconciliation

Explore the impact of the First World War on aspects of life in modern society.

Making connections

Encourage students to make connections with learners in other places as they explore the significance of the First World War to their own lives.

Learning and teaching ideas

Digital opportunities

Use recording features to capture the process of students making meaning of the information they have. Video visits to memorials, dental clinics, and so on.

A tool like Padlet could help you to sort ideas.

Use storytelling tools such as VoiceThread, where students can explain their understanding in a variety of ways.

You can share the learning with your community on your blogs.

Make connections with other schools, nationally and globally, to share your students' discoveries about how the First World War has impacted on them, you, and the local community. You can find schools that are also using this guide in the discussions on Pond. This will help you to find different perspectives that can challenge your and your students' own understandings.

Use Minecraft to create model landscapes, trenches, and tunnels so that students develop an understanding of how they fit together. Auckland Museum is leading a group doing this collaboratively.

<http://bit.ly/pandshovel>

Apply social sciences skills

Use the language of history.

Compare past and present.

Identify and compare different perspectives, attitudes, and values.

Create original stories about the past, and acknowledge sources.

TAKE ACTION

Purpose: For you and your students to undertake a purposeful, community-focused action designed to influence people's ideas or behaviour

In the Take Action stage of the inquiry process, students find a way to share what they have learned with their communities. This stage should involve a high degree of student agency.

Turning ideas into actions helps students to recognise the value of what they have been learning. It will also help to strengthen the connections they have made between the First World War and their own lives.

Good planning is an essential component of this stage. The action needs to have a clear link to the focus of student learning; it also needs to be manageable. Students need to convince their peers that the action they are proposing is relevant and worthy of effort. Allow plenty of opportunities for them to exercise choice and negotiation.

For more information on the Take Action stage of the inquiry, see the inquiry support guide.

Key questions at this stage

- What action will bring about the change or outcome that we want?
- Who is involved?
- Who is going to do what and when?

Possible outcomes

There are lots of actions that students can take to share their learning. Some students may want to stage an event; others may want to create an artwork or object that informs people about a way that the First World War has influenced the present. They can also tap into existing First World War initiatives, for example, competitions and commemorative events.

Here are four examples of possible actions:

Example A: Students work together to create a "remix presentation" that combines the past, the present, and a possible future. For example:

- a film presentation that links footage from the First World War with film from the present and an imagined future
- a Readers' and Writers' event that presents poetry and prose involving flashbacks and time travel
- an art exhibition with artworks that depict the past, the present, and a possible future
- a musical performance with music from the time of the First World War, rewritten with a new ending.

Example B: Students plan a "Day Back in Time" for their school community. They could do this to show what they have learned about:

- daily life 100 years ago, including what schools were like, what games children played, and what types of food people ate
- events that took place in their community during the First World War
- what it was like to be a young person during the First World War.

Students could design activities that encourage other students to compare life in New Zealand 100 years ago with the present day and to make and record predictions about what life might be like in New Zealand in the future.

Example C: Students recreate a trench in the classroom. The trench could be set up as a learning experience with information on foods at the Front, soldiers' clothing, and methods of communication. The trench could also include references to local history, for example, stories of people from your region. Related activities could include:

- baking hardtack and writing a menu of daily rations typical in the First World War trenches
- knitting socks

- building a periscope
- planning ways to communicate with others further back from the front line
- singing songs from the First World War
- displaying rules that were applied in the trenches.

Example D: Students could contribute a story about a local person who served during the war to the Walking With an Anzac 100 000 Stories website:

<http://bit.ly/wwAnzac>

Resources

Some websites have dynamic content and we cannot accept liability for the content that is displayed. We recommend you visit the websites before using them with students.

Planning an action

This template can help students to plan their outcomes. See the inquiry support guide for more resources like this.

<http://bit.ly/PlanforAction>

Examples of creative ways to show connections between the past and the present

Huffington Post

This website gives examples of images that can be created by remixing past and present:

<http://bit.ly/FWWRemix>

Remixing the work of Mark Powell

An example of remixing images to tell a new story:

<http://bit.ly/MPRemix>

Mix and Mash competition

The 2013 entries on this site gives examples of stories created about the past and present:

<http://bit.ly/MixandMash>

Using content, such as images, music, and video, without breaking copyright laws

DigitalNZ

Use the filter to limit the content to what you can modify:

<http://bit.ly/DigitalNZ>

Free to Mix Guide

A guide to help students find reusable content, such as images, music, and video, and use it without breaking copyright laws.

<http://bit.ly/CC-FreetoMix> (PDF download)

First World War events

WW100 website

This website provides a list of organisations commemorating the First World War:

<http://bit.ly/ww100GetInvolved>

The New Zealand Curriculum



Key competencies

- Participating and contributing
- Relating to others
- Managing self



Values

- Excellence
- Community and participation
- Respect
- Integrity

Themes



Peace and reconciliation

Encourage students to reflect on the benefits of living in a peaceful society.



Making connections

Encourage students to make connections with students from other schools, within and beyond New Zealand, to collaborate on creating authentic outcomes.

Encourage students to join a network of schools sharing First World War learning outcomes online.

Learning and teaching ideas



Digital opportunities

Encourage your students to share their hard work and outcomes with their community and beyond using your class blog. Tools such as Little Bird Tales are very simple to use, or you and your students can create very elaborate stories with tools like iMovie.

History Pin <http://bit.ly/FWW-HP> enables the sharing of historic images and stories through places on a map. You could share your students' inquiries here if they relate to a specific place or see what other people have shared.



Apply social sciences skills

Compare past and present.

Identify and compare diverse perspectives, attitudes, and values.

Create original stories about the past and acknowledge sources.

LET'S REFLECT

Purpose: For students to reflect on what they have learned and evaluate their own inquiry processes

In the Let's Reflect stage of the inquiry, students reflect, revise, and evaluate. Reflection should take place at each stage of the inquiry process; but at the end of the inquiry, students should spend time reflecting on the process itself: what went well, what they could have done differently, and how well their action or outcome showed what they learned. These can take the form of self, peer, or whole-class reflections.

During the Let's Reflect stage, it's useful to re-examine the ideas documented in the I Wonder stage. This gives students a reference point to see how far they have travelled in their learning journeys. They may also be able to identify some misconceptions or assumptions that they held at the start of the inquiry.

Students may like to share their reflections with members of the community who were involved in the inquiry or via a school blog. They can also share them with the wide community of learners, national and global, who are also exploring the First World War at this time. The students' reflections and actions might inspire other schools to try something similar or to build on their ideas.

If the inquiry learning process is still relatively new for your class, use the Let's Reflect stage to co-construct ways to adapt the process to better suit your class. You could also discuss ways to incorporate elements of the process into ongoing learning.

For more information on the Let's Reflect stage of the inquiry, see the inquiry support guide.

Key questions at this stage

- What went well and what did not?
- What would we do differently next time?
- Where to from here?

The New Zealand Curriculum

NZC Key competencies

- Managing self

NZC Values

- Excellence
- Integrity

Learning and teaching ideas

Digital opportunities

Share your reflections in the group in Pond, and offer support to other classes who are going to do similar things.

Review images and video created during the inquiry and annotate them with comments.

Use the Inquiry Self-reflection sheets.

Individual Reflection in stages:

<http://bit.ly/FWW-Reflection>

Co-operative Learning Assessment Sheet:

<http://bit.ly/CooperativeAssessment>

New Zealand Government

