

FIRST WORLD WAR INQUIRY GUIDE

Identity Aotearoa, New Zealand

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INTRODUCTION

This First World War inquiry guide will support students to develop their understanding of how New Zealand's military heritage has impacted, and will continue to impact; on the identity of New Zealand and on how others perceive us. Students will develop specific understandings of the events of the First World War and relate these to modern day New Zealand and how we now respond in times of war and peace. The six resource hooks in the first stage of this inquiry guide provide an opportunity to explore the role of this country in war and how that role has positioned it on the world stage.

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 1–2 achievement objectives in the New Zealand Curriculum. These connections should not be viewed as prescriptive or exhaustive.

Contexts and achievement objectives

Hook 1: Icons of home	Hook 2: Te Rangi Hīroa (Sir Peter Henry Buck)	Hook 3: “Warm Socks from Warm Hearts”
<p>A Christmas card sent home from Sling Camp, a training camp in England, shows some differences between the landscape around the camp and the remembered landscape of New Zealand.</p>	<p>An image of prominent Māori doctor, politician, and military leader Te Rangi Hīroa (Sir Peter Buck) reminds us of the contribution Māori soldiers made to the war and the way the war contributed to the changing relationships between Māori and Pākehā.</p>	<p>The poem featured in this hook was sent to soldiers with care packages containing hand-knitted socks, baking, and other home comforts. The poem was intended to remind the soldiers of their homeland and of those who cared about them and were thinking of them.</p>
<p>Social sciences (level 1): Understand how the past is important to people. Understand how places in New Zealand are significant for individuals and groups.</p> <p>Social sciences (level 2): Understand how time and change affect people's lives. Understand how places influence people and people influence places.</p> <p>English (level 1): Listening, Reading, and Viewing Processes and strategies: <ul style="list-style-type: none"> Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.) Purposes and audiences: <ul style="list-style-type: none"> Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.) </p>	<p>Social sciences (level 2): Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how people make significant contributions to New Zealand's society.</p> <p>Health and physical education (level 2): Relationships with Other People Relationships: <ul style="list-style-type: none"> Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. Identity, sensitivity, and respect: <ul style="list-style-type: none"> Describe how individuals and groups share characteristics and are also unique. Healthy Communities and Environments Societal attitudes and values: <ul style="list-style-type: none"> Explore how people's attitudes, values, and actions contribute to healthy physical and social environments. </p>	<p>Social sciences (level 1): Understand how belonging to groups is important for people. Understand that people have different roles and responsibilities as part of their participation in groups.</p> <p>Social sciences (level 2): Understand that people have social, cultural, and economic roles, rights, and responsibilities. Understand how people make significant contributions to New Zealand's society.</p> <p>English (level 1): Listening, Reading, and Viewing Processes and strategies: <ul style="list-style-type: none"> Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.) Purposes and audiences: <ul style="list-style-type: none"> Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.) </p>

Hook 1: Icons of home		Hook 3: “Warm Socks from Warm Hearts”
<p>English (level 2):</p> <p>Listening, Reading, and Viewing</p> <p><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.) <p><i>Ideas:</i></p> <ul style="list-style-type: none"> Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.) 		<p><i>Ideas:</i></p> <ul style="list-style-type: none"> Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.) <p>English (level 2):</p> <p>Listening, Reading, and Viewing</p> <p><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> Select and use sources of information, processes, and strategies with some confidence to identify, form and express ideas. (Indicator: thinks critically about texts with some confidence.) <p><i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.) <p><i>Ideas:</i></p> <ul style="list-style-type: none"> Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.) <p>Health and physical education (level 2):</p> <p>Personal Health and Physical Development</p> <p><i>Personal identity:</i></p> <ul style="list-style-type: none"> Identify personal qualities that contribute to a sense of self-worth. <p>Healthy Communities and Environments</p> <p><i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments. <p>Technology (level 1):</p> <p>Nature of Technology</p> <p><i>Characteristics of technological outcomes:</i></p> <ul style="list-style-type: none"> Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature. <p>Technology (level 2):</p> <p>Nature of Technology</p> <p><i>Characteristics of technological outcomes:</i></p> <ul style="list-style-type: none"> Understand that technological outcomes are developed through technological practice and have related physical and functional natures.

Hook 4: Colonial reign in Samoa

This video of Oriana, a New Zealand-born Samoan with a German last name, invites the viewer to wonder how that might have come about.

Social sciences (level 1):

Understand how the past is important to people.

Social sciences (level 2):

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Understand how time and change affect people's lives.

Understand how places influence people and people influence places.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.)

Ideas:

- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 1):

Relationships with Other People

Relationships:

- Explore and share ideas about relationships with other people.

Hook 5: Fund-raising for ambulances

A School Journal article from 1916 introduces its readers to the "motor ambulances" bought with money raised by New Zealand schoolchildren.

Social sciences (level 1):

Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Understand how people make choices to meet their needs and wants.

Understand how people make significant contributions to New Zealand's society.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

Ideas:

- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Hook 6: Peace celebrations

This hook features a souvenir certificate for remembering Children's Day as part of the peace celebrations in 1919.

Social sciences (level 1):

Understand how belonging to groups is important for people.

Understand how the past is important to people.

Social sciences (level 2):

Understand how cultural practices reflect and express people's customs, traditions, and values.

Understand how time and change affect people's lives.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Purposes and audiences:

- Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.)

The arts (levels 1 and 2):

Communicating and interpreting

Visual arts:

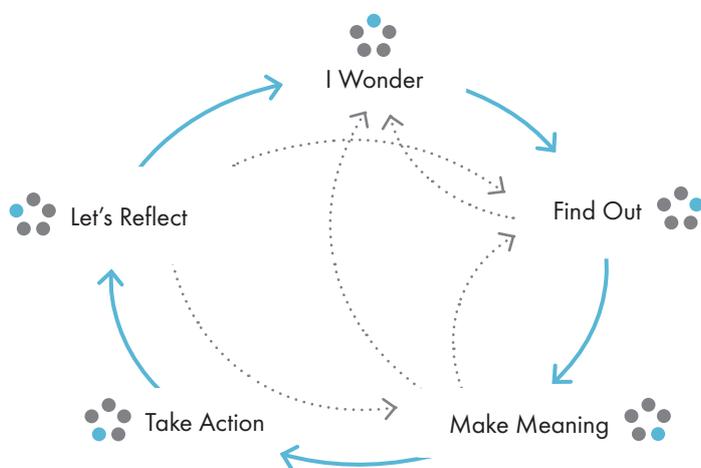
- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Hook 4: Colonial reign in Samoa	Hook 5: Fund-raising for ambulances	Hook 6: Peace celebrations
<p>Health and physical education (level 2):</p> <p>Relationships with Other People</p> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. <p><i>Identity, sensitivity, and respect:</i></p> <ul style="list-style-type: none"> Describe how individuals and groups share characteristics and are also unique. 	<p>Health and physical education (level 2):</p> <p>Healthy Communities and Environments</p> <p><i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> Explore how people’s attitudes, values, and actions contribute to healthy physical and social environments. 	<p>Health and physical education (level 1):</p> <p>Relationships with Other People</p> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> Explore and share ideas about relationships with other people. <p>Personal Health and Physical Development</p> <p><i>Personal identity:</i></p> <ul style="list-style-type: none"> Describe themselves in relation to a range of contexts. <p>Health and physical education (level 2):</p> <p>Relationships with Other People</p> <p><i>Relationships:</i></p> <ul style="list-style-type: none"> Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups. <p><i>Identity, sensitivity, and respect:</i></p> <ul style="list-style-type: none"> Describe how individuals and groups share characteristics and are also unique.

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

 **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:

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:

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:

bit.ly/FWW-TeAra

National Library, Services to Schools

This website provides a schools' guide to First World War digital and print resources:

bit.ly/NLNZ-FWW

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:

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:

bit.ly/ww100site

ManyAnswers

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

bit.ly/FWW-ManyAnswers

War News

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

Several episodes have been made available:

bit.ly/GG-WarNews

Pond

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

www.pond.co.nz

The Fields of Remembrance in schools and kura project

The Fields of Remembrance Trust and the Ministry of Education partnered to support all schools and kura to set up their own Field of Remembrance.

bit.ly/FoRinSchools

Te Papa – Gallipoli Exhibition

The physical exhibition in Wellington is accompanied by a collection of multimedia resources available at:

bit.ly/TePapaGallipoli

Pukeahu National War Memorial Park

The Pukeahu National War Memorial Park has a variety of events and projects commemorating New Zealand's participation in the First World War.

For more information see:

bit.ly/1fDa3qR

The Great War Exhibition

The Great War Exhibition, created by Sir Peter Jackson, commemorates the role played by New Zealand in the First World War, at the Dominion Museum Building, Pukeahu National War Memorial Park. For more information see:

bit.ly/1A1bliT

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 First World War Inquiry Support guide: Years 1–8.

Key questions

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

Hook 1 – Icons of home



Greetings from Sling Camp by Leonard Harrington-Hutchings, 1916.
Alexander Turnbull Library. Eph-A-WAR-WI-1916-01.

Context

This card may have been sent by soldiers who were staying at Sling Camp, a New Zealand military camp in England that was used throughout the war. The inside box shows a soldier in uniform in front of a low stone fence with the camp and the open spaces near Salisbury in the background. This contrasts with the New Zealand landscape surrounding the inner box, with a kiwi, a ponga, harakeke (flax), tī kōuka (cabbage trees), and toetoe.

During the First World War, the identity of New Zealand soldiers began to emerge, which was different from that of the British and the Australians. They had a reputation for being hard-working, egalitarian, friendly, and brave, and they started to be known as the Kiwis. The lemon-squeezer hat that the soldier in the picture is holding was designed to be shaped like the outline of Mt Taranaki to allow rain to run off. To keep the shape, some soldiers would urinate on it and use clothes pegs to make the creases. The hat has been a New Zealand icon since the war.

Sling Camp was the biggest New Zealand camp in England, but it was not a popular place to be. Many soldiers went there soon after arriving in England and immediately started very strict training to fight in the trenches. In 1918, when the soldiers were in the camp waiting to be transported home, they dug a shape of a giant kiwi into nearby Beacon Hill, and the kiwi is still there today.

Key questions

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

Possible discussion questions

- Do you send Christmas cards? What are the pictures on them? How is this card different to one you might send?
- Who do you think might have made this card? Who would have sent it? Who might they have sent it to?
- What can you see in the picture that is about New Zealand?
- Do you have a uniform for school, for a club, or for another group? How does a uniform help your school or group? How is your uniform different to uniforms for other schools or groups?
- What is special about a kiwi? Why do you think the word Kiwi is used to describe people from New Zealand?
- What kinds of things do you suppose the soldiers had to learn at Sling Camp?
- What other things can you remember that are unique to New Zealand?
- New Zealanders often discuss changing our flag. What icons do you think represent New Zealand now that could be used for a new flag?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 1):

Understand how the past is important to people.

Understand how places in New Zealand are significant for individuals and groups.

Social sciences (level 2):

Understand how time and change affect people's lives.

Understand how places influence people and people influence places.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

NZC Key competencies

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

NZC Values

- Innovation, inquiry, and curiosity
- Community and participation

Themes



Heritage and identity

Identify the references to the New Zealand landscape in the image and consider how they may have contributed to the message the creator may have been trying to convey.

Design a similar card showing images of New Zealand relevant to the students' identity, with an image of a New Zealand peacekeeper or soldier in the middle.

Learning and teaching ideas



Digital opportunities

Use Google Maps to find where Sling Camp would have been and identify other landmarks nearby (like Stonehenge).

Find recent images of the chalk kiwi on Beacon Hill.



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.



Supporting resources



Sling Camp by Fred Wright, c. 1919. Alexander Turnbull Library. Eph-A-WAR-WI-1919-03.



The story "Harry's War" by Mark Derby (School Journal, Level 3, June 2014) tells the journey of a New Zealand farmer as he is called up, trains to be a soldier, and ends up at Sling Camp at the end of the war. This story can be downloaded here:

bit.ly/SchoolJournals

This National Army Museum Te Mata Toa site tells about the origins of the New Zealand lemon-squeezer hat:

bit.ly/AM-LemonSqueezer



Putney, 1919, by Herbert Huxley Green. Purchased 1999 with New Zealand Lottery Grants Board funds. Te Papa (O.031899).

This site provides examples of new flag designs for the New Zealand flag:

www.nzflag.com/default.cfm

Hook 2 – Te Rangi Hīroa (Sir Peter Henry Buck)



Peter Henry Buck (on right) in France by unknown photographer, c. 1916–1918. Alexander Turnbull Library. 1/2-037933-F

Context

Te Rangi Hīroa, also known as Sir Peter Henry Buck (Ngāti Mutunga), became well known among Māori as a doctor before the First World War. This led to him being asked to stand as a Member of Parliament for Northern Māori. Before going to war himself, he travelled around New Zealand encouraging other young Māori men to enlist in the Māori volunteer contingent. He thought that if they enlisted, this would show that Māori and Pākehā had equal rights and responsibilities as citizens.

When Te Rangi Hīroa was serving in the war as a medical officer in the Māori volunteer contingent, Te Hokowhitu-a-Tū, he helped to convince the commanders to let the contingent join the battles at Gallipoli and to fight alongside the other soldiers rather than keep doing garrison duties. He noticed that Māori soldiers soon got a reputation for their bravery and strength as soldiers and that they earned the respect of the other troops – and of their enemies!

Te Rangi Hīroa received a Distinguished Service Order award for his conduct during the war. He was promoted to second-in-command of the New Zealand Māori Pioneer Battalion, and when he returned to New Zealand after the war, he continued to fight for equality. In 1946, he was awarded a knighthood.

Key questions

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

Possible discussion questions:

- How was Te Rangi Hīroa a good leader?
- Who do you know who is a good leader? What do you think makes them a good leader? Why are leaders important?
- Who are some famous New Zealanders that you know? Do you know of any famous New Zealanders from the First World War? What made them famous?
- Why do you think Te Rangi Hīroa wanted Māori to be allowed to fight?
- He thought Māori enlisting would show that Māori and Pākehā had equal rights and responsibilities as citizens. What do you know about relationships between Māori and Pākehā then?
- Apart from leading soldiers, what else could the women and men in the First World War have done to show leadership?
- Do you think everyone should be allowed to go and fight in a war on behalf of a country? Why or why not?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 2):

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Understand how people make significant contributions to New Zealand's society.

Health and physical education (level 2):

Relationships with Other People

Relationships:

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Identity, sensitivity, and respect:

- Describe how individuals and groups share characteristics and are also unique.

Healthy Communities and Environments

Societal attitudes and values:

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

NZC Key competencies

- Thinking
- Relating to others
- Participating and contributing

NZC Values

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

Themes

Heritage and identity

Explore how a variety of leaders during the First World War took part in New Zealand's contribution to the war effort or to the wartime events at home.

Citizenship perspectives

Consider how the rights of Māori to contribute to the war changed during the early years of the war.

Explore different Māori perspectives on fighting for New Zealand and the British Empire.

Peace and reconciliation

Explore the similarities and differences of leaders during war and peace.

Learning and teaching ideas

Digital opportunities

Look around your local area to see if there are names of war heroes who came from your area. Find out a little more about them and how they might have contributed to the war effort. This page from the National Army Museum Te Mata Toa has some stories of soldiers who fought during the first and second world wars:

bit.ly/VoicesFromThePast

Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Use the language of history.
- Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

These websites give you more information about the causes of the First World War.

From an English perspective:

bit.ly/BBC-Cause

From a New Zealand perspective:

bit.ly/NZH-Origins



Members of the First World War Māori Pioneer Battalion taking a break from trench improvement work near Gommecourt, France, by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013414-G.

This song was sung by Māori women who had lost their loved ones during the First World War:

bit.ly/HoKihoki

A more thorough biography of Peter Buck is available here:

bit.ly/BiographyPeterBuck

Hook 3 – “Warm Socks from Warm Hearts”



Gift label and message, 1915. Museum of New Zealand Te Papa Tongarewa. GH007347.

Context

This is a picture of a card that was sent to soldiers overseas. Parcels with this card would also have contained things like socks, baking, books, and tobacco. The reminders of a warm New Zealand and of people who cared about them would have been quite moving to the soldiers overseas.

Well-known women like Lady Liverpool, the Governor’s wife, and Mīria Pōmare (Rongowhakaata and Te Aitanga-a-Mahaki) worked hard to make people aware of the need for socks and to help women and children to make them. They organised groups, provided patterns or wool, and raised funds. In six months, they knitted about 30,000 pairs of socks, and apparently Mrs Pōmare alone knitted enough socks for every soldier in the Māori Pioneer Battalion. Socks were very important to keep soldiers’ feet warm and protect them from trench foot, a condition caused by feet being cold and wet for long periods. Soldiers would sometimes wear out a pair of socks in a fortnight! Volunteering in this way gave women who couldn’t go overseas a way to contribute to New Zealand’s war effort.

The flags on the card are those of New Zealand, Britain, and France, three countries that were part of the Allied forces.

Key questions

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

Possible discussion questions

- In this card, what are the special things about New Zealand that might remind a soldier of home? Why might they have appreciated being reminded of home?
- Why do you think the New Zealand, British, and French flags were included on the card? What other countries were part of the Allies? What do you know about the Allies?
- What do socks do for us? What happens when you don’t wear socks with shoes in winter? What happens if your feet get cold and muddy? Why would woollen socks have been good?
- Why do you think soldiers used so many socks? What other things might soldiers have needed?
- Who made socks for the soldiers? How was knitting socks part of helping the war effort? What else could women do to help their people overseas at the war?
- The sock knitters were volunteers. What is a volunteer? How can we volunteer today? How does volunteering today help others? How does volunteering give people a feeling of self-worth?

The New Zealand Curriculum



Learning areas

Social sciences (level 1):

Understand how belonging to groups is important for people.

Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Understand how people make significant contributions to New Zealand's society.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

Ideas:

- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form and express ideas. (Indicator: thinks critically about texts with some confidence.)

Purposes and audiences:

- Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 2):

Personal Health and Physical Development

Personal identity:

- Identify personal qualities that contribute to a sense of self-worth.

Healthy Communities and Environments

Societal attitudes and values:

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

Technology (level 1):

Nature of Technology

Characteristics of technological outcomes:

- Understand that technological outcomes are products or systems developed by people and have a physical nature and a functional nature.

Technology (level 2):

Nature of Technology

Characteristics of technological outcomes:

- Understand that technological outcomes are developed through technological practice and have related physical and functional natures.



Key competencies

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



Values

- Innovation, inquiry, and curiosity
- Equity
- Community and participation

Themes



Heritage and identity

Identify how different people contributed to the war in different ways that we still remember today.



Peace and reconciliation

Consider how we help each other as a community and the things that motivate us to do this.

Learning and teaching ideas



Digital opportunities

Find images of socks and how they have changed over time and for a variety of purposes. Consider how the materials used in socks make them different and have done so in the past.



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Identify and compare diverse perspectives, attitudes, and values.



Supporting resources



Members of the Spinsters Club knitting socks for World War I soldiers by Joseph Zachariah, between 1914-1919. Alexander Turnbull Library. 1/2-030986-F

This NZ History site includes a short video about Lady Liverpool's war efforts:

bit.ly/NZH-LadyLiverpool

This extract from a letter to the "Dear Dot" column of the Otago Witness describes a young girl's excitement at knitting socks for the soldiers:

DEAR DOT, — I have done a little knitting for the soldiers, and must get some more wool. My first sock was not very elegant, but my third was lovely. I can keep even now. It's such fun knitting one's first sock. "Do you think its long enough mum?" "Is that heel alright?" "How do you taper off a toe?" until I'm sure mother must have been tired of her daughter's industry. — Guy, Westport (1.9.15)

From Dear Dot, I Must Tell You: A Personal History of Young New Zealanders, by Keith Scott (Auckland: Activity Press, 2011), p 149

Although the images used to illustrate this song are British, the sentiment to "Keep the Home Fires Burning" helps us think about the role of women in wartime:

bit.ly/SongHomeFires



Soldiers busy washing socks during the First World War, France, by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013178-G.

Biscuits such as gingernuts were often included in parcels sent to soldiers. They would last a long time as they didn't have eggs in them. This article describes a woman, Mrs Barnard who baked four and a half tonnes of gingernut biscuits to be sent to soldiers in the First and Second World Wars. It also includes a link to her recipe.

bit.ly/11A4u98

Hook 4 – Colonial reign in Samoa



A still image from a video of Oriana Hansell-Pune, created by Emma Ala'alatoa-Dale, available at bit.ly/1KoiVcf, 2015.

Context

Oriana Hansell-Pune was born in New Zealand. Her dad was born in Samoa and Hansell, his last name, is German. She asks us to consider what might link her family's story to the First World War.

People have lived on and around the islands of Samoa for a very long time, since 1000–2000BC. After increasing contact with European traders and missionaries, Samoa was split into two countries in 1899. One part was then being controlled by the United States and the other by Germany.

Within days of the First World War breaking out, New Zealand was asked to capture German Samoa on behalf of the British. This was so that Germany would not have a base in the South Pacific. The capture was peaceful, and New Zealand occupied this part of Samoa for the rest of the war. As part of the Treaty of Versailles at the end of the war, Western Samoa became part of New Zealand's territory, but there was a lot of resistance from its inhabitants. On Black Saturday in 1929, at least eleven people were killed in protests in Western Samoa by New Zealand Military Police.

It wasn't until 1962 that Western Samoa became an independent nation again. Many people who live in Western Samoa, and people from that country who live in New Zealand or other parts of the world, have links to a German heritage. Western Samoa still has strong, and now friendly, ties with New Zealand.

Transcript:

"Hello my name is Oriana Hansell-Pune. I was born in NZ. My dad was born in Samoa. My last name is Hansell, which is German. How is this possible and what has this got to do with WW1?"

Key questions

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

Possible discussion questions

- What do you wonder about when you watch this video of Oriana?
- Does your name have a story? What does your name tell about you and your family? What can you tell about other people from their names?
- What are some of the different cultures in your community? How are those different cultures celebrated and expressed in your community?
- Where did your family come from? How did different people end up living in New Zealand?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 1):

Understand how the past is important to people.

Social sciences (level 2):

Understand that people have social, cultural, and economic roles, rights, and responsibilities.

Understand how time and change affect people's lives.

Understand how places influence people and people influence places.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.)

Ideas:

- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 1):

Relationships with Other People

Relationships:

- Explore and share ideas about relationships with other people.

Health and physical education (level 2):

Relationships with Other People

Relationships:

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Identity, sensitivity, and respect:

- Describe how individuals and groups share characteristics and are also unique.

NZC Key competencies

- Thinking
- Using language, symbols, and texts

NZC Values

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

Themes



Heritage and identity

Investigate how colonial rule in Samoa has affected names in your local community, especially if you have students with Samoan heritage.



Citizenship perspectives

Discuss the rights of different groups of people, from the past and the present, to self-determination and self-control.



New Zealand in the Pacific

Think critically about the relationship between New Zealand and Western Samoa.

Explore the similarities and differences between this relationship and New Zealand's relationship with other Pacific Nations.



Learning and teaching ideas



Digital opportunities

Find out more about Western Samoa using digital resources. You could build a connection with a class in Western Samoa and learn more about the similarities and differences between your schools.



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Sequence events.
- Use the language of history.
- Identify and compare diverse perspectives, attitudes, and values



Supporting resources

Learn more about the history of Samoa here:

bit.ly/HistorySamoa

Find historic photos of Samoa here:

bit.ly/1MjXY3T

Learn more about people from Samoa in New Zealand here:

<http://www.teara.govt.nz/en/samoans>

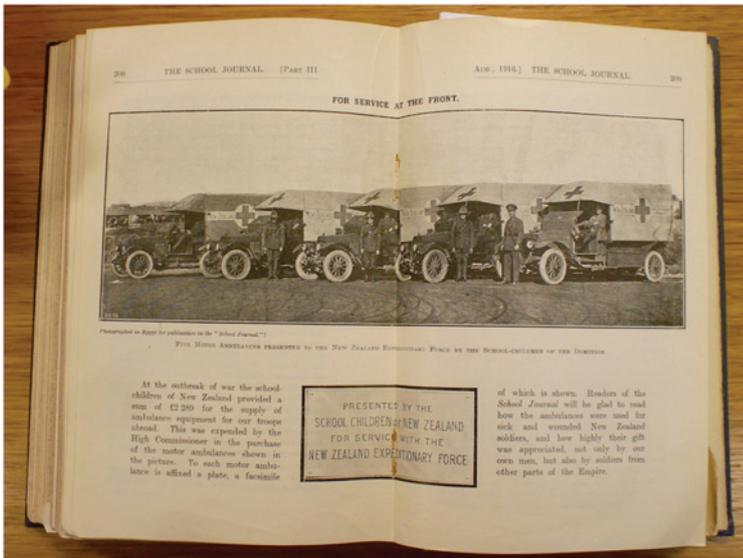
View photos and newspaper articles about New Zealand and Samoa's relationship during the First World War and beyond here: <http://www.digitalnz.org/user>



Colonel Robert Logan, Apia, Samoa by Malcolm Ross, 1914. Alexander Turnbull Library. 1/4-017522-F.

This photo was taken on the day that Colonel Robert Logan assumed responsibility as Administrator in Samoa.

Hook 5 – Fund-raising for ambulances



New Zealand Ambulances in School Journal, by Dylan Owen, National Library of New Zealand. School Journal, Part III, August 1916, p. 208-209.

Context

New Zealand school children contributed to the war in a number of ways, including by raising money to buy “motor ambulances”, shown in the photograph above. To raise the money, lots of different and inventive methods were used. Auckland and Wellington schools even had a challenge to see who could make it to the other city first with a line of copper pennies. The British Red Cross took part in co-ordinating the fund-raising effort in New Zealand, and this was the beginning of what later became the New Zealand Red Cross.

The ambulances provided by the schoolchildren were used for moving sick and wounded soldiers away from the front line and between hospitals. Soldiers who were injured and unable to walk would usually first be carried by stretcher-bearers to dressing stations, where some help could be given, such as stopping bleeding. From there, the injured were taken by ambulance to casualty clearing stations, which were a bit further away. At these clearing stations were doctors and nurses, who could give more specialist treatments. Injured soldiers who needed more help were then taken by ambulance to hospitals, where they could be cared for over longer periods of time.

About 500 New Zealand nurses went to the war and cared for soldiers from many different countries. This was hard work, and the nurses were well respected for it. Nurses were also awarded medals for their service.

The pages in the photograph above are from a 1916 School Journal. (The book in the photograph consists of all the School Journals for 1916 bound together.) The School Journal started in 1907, and during the war the Journals helped children to learn more about the war and encouraged their patriotism and obedience. Fund-raising was another way for children to learn something of what was happening in the war-affected countries far away and how they could be part of supporting their people overseas.

Key questions

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

Possible discussion questions

- How do ambulances and the people with them help us? Why do you think soldiers needed special ambulances and hospitals?
- Why might children have wanted to raise money for the war effort? How would it help their sense of self-worth?
- What is patriotism? Is it more important to be patriotic in wartime?
- What can children do today to support people who experience war?
- Do you ever do fund-raising? What do you raise funds for? How do you decide what to fund-raise for? How do you fund-raise?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 1):

- Understand that people have different roles and responsibilities as part of their participation in groups.

Social sciences (level 2):

- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how people make choices to meet their needs and wants.
- Understand how people make significant contributions to New Zealand's society.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: has an awareness of the connections between oral, written, and visual language.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

Ideas:

- Recognise and identify ideas within and across texts. (Indicator: understands that personal experience can influence the meaning gained from texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)

Health and physical education (level 2):

Healthy Communities and Environments

Societal attitudes and values:

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments

NZC Key competencies

- Thinking
- Relating to others
- Participating and contributing

NZC Values

- Innovation, inquiry, and curiosity
- Equity
- Community and participation

Themes



Heritage and identity

View images of ambulances and nurses from the war and today and discuss how health care and health care workers have changed over time to adapt to changing needs.

Consider the ways that the School Journal has contributed to New Zealand children's lives and education for over 100 years.

Learning and teaching ideas



Digital opportunities

Look at the website of your local district health board and find out the services available in your area. Find images of people and vehicles on the website and see how they have changed..



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Use the language of history.



Supporting resources

This page on the NZ History website has some information about the School Journal during the war years:

bit.ly/NZH-SchoolJournal

See the NZEF ambulances in action in this silent film from the Imperial War Museums website:

bit.ly/IWM-Ambulances



Military nurse, 1916–1917 by William Nielsen. Picture Wairarapa. 554344.

This site has a clear photo of a New Zealand shrapnel-proof motor ambulance:

bit.ly/1HkMJ9

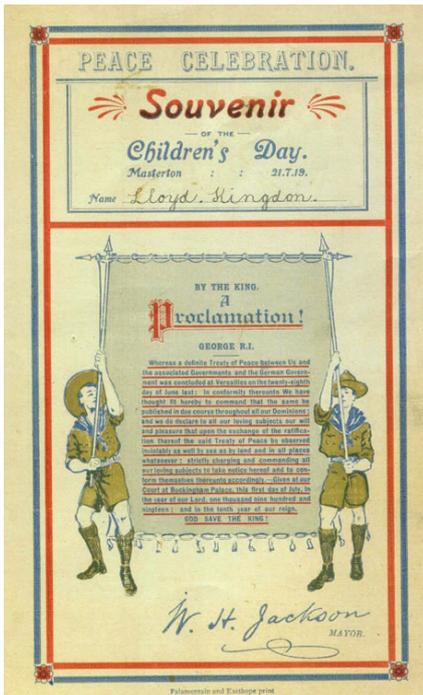
The article "The Children's War" by Jock Phillips (School Journal, Level 4, June 2014) gives a critique of the messages children were given during the First World War. This article can be downloaded here:

bit.ly/SchoolJournals

This letter from the front describes the use of the motor ambulances donated by New Zealand school children:

bit.ly/NZlpp

Hook 6 – Peace celebrations



Children's Day peace souvenir certificate, 1919.
Tauranga Heritage Collection.

Context

On 11 November 1918, an agreement was signed to end the First World War. The war didn't stop right away in some places, but many countries began to plan celebrations to mark the end of the war. In New Zealand, most towns or cities planned three days of celebration that included Soldiers' Day, Thanksgiving Day, and Children's Day. These peace celebrations were held in 1919 to enable returning soldiers to attend.

This certificate was given to children on Children's Day in Masterton on Monday, 21 July 1919. Similar Children's Day peace celebrations around New Zealand included a range of activities such as parades, speeches, singing of the national anthem "God Save the King", and fireworks.

The words on the certificate are those of a speech the King gave to proclaim peace. (A close-up view of the certificate is available as one of the "Supporting resources" links below.) By 1919, New Zealanders could see themselves as a unique part of the British Empire. They still felt part of it, but by learning more about the other cultures they had come in contact with during the war, the Kiwis understood they were different.

Key questions

- What can we observe?
- What do we already know?
- How might people view Children's Day or the peace celebrations in different ways?

Possible discussion questions

- Why do you think a children's day was included as part of the peace celebrations?
- What are some celebrations that we have in New Zealand? What do we do on those days that are special? How do our celebrations help us feel like Kiwis?
- What are some celebrations that you have in your culture or in a group you belong to? What do you do on those days that are special for that culture or group? How do your celebrations help you feel part of your culture or group?
- Do you have any special objects that remind you of special occasions? How do these objects make you feel?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 1):

Understand how belonging to groups is important for people.

Understand how the past is important to people.

Social sciences (level 2):

Understand how cultural practices reflect and express people's customs, traditions, and values.

Understand how time and change affect people's lives.

English (level 1):

Listening, Reading, and Viewing

Processes and strategies:

- Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge to make sense of a range of texts.)

Purposes and audiences:

- Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)

English (level 2):

Listening, Reading, and Viewing

Processes and strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. (Indicator: selects and uses sources of information [meaning, structure, visual and grapho-phonetic information] and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)

Purposes and audiences:

- Show some understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises how texts are constructed for different purposes, audiences, and situations.)

The arts (levels 1 and 2):

Communicating and interpreting

Visual arts:

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.

Health and physical education (level 1):

Relationships with Other People

Relationships:

- Explore and share ideas about relationships with other people.

Personal Health and Physical Development

Personal identity:

- Describe themselves in relation to a range of contexts.

Health and physical education (level 2):

Relationships with Other People

Relationships:

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

Identity, sensitivity, and respect:

- Describe how individuals and groups share characteristics and are also unique.

ZC Key competencies

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

NZC Values

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

Themes



Heritage and identity

Discuss how special shared occasions bring people together, including across time and distance. Consider the ways that uniquely New Zealand celebrations, like Waitangi Day, do this.



Peace and reconciliation

Explore the ways that celebrating peace can help us to build healthy communities.

Learning and teaching ideas



Digital opportunities

Read through this interactive booklet for the Christchurch Peace Day celebrations: bit.ly/NZH-PeaceCelebrations



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Compare different types of information, including primary and secondary sources.
- Use the language of history.
- Identify and compare diverse perspectives, attitudes, and values.



Supporting resources

This NZ History site gives more information about Soldiers' Day: bit.ly/NZH-PeaceFloat

More information about Children's Day, including a larger image of the Children's Day souvenir certificate, is on this NZ History site: bit.ly/PeaceCelebration

This dress was worn during the Peace Day celebrations held in Oamaru on 19 July 1919, commemorating the end of the First World War:



Child's Peace Day dress, c. 1919.
North Otago Museum. 83/248.

Here is a photo of a group of children ready for a Peace Day celebration: bit.ly/1HkMQEF

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 begin to 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 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 First World War Inquiry Support guide: Years 1–8.

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.

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 1–4.

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 website.

Health care

Images of nurses and medics

This site offers a slide show of images of New Zealand nurses and medics on the Western Front:

bit.ly/NZH-Nurses

Information about nurses and medics

This site provides information about New Zealand nurses and medical officers during the First World War:

bit.ly/NZH-Medics

Helping the wounded

More detailed information about how the wounded were helped at Passchendaele is available at this NZ History site:

bit.ly/HelpingTheWounded

Military medics today

The video on this Defence Careers website describes the tasks and responsibilities of the New Zealand Army medics today: bit.ly/NZA-Medics

The Red Cross

This New Zealand Red Cross site provides background information about the Red Cross: bit.ly/InfoRedCross

Ambulances

Find out more about the history of ambulances and what they do today from this Te Ara site: bit.ly/TA-Ambulances

First aid

This picture of a field dressing, which British soldiers would have carried in their packs, gives instructions on how to use it.



First Field Dressing Pack produced by the Darton Gibbs Company, 1915. Photographer unknown. Imperial War Museum. SUR599.

Māori servicemen and -women

Māori recruitment

This extract from the War News television series features an “interview” with Te Puea Hērangi (Tainui; Kingitangi leader) and Māui Pōmare (Ngāti Mutunga and Ngāti Toa; MP for Western Māori) as they debate Māori recruitment:

bit.ly/WN-MaoriRecruitment

Māori and the First World War

There is more information about Māori and the First World War at this NZ History site: bit.ly/NZH-Maori

Māori units of the New Zealand Expeditionary Force (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: bit.ly/NZH-MaoriUnits

Samoa

Entangled Islands

This exhibition at the Auckland Museum commemorates events that took place in Samoa at the beginning of the First World War: bit.ly/EntangledIslands

Capture of German Samoa

This NZ History site has more about the capture of German Samoa: bit.ly/NZH-Samoa

Fund-raising and knitting – the home front

Knitting

This site has more information about the knitting that women completed for the soldiers overseas: bit.ly/NZH-Knitting

Food parcels

This site has information about food packages made to send to the soldiers. It also includes an interview with one lady who sent biscuits to her sons and their friends.

bit.ly/1edH2B4

Volunteers

Further information about the volunteers can be found at bit.ly/NZH-Volunteers

Local soldiers

Faces of those who served

Archives New Zealand presents images of New Zealanders serving in the First World War at Gallipoli, Sinai/Palestine, and the Western European Front: bit.ly/FacesoftheFWW

Researching New Zealand soldiers

This guide on the NZ History website offers a range of options for finding specific details about individual soldiers: bit.ly/NZHResearch

Peace



Nan Welch and Dulcie Howard in costume for Peace Day, 1918. Picture Wairarapa. 11-56/1-199.

Peace celebrations

Learn more about the peace celebrations held across New Zealand in 1919:

bit.ly/PeaceCelebrations

Symbols of New Zealand – The New Zealand flag

Consider the symbols in the New Zealand flag and other symbols that could be used in a possible flag of the future

bit.ly/1Lx4Yg4

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 1):

Understand how the past is important to people.

Social sciences (level 2):

Understand how cultural practices reflect and express people's customs, traditions, and values.

English (level 2):

Listening, Reading, and Viewing

Processes and Strategies:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

NZC Key competencies

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

NZC Values

- Innovation, inquiry, and curiosity
- Diversity
- Respect

Learning and teaching ideas

Digital opportunities

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 other schools and organisations researching the First World War can find your set.

Apply social sciences skills

Sequence events.

Use the language of history.

Ask questions about the past.

Compare the past and the present.

Find out information from selected printed and digital sources, textual and visual.

Identify different points of view.

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 First World War Inquiry Support guide: Years 1–8.

Key questions

- 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 ways that you can further explore the concept of New Zealand's changing identity as this concept applies to the students in your school. Where it is appropriate, examples of this concept that link to the First World War are provided. Students may find these resources useful when considering how they can create their own responses.

New Zealand identity

Use the ideas on these pages from the Te Ara website to think about what shapes our national identity and how it has changed over time and for different people:

bit.ly/TA-Identity

Timelines

Timelines help us to organise events chronologically and to see how one thing may have influenced another. This interactive timeline on the WW100 website shows the key events of the First World War:

bit.ly/ww100Timeline

Knitting pattern

This Australian War Museum site shows a knitting pattern that was given to people to help them knit socks for the soldiers overseas:

bit.ly/AWM-Socks

Events

Events to commemorate the centenary of the First World War are happening across New Zealand, including many about the topics covered in this guide and about the changing way in which, as a result of the war, New Zealanders saw themselves and people from other countries:

bit.ly/ww100Projects

The New Zealand Curriculum

NZC

Key competencies

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

NZC

Values

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

Themes



Heritage and identity

Challenge the students to think about how they are contributing to the ongoing development of the heritage and identity of New Zealand through learning about the First World War and sharing their learning.



Peace and reconciliation

Explore how groups of people and perspectives in our lives are different and how together they can contribute to richer, healthier local, national and global communities.

Learning and teaching ideas



Digital opportunities

Use tools like Popplet (popplet.com) or Padlet (padlet.com) to brainstorm, sort, and classify information.

Share notes or images through a cloud-based application.

Capture the process of the students making meaning of this content on video for the students to analyse later.



Apply social sciences skills

Ask questions about the past.

Compare the past and the present.

Find out information from selected printed and visual sources, textual and visual.

Identify different points of view.

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 First World War Inquiry Support guide: Years 1–8.

Key questions

- What action will bring about the change/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 may be actions that are community-focused and that contribute to social outcomes. Other actions may be to share students' learning or to create opportunities for others to learn. They can also tap into existing First World War initiatives that encourage ongoing peace and connections with others.

Here are five examples of possible actions:

- **Example 1:** The school develops an event to celebrate the cultures that exist in the school, identifying how each culture contributes to a common school community.
- **Example 2:** Students create an interactive timeline (through drama or art works or digitally) that shows New Zealand's political or social place in the world over time. This timeline could be focused on the years of the First World War or a longer period. Make it accessible to the community.
- **Example 3:** Students could create connections with schools in other countries and investigate how the students from each country see each other before, during, and after developing the relationships.
- **Example 4:** As a class, identify a need in your community that could be met with care packages created by the students. They might include baking, craft works, or other "comfort items". Don't forget to include some poetry!
- **Example 5:** Students could create a giant map of Aotearoa covered with symbols that represent what has "made us who we are". This map could be made into a large symbolic puzzle, with each piece representing an event, idea, or person.

Resources

Planning an action

This template can help students to plan their outcomes. See the First World War Inquiry Support Guide: Years 1–8 for more resources like this.

bit.ly/PlanforAction

Creating timelines

Making a digital timeline is easy with software like www.capzles.com, www.tiki-toki.com, or www.dipity.com.

The people of Aotearoa New Zealand

Te Ara has a comprehensive look at the cultures and people that make up Aotearoa: bit.ly/TA-Peoples

Connections with other schools

Apart from connecting through colleagues and friends who travel, you can use easy online ways to connect with schools in other countries. #MysterySkype and Quadblogging are two of these.

The New Zealand Curriculum



Key competencies

- Participating and contributing
- Relating to others
- Managing self



Values

- Excellence
- Community and participation
- Respect
- Integrity

Themes



Heritage and identity

Challenge the students to think about how they are contributing to the ongoing development of the heritage and identity of New Zealand through learning about the First World War and sharing their learning.

Learning and teaching ideas



Digital opportunities

Share the students' outcomes through your class blog, or tell a digital story through video and photographs. 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.

Historypin allows students to share historic images and stories that relate to a specific place by posting links on a virtual map.



Apply social sciences skills

Compare the past and the present.

Create stories about the past.

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 First World War Inquiry Support guide: Years 1–8.

Key questions

- What went well and what did not?
- What did we learn and what do we still wonder about?
- Where to from here?

The New Zealand Curriculum

NZC Key competencies

- Managing self

NZC Values

- Excellence
- Integrity

Learning and teaching ideas

Digital opportunities

Have students share their reflections in a group in Pond, and offer support to other classes who are going to do similar things.

Have the students review images and videos created during the inquiry and annotate them with comments.

Give the students a self-reflection and/or self-assessment form to complete, for example:

bit.ly/FWW-Reflection

bit.ly/CooperativeAssessment

New Zealand Government

