



# FIRST WORLD WAR INQUIRY GUIDE

## *Commemoration*

## Acknowledgments

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# INTRODUCTION

Commemoration is a way to preserve memories of significant people or events. Who and what we commemorate, and how we do so, reflect our views and values. This inquiry guide explores how and why people commemorate events connected to New Zealand's participation in the First World War, for example, through wearing poppies, visiting war memorials, and singing songs. The six resource hooks in the first stage of the inquiry guide introduce students to a range of examples like these, which are intended as starting points for students investigating and/or participating in commemorations within their own communities.

This guide is based on a student-centred approach to inquiry in which students and teachers work together to co-construct learning. The table below provides a brief description of each 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

| <b>Hook 1:<br/>Anzac Day</b>   | <b>Hook 2:<br/>Town memorial</b>  | <b>Hook 3:<br/>The poppy</b>   |
|--|---|--|
| <i>The students examine some images typical of what is seen during Anzac Day ceremonies in New Zealand.</i>  | <i>The students view an image of a town memorial. A visit to your local town memorial would be an excellent alternative hook.</i>   | <i>The students study an image of a poppy, which is a commonly used and understood symbol of commemoration of the First World War and other wars.</i>  |
| <p><b>Social sciences (level 1):</b><br/>Understand how the past is important to people.</p> <p><b>Social sciences (level 2):</b><br/>Understand how time and change affect people's lives.<br/>Understand how cultural practices reflect and express people's customs, traditions, and values.</p> <p><b>Health and physical education (level 2):</b><br/><b>Healthy Communities and Environments</b><br/><i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> <li>Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.</li> </ul> | <p><b>Social sciences (level 1):</b><br/>Understand how the past is important to people.<br/>Understand how places in New Zealand are significant for individuals and groups.</p> <p><b>Social sciences (level 2):</b><br/>Understand how people make significant contributions to New Zealand's society.</p> <p><b>English (level 1):</b><br/><b>Listening, Reading, and Viewing</b><br/><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> <li>Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: uses sources of information and prior knowledge to make sense of a range of texts.)</li> </ul> <p><i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> <li>Recognise that texts are shaped for different purposes and audiences. (Indicator: identifies the purposes of simple texts.)</li> </ul> | <p><b>Social sciences (level 1):</b><br/>Understand how the past is important to people.<br/>Understand how belonging to groups is important for people.</p> <p><b>Social sciences (level 2):</b><br/>Understand how people make significant contributions to New Zealand's society.<br/>Understand how cultural practices reflect and express people's customs, traditions, and values.</p> <p><b>English (level 1):</b><br/><b>Listening, Reading, and Viewing</b><br/><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> <li>Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas. (Indicator: is developing the ability to think critically about texts.)</li> </ul> |

|  |  |  |
|--|--|--|
| <b>Hook 1:<br/>Anzac Day</b>   | <b>Hook 2:<br/>Town memorial</b>   | <b>Hook 3:<br/>The poppy</b>   |
|  | <p><b>English (level 2):</b></p> <p><b>Listening, Reading, and Viewing</b></p> <p><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> <li>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 and prior knowledge with growing confidence to make sense of increasingly varied and complex texts.)</li> </ul> <p><i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p><i>Language features:</i></p> <ul style="list-style-type: none"> <li>Show some understanding of how language features are used for effect within and across texts. (Indicator: recognises that oral, written, and visual language features can be used for effect.)</li> </ul> <p><b>The arts (levels 1 and 2):</b></p> <p><b>Understanding the arts in context</b></p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share ideas about how and why their own and others' works are made and their purpose, value and context.</li> </ul> <p><b>Communicating and Interpreting</b></p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> | <p><b>English (level 2):</b></p> <p><b>Listening, Reading, and Viewing</b></p> <p><i>Processes and strategies:</i></p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p><i>Ideas:</i></p> <ul style="list-style-type: none"> <li>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.)</li> </ul> <p><b>The arts (levels 1 and 2):</b></p> <p><b>Communicating and Interpreting</b></p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> |
| <b>Hook 4:<br/>Shared remembrance</b>  | <b>Hook 5:<br/>Memorial to Bess the horse</b>  | <b>Hook 6:<br/>Special places</b>  |
| <p><i>The students study a book about how a town in France remembers the New Zealand soldiers who saved it.</i></p>  | <p><i>The students examine an image of a memorial that commemorates the contribution made by New Zealand horses to the First World War.</i></p>  | <p><i>The students study an image of a memorial park where the number of trees represents the number of soldiers from this area who died during the First World War.</i></p>   |
| <p><b>Social sciences (level 1):</b><br/>Understand how the past is important to people.</p> <p><b>Social sciences (level 2):</b><br/>Understand how time and change affect people's lives.<br/>Understand how people make significant contributions to New Zealand's society.</p> | <p><b>Social sciences (level 1):</b><br/>Understand how the past is important to people.</p> <p><b>Social sciences (level 2):</b><br/>Understand how time and change affect people's lives.</p>  | <p><b>Social sciences (level 1):</b><br/>Understand how places in New Zealand are significant for individuals and groups.</p> <p><b>Social sciences (level 2):</b><br/>Understand how people make significant contributions to New Zealand's society.</p>  |

## Hook 4: Shared remembrance

### 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. (Indicators: uses sources of information and prior knowledge to make sense of a range of texts; is developing the ability to think critically about texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: makes meaning of texts by identifying ideas in some 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. (Indicators: selects and uses sources of information and prior knowledge with growing confidence to make sense of increasingly varied and complex texts; thinks critically about texts with some confidence.)

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.

## Hook 5: Memorial to Bess the horse

### 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. (Indicators: uses sources of information and prior knowledge to make sense of a range of texts; is developing the ability to think critically about 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: 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.)

### Technology (level 2):

#### Nature of Technology

Characteristics of technology:

- Understand that technology both reflects and changes society and the environment and increases people's capability.

### 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 6: Special places

### Mathematics and statistics (level 2):

#### Number and Algebra

Number knowledge:

- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.

### Health and physical education (level 1):

#### Healthy Communities and Environments

Rights, responsibilities, and laws; People and the environment:

- Take individual and collective action to contribute to environments that can be enjoyed by all.

### Health and physical education (level 2):

#### Healthy Communities and Environments

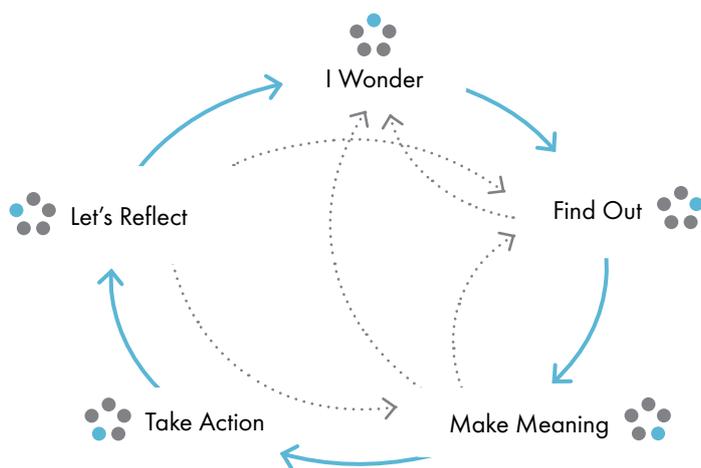
Community resources:

- Identify and use local community resources and explain how these contribute to a healthy community.

## 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](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:

[bit.ly/FWW-NZHistory](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:

[bit.ly/FWW-TeAra](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:

[bit.ly/1EOBFi9](http://bit.ly/1EOBFi9)

### 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](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:

[bit.ly/ww100site](http://bit.ly/ww100site)

### ManyAnswers

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

[bit.ly/FWW-ManyAnswers](http://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](http://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](http://www.pond.co.nz)

### The Fields of Remembrance Trust

The Fields of Remembrance Trust and the Ministry of Education are partnering to support all schools to set up their own Fields of Remembrance in time for Anzac Day 2015.

[www.fieldsofremembrance.org.nz](http://www.fieldsofremembrance.org.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 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 – Anzac Day**



Left: Anzac Day Dawn Service at Memorial Square, Napier. Four-year-old Mila Poppy Papuni and her grandfather, Apiha Papuni. By John Cowpland, 2014. Alphapix.



Right: Latogia Halavaka has his father's name clipped to his jacket at a commemoration of servicemen from the Niuean village of Mutalau. By Glenn Jeffrey, 2005. NewsPixNZ. NZH-1003965.



Above images: from Anzac Day services around Wellington, by the New Zealand Defence Force, 2011. Flickr.

### Context

Every year, on 25 April, we commemorate those who have served in wars. These images are from Anzac Day events that have taken place around the country. Anzac Day often starts with a dawn ceremony, where traditions are followed such as the playing of the Last Post, the reading of the Anzac Dedication, and the laying of wreaths. Past and current servicemen and women, or their descendants, wear their uniforms and display their medals. Anzac Day helps us to remember servicemen, servicewomen, and civilians who died as a result of wars as well as those who survived them but have since died. It is a way to honour their efforts.

Anzac Day is one of the few days in the year when shops must be closed until 1 p.m., which allows everyone the opportunity to take part in the commemoration events and to show respect for the significance of the day. This shows how important Anzac Day is in New Zealand.

Other types of events can be commemorative too. Many people have their own traditions – whānau events such as births, weddings, and tangi, or national events such as Waitangi Day.

### Key questions

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

### Possible discussion questions:

- What does the word “Anzac” stand for?
- Why is Anzac Day important to lots of people in New Zealand?
- What is a tradition? Do your family have traditions that they follow on Anzac Day?
- What are some other things that you and your family remember together every year? What kinds of things do you do together on these special occasions? For example, is there special music? Do you have special foods or go to special places?
- Why are some people in the photographs wearing medals? What do they represent?
- Do you have any medals for sports achievements or anything else?

## The New Zealand Curriculum

### **NZC** Learning areas

Understand how the past is important to people.

Understand how time and change affect people's lives.

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

### **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
- Community and participation
- Respect

## Themes

### **Heritage and identity**

Discuss how traditions help us to feel that we have things in common with other people.

### **Citizenship perspectives**

Consider how different groups of people commemorate different events and commemorate the same events in different ways.

### **Peace and reconciliation**

Think about how peaceful remembrance contributes to healthy communities.

### **Making connections**

Look at pictures of parades and services around the world that commemorate those who served in wars.

## Learning and teaching ideas

### **Digital opportunities**

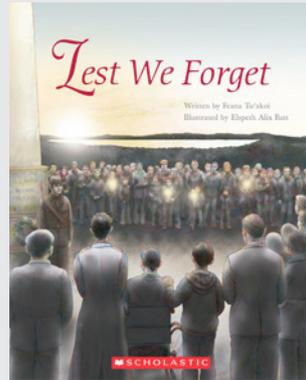
Have the students find other images of Anzac Day on DigitalNZ ([www.digitalnz.org](http://www.digitalnz.org)) and Flickr ([www.flickr.com](http://www.flickr.com)) and identify other events that take place on Anzac Day every year.

### **Apply social sciences skills**

Compare past and present.

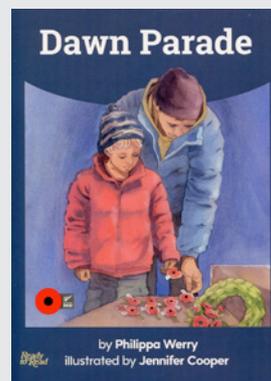
Identify and compare diverse perspectives, attitudes, and values.

### **Supporting resources**



*Lest We Forget* by Feana Tu'akoi (Scholastic, 2011).  
Māori edition *Kei Wareware Tātou* retold by Katerina Mataira.

In this story, a child realises the importance of Anzac Day celebrations for his family. This book is available from libraries and bookstores.



*Dawn Parade* by Philippa Werry

The Ready to Read shared book *Dawn Parade* is a moving account of a boy's first experience of an Anzac Day parade. An audio file and teacher support materials are also available:

[bit.ly/RTR-DawnParade](http://bit.ly/RTR-DawnParade)

*Anzac Day Parade* by Glenda Kane (Puffin, 2010).

In this story, which is set on Anzac Day, a grandfather answers his young grandson's questions about his experiences in the Second World War.

This is a video of the Anzac Day coverage on Māori Television in 2006:

[bit.ly/MTV-AnzacDay](http://bit.ly/MTV-AnzacDay)

More information about the history and traditions of Anzac Day can be found here:

[bit.ly/NZH-AnzacDay](http://bit.ly/NZH-AnzacDay)

## Hook 2 – Town memorial



Clevedon Memorial, Clevedon/Te Wairoa.

### Context

Local war memorials exist in most towns and come in many different kinds and styles. The obelisk, or four-sided pillar, is a common form, but there are also memorials in the form of figures or other symbolic shapes. Many memorials are also functional: there are memorial halls, bridges, gates, parks, and more.

Most war memorials name the local men and women who were killed while at the various wars New Zealanders have participated in.

A class visit to your local memorial may inspire a new perspective on a community landmark that is often taken for granted. During the visit, the students can sketch the memorial, take photographs, read and record the words that explain the memorial, or make a rubbing of the text.

### Key questions

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

### Possible discussion questions:

- Where is your local war memorial?
- What does the memorial look like? Why do you think it is built in the shape that it is?
- When was your local memorial built, and is there a story behind this?
- What dates can you see on the memorial, and what do the dates represent?
- Do you recognise any names on the memorial?
- What are some other words or pictures that are on or near the memorial?
- What do you think about the fact that most memorials only list those who died, and not those who served during the wars?

## 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 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 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 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.)

*Language features:*

- Show some understanding of how language features are used for effect within and across texts. (Indicator: recognises that oral, written, and visual language features can be used for effect.)

#### **The arts (levels 1 and 2):**

##### **Understanding the arts in context**

*Visual arts:*

- Share ideas about how and why their own and others' works are made and their purpose, value and context.

##### **Communicating and Interpreting**

*Visual arts:*

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

### **NZC** Key competencies

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

### **NZC** Values

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

## Themes



### **Heritage and identity**

Memorials erected in towns and cities across the country are everyday reminders of the impact of war and other tragedies on our communities. Knowing about stories behind these memorials, and about people named on them, can help students to build strong connections to local histories. Have the students consider why it is important to remember and honour the past.



### **Citizenship perspectives**

Discuss how people might view local war memorials differently.

## Learning and teaching ideas



### **Digital opportunities**

Have the students take photographs and video of your local memorial to study back at school. A tool like ThingLink ([www.thinglink.com](http://www.thinglink.com)) or VoiceThread ([www.voicethread.com](http://www.voicethread.com)) can, in an engaging way, capture the students' ideas and opinions about the memorial and the history it represents.

The students could use DigitalNZ ([www.digitalnz.org](http://www.digitalnz.org)) to find background information, newspaper reports, and historical images relating to their local memorial and create a set of images that captures the story of that memorial.

Encourage the students to find pictures of memorials in other places that also commemorate the First World War and study these from the perspective of another culture. The Cook Islands and Niue have war memorials that commemorate the many young men that served from there.



### **Apply social sciences skills**

Ask questions about the past.

Sequence events.

Identify and compare diverse perspectives, attitudes, and values.

Research from print and digital text and visual sources.



### **Supporting resources**

Have the students locate a range of town memorials around New Zealand and learn a little more about their history through the Memorials Register:

[bit.ly/MemRegister](http://bit.ly/MemRegister)

Students could view the biographical and service records of the men and women named on a memorial, using the Cenotaph Database:

[bit.ly/CenotaphDatabase](http://bit.ly/CenotaphDatabase)

## Hook 3 – The poppy



A poppy at the 2011 ANZAC Day Service in Devonport by the Royal New Zealand Navy, 2011. Flickr.

### Context

Many people wear artificial poppies as a symbol of remembrance and hope, because poppies were the first flowers that grew back over the battlefields in Flanders, Belgium. People wear them on Anzac Day, on Armistice Day, and on other occasions when they wish to commemorate the sacrifices that people made during wars. New Zealand's first Poppy Day was held on 24 April 1922.

The donations that members of the Royal New Zealand Returned and Services' Association (RSA) collect on Poppy Day, which is held in New Zealand near Anzac Day, go toward supporting ex-servicemen and women and their families.

### Key questions

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

### Possible discussion questions:

- What is this picture about?
- What do you know about the RSA?
- Have you ever worn a poppy?
- What does the symbol of the poppy mean to you?
- What other symbols can you think of that relate to war or peace?
- What symbols remind you of other commemorations or celebrations?

## The New Zealand Curriculum

### Learning areas

#### **Social sciences (level 1):**

Understand how the past is important to people.

Understand how belonging to groups is important for people.

#### **Social sciences (level 2):**

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

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

#### **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: is developing the ability to think critically about 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.)

*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.)

#### **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.

### Key competencies

- Thinking
- Using language, symbols, and texts
- Participating and contributing

### Values

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

## Themes



### **Peace and reconciliation**

Have the students consider whether the poppy could be a symbol of peace as well as remembrance.



### **Making connections**

Encourage students to observe and note where and how the poppy is worn by people in New Zealand as well as in other countries.

## Learning and teaching ideas



### **Digital opportunities**

Encourage the students to look for places where the symbol of the poppy is used and create a digital collection of different situations where they have noticed the poppy symbol.

Have the students create a digital red poppy of their own and explain why it is an important symbol.

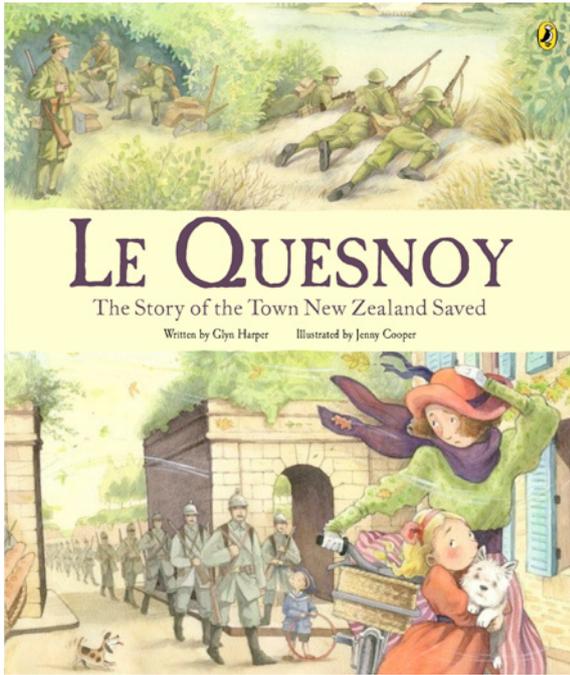


### **Apply social sciences skills**

Identify and compare diverse perspectives, attitudes, and values.

Ask questions about the past.

## Hook 4 – Shared remembrance



Le Quesnoy: The Story of the Town New Zealand Saved by Glyn Harper (Penguin NZ, 2012).  
This book is available from libraries and bookstores.

### Context

New Zealand's last major act of the First World War was to capture a small, historic French town called Le Quesnoy (pronounced leck con wah), which had been held by Germany for four years. The New Zealanders recaptured Le Quesnoy in a dramatic battle, during which soldiers climbed long ladders to scale the historic walls surrounding the town.

The people in Le Quesnoy were extremely pleased to see the New Zealanders and have continued to recognise a strong relationship with the people of our country. The town has a memorial and street names commemorating the events that took place there in 1918, as well as streets named after the All Black rugby team and former prime minister Helen Clark. New Zealanders often visit Le Quesnoy, which helps to keep the special relationship between the town and New Zealand alive.

### Key questions

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

### Possible discussion questions:

- How does this story make you feel?
- Why do you think it is important to the people living in Le Quesnoy today to remember what the New Zealanders did in 1918?
- What do people mean by saying that some countries have special bonds between them?
- What are some ways that we remember other countries?

## 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 time and change affect people's lives.

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. (Indicators: uses sources of information and prior knowledge to make sense of a range of texts; is developing the ability to think critically about texts.)

Ideas:

- Show some understanding of ideas within, across, and beyond texts. (Indicator: makes meaning of texts by identifying ideas in some 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. (Indicators: selects and uses sources of information and prior knowledge with growing confidence to make sense of increasingly varied and complex texts; thinks critically about texts with some confidence.)

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

### NZC Values

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

## Themes



### Heritage and identity

Discuss the significance of New Zealand soldiers being remembered in another country.



### Peace and reconciliation

Prompt the students to consider how visiting places like Le Quesnoy can contribute to ongoing peace.



### Making connections

Help the students discover the link between the way we in New Zealand commemorate wartime service and the way people commemorate it in other places. Share these observations with other schools.

## Learning and teaching ideas



### Digital opportunities

Have the students use Google Earth ([www.google.com/earth/](http://www.google.com/earth/)) to navigate to and view the location of significant places at Le Quesnoy. Prompt them to find Rue de la Nouvelle Zélande and Rue du 11 Novembre 1918. They will also be able to see images of sites of interest in the area.



### Apply social sciences skills

Ask questions about the past.

Compare past and present.

Sequence events.

Identify and compare diverse perspectives, attitudes, and values.



### Supporting resources



Detail of the New Zealand Memorial at Le Quesnoy, by claudius\_xiv, 2014. Flickr.

The last surviving soldier who was at Le Quesnoy tells the story of what happened there. This short sound recording was made when that soldier was 105 years old:

[bit.ly/LQ-Veteran](http://bit.ly/LQ-Veteran)

Background information about what happened at Le Quesnoy is available here:

[bit.ly/LeQuesnoy](http://bit.ly/LeQuesnoy)



New Zealand divisional commanders entering Le Quesnoy, France, after its capture, by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013708-G

## Hook 5 – Memorial to Bess the horse



*Memorial to Bess the horse, by Jock Phillips and Chris Maclean, 1986.*

### Context

More than 10,000 horses were sent from New Zealand to the First World War, travelling by sea to German Samoa, Gallipoli, the Middle East, and the Western Front. They were used for transporting supplies, equipment, and the injured, for carrying troops on patrol, and for heading into battle.

Only four horses came back to New Zealand after the war, and this memorial marks the spot where Bess, one of these four horses, is buried. Bess served with C. G. Powles (a captain, major, and colonel in the war) in Egypt, Sinai, Palestine, and France and returned with him in 1920. She died in 1934. This memorial is near the town of Bulls.

### Key questions

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

### Possible discussion questions:

- What do you notice about this memorial?
- Why do you think this memorial was built?
- Why do you think it is important to remember the horses that served in the First World War?
- What do you know about horses? What are they used for today?
- What other animals do you know about that are remembered now for their roles during the First World War?
- What are some other ways that we remember the animals that have been important to us?

## 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 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: is developing the ability to think critically about 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: 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.)

#### Technology (level 2):

##### Nature of Technology

Characteristics of technology:

- Understand that technology both reflects and changes society and the environment and increases people's capability.

#### 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.

### NZC Key competencies

- Thinking
- Using language, symbols, and texts

### NZC Values

- Innovation, inquiry, and curiosity
- Respect

## Themes

### Heritage and identity

Horses are an important part of our military history of the First World War and other wars. Discuss how pets, mascots, and working animals have been remembered for their roles in times of conflict.

## Learning and teaching ideas

### Digital opportunities

Have the students use DigitalNZ ([www.digitalnz.org](http://www.digitalnz.org)) to generate a list of animals that played important roles in the First World War.

### Apply social sciences skills

Ask questions about the past.

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

Sequence events.

Use the language of history.

### Supporting resources



General Chaytor, Major Powles, and Lieutenant Bond on horseback, Egypt, 1916. Powles Family. Alexander Turnbull Library. PA1-q-604-31-6.



Charge of the ANZAC Mounted Division, Palestine, by Colonel Charles Guy Powles, 1917. Powles Family. Alexander Turnbull Library. PA1-q-605-27-6.

This news clip relates a commemorative event that happened on Anzac Day 2013 to remember the horses that served in the First World War, and especially Bess. (Please preview – contains footage of war that some students might find disturbing.)

[bit.ly/TV3-Bess](http://bit.ly/TV3-Bess)

This page on Te Ara The Encyclopedia of New Zealand describes the ways New Zealand horses played a role in different wars, including the New Zealand Wars:

[bit.ly/TA-Horses](http://bit.ly/TA-Horses)

First World War Inquiry Guide: Their Stories, Our Stories: Years 1–4 references several other resources that describe how animals participated during the First World War.

## Hook 6 – Special places



Greytown Soldiers Memorial Park by Dylan Owen, 2014.

### Context

In 1922, the Greytown Borough Council planted 117 lime trees in a park to commemorate the 117 soldiers from the community who died during the First World War. The Soldiers Memorial Park is now a place where the whole community can come together for sports and recreation, as well as to remember those who served in the war.

Using a tree to represent each community member who died helps to show the scale of the loss. It's also a thoughtful way to acknowledge each soldier as an individual.

### Key questions

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

### Possible discussion questions:

- Can you count all the trees in this picture? Why or why not?
- Why do you think the council decided to plant trees to represent this number?
- How else could we represent 117?
- Do you think planting trees is a good way to create a memorial? Why or why not?
- Do you have any important trees or other natural landmarks in your community? Why are they important to the people in your community?

## The New Zealand Curriculum

### NZC Learning areas

#### Social sciences (level 1):

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

#### Social sciences (level 2):

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

#### Mathematics and statistics (level 2):

##### Number and Algebra

Number knowledge:

- Know how many ones, tens, and hundreds are in whole numbers to at least 1000.

#### Health and physical education (level 1):

##### Healthy Communities and Environments

Rights, responsibilities, and laws; People and the environment:

- Take individual and collective action to contribute to environments that can be enjoyed by all.

#### Health and physical education (level 2):

##### Healthy Communities and Environments

Community resources:

- Identify and use local community resources and explain how these contribute to a healthy community.

### NZC Key competencies

- Thinking
- Using language, symbols, and texts

### NZC Values

- Innovation, inquiry, and curiosity
- Equity
- Community and participation
- Ecological sustainability
- Respect

## Themes

### Heritage and identity

Many communities have one or more functional memorials, such as halls, libraries, parks, and swimming pools, which contribute to the well-being of the communities and also serve as tangible reminders of the past. Have the students identify special places in their community that relate to the local or national history.

## Learning and teaching ideas

### Digital opportunities

Have the students use DigitalNZ ([www.digitalnz.org](http://www.digitalnz.org)) to find pictures of other tree or park memorials in New Zealand, or more generally across the Pacific, and create a montage of the different representations of memorials.

### 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

The Greytown online directory has further information about the history and facilities at Soldiers Memorial Park:

[bit.ly/SoldiersMP](http://bit.ly/SoldiersMP)

A group of crafters is creating a display of 18,166 poppies, one for every New Zealand serviceman or woman lost in the First World War:

[bit.ly/CallToYarn](http://bit.ly/CallToYarn)



"Poppies At the Tower of London 23-8-2014" by Martin Pettitt. Flickr.

This photo shows *The Blood Swept Lands and Seas of Red* exhibition by Paul Cummins. Each ceramic poppy represents a British or colonial death during the First World War. By the end of the exhibition, there were 888,246 poppies on display.

# 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 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 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 webpage.

Print, and further digital, resources can be ordered from the National Library Services to Schools:

[bit.ly/ISG-NLResources](http://bit.ly/ISG-NLResources).

## Commemorating individuals

### Anzac Day

Archives New Zealand has created this short video to show some of the events and New Zealanders involved in the First World War:

[bit.ly/FacesVideo](http://bit.ly/FacesVideo)

### Researching New Zealand soldiers

This guide by New Zealand History offers a range of options for finding specific details about individual soldiers:

[bit.ly/NZHResearch](http://bit.ly/NZHResearch)

## Commemorating as a nation

### Royal New Zealand Returned and Services' Association

The RSA leads many of the war-related commemorative events that take place in New Zealand, including remembrance of Passchendaele and Armistice Day:

[bit.ly/RSA-Remembrance](http://bit.ly/RSA-Remembrance)

### 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](http://bit.ly/EntangledIslands)

### Other events

As a nation, we commemorate many events that are not related to the First World War, such as the signing of the Treaty of Waitangi, events at Parihaka, and more recent experiences like the Christchurch earthquakes. These pages give us more information about how we commemorate other types of events:

[bit.ly/TA-Holidays](http://bit.ly/TA-Holidays)

[bit.ly/ParihakaPF](http://bit.ly/ParihakaPF)

[bit.ly/ChchCommemoration](http://bit.ly/ChchCommemoration)

## Commemorating through art and performance



Resurrection by Dadou Roche, 2008. Kete Waimakariri.

### Waiata

*E Pari Rā* is a waiata poroporoaki (eulogy) that commemorates the departure and loss of soldiers during the First World War:

[bit.ly/EPariRa](http://bit.ly/EPariRa)

### The Last Post

*The Last Post* is another piece of music that is often used in commemorative ceremonies related to war:

[bit.ly/NZH-LastPost](http://bit.ly/NZH-LastPost)

### War Art

Archives New Zealand has an extensive collection of New Zealand war art and biographies of the artists, as well as providing some background information on the development of New Zealand art about the First World War:

[bit.ly/ANZ-WarArt](http://bit.ly/ANZ-WarArt)

## Family commemorations

### Birthdays and anniversaries

Birthdays are a common commemorative event that younger students will be able to relate to, with traditions and celebrations that will be familiar to many students. This page on Te Ara The Encyclopedia of New Zealand gives us some history relating to the development of birthday and wedding celebrations in New Zealand:

[bit.ly/TA-Birthdays](http://bit.ly/TA-Birthdays)

### Tangihanga

There are also strong traditions associated with tangi and funerals, which are important commemorative events for many families. This page from the website Kōrero Māori explains some traditions behind many tangi:

[bit.ly/KM-Tangi](http://bit.ly/KM-Tangi)

## The New Zealand Curriculum

### 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.

### Key competencies

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

### 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 some different ways that people commemorate the First World War in our communities. The students may find these resources useful when considering how they can create their own commemorations.

### **Their Names Shall Live**

Living Heritage provides support for schools to create a memorial website, where students can investigate the names that appear on their local First World War memorial and honour those dead soldiers by preserving their stories on this online heritage resource:

[bit.ly/TheirNames](http://bit.ly/TheirNames)

### **Local and national activities and projects**

Local and national activities and projects relating to the First World War are happening all over New Zealand, including exhibitions, performances, and other creative events. There are competitions for schools and links to other resources. These activities and projects are collated on the New Zealand WW100 website:

[bit.ly/ww100Projects](http://bit.ly/ww100Projects)

### **Royal New Zealand Returned and Services' Association**

Your local RSA can help you find out about local people who have been involved in the First World War and about associated events happening in your community:

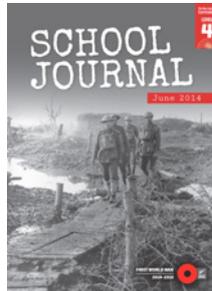
[bit.ly/RSAContact](http://bit.ly/RSAContact)

### **Heritage New Zealand**

Search their list of heritage sites for local places associated with the war. You can add keywords in the advanced search:

[bit.ly/HeritageNZ](http://bit.ly/HeritageNZ)

### **Oral histories**



The article "Lest We Forget" by Jane Tolerton (School Journal, Level 4, June 2014) explains how researchers have, and how we can, commemorate the past by capturing stories through oral histories:

[bit.ly/SchoolJournals](http://bit.ly/SchoolJournals)

## 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



### Peace and reconciliation

Analyse why understanding our commemorations could help us appreciate the importance of peace.



### Making connections

Identify the commemorations that are specific to students' own families, their own communities, and the nation.

## Learning and teaching ideas



### Digital opportunities

Use tools like Popplet ([popplet.com](http://popplet.com)) or Padlet ([padlet.com](http://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 students may want to stage an event; others may want to create a commemorative art work or object. They can also tap into existing First World War initiatives run by local or national organisations, or there may be a different local event that would be appropriate to commemorate.

Here are five examples of possible actions:

- **Example 1:** The students could create a visual work that represents the number of local people who went to or died while at the First World War. Some possible examples or representations, depending on your numbers, include:
  - planting and nurturing a grove of trees or other plants
  - knitting a pair of socks for each serviceman or woman involved, which could be donated to a local charity at the end
  - creating a trail of poppies through the town centre.
- **Example 2:** The students could research the names shown on your local memorial and identify continuing community connections. They could work with any descendants who still live locally to create a collection of oral histories. Where appropriate, these histories could be shared with the local marae, museum, or library, or the students could create a website through the Living Heritage initiative ([bit.ly/TheirNames](http://bit.ly/TheirNames)) and archive their research on that website.
- **Example 3:** The school could host an exhibition of art works created by the students and other community members – paintings, sculpture, multimedia, poetry – that commemorate local servicemen and women and their contributions to the war effort.
- **Example 4:** Sometimes, a tradition or a memorial can become neglected and its relevance to the community can fade. The students could research and restore the story of a local landmark or event. Refreshing the story about the tradition or memorial can regenerate the way a community is able to commemorate.
- **Example 5:** The students could collaborate with a local organisation, such as the marae, the RSA, a museum, or a business, to create or regenerate a commemoration. Such collaborations can lead to ongoing learning opportunities in authentic community partnerships.

## Resources

### Oral History Guide

As well as Jane Tolerton's excellent guide to researching histories in *School Journal*, Level 4, June 2014, this page has more information to help students interview people and gather the oral histories of their community:

[bit.ly/NZH-OralHistories](http://bit.ly/NZH-OralHistories)

### Share ideas

The students can share their event, or their idea for an event, on the New Zealand WW100 website to find collaborators:

[bit.ly/ww100Ideas](http://bit.ly/ww100Ideas)

### Planning template

This template can help students to plan a commemoration, focusing on developing their plan to achieve a desired outcome. See the *First World War Inquiry Support Guide: Years 1–8* for more resources like this.

[bit.ly/PlanforAction](http://bit.ly/PlanforAction)

## 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

Have the students discuss the importance of tradition and heritage as they consider existing commemorations, with the goal of applying selected aspects of those commemorations that would work well in developing their own.

### Citizenship perspectives

Encourage the students to identify the roles and responsibilities that people have taken on in the past when planning commemorations and to apply these roles and responsibilities to their own plans for developing a commemoration.

### Making connections

Collaborate with other schools, or have the students make their action part of a bigger initiative, through the various opportunities that exist for school-based commemorations.

## 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 the 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](https://bit.ly/FWW-Reflection)

[bit.ly/CooperativeAssessment](https://bit.ly/CooperativeAssessment)

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