



FIRST WORLD WAR INQUIRY GUIDE
Friendship and community

Acknowledgments

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INTRODUCTION

This First World War inquiry guide suggests ways for students to explore the theme Friendship and Community by considering how people's sense of identity and purpose affects them during times of adversity and challenge. To do this, students explore how the First World War impacted on relationships within and between local, national, and international communities. The six "hooks" presented in the initial I Wonder stage of the guide introduce students to a range of information about individuals, communities, and countries involved in or impacted by the First World War.

The emphasis of the guide is on supporting students and teachers to co-construct knowledge through student-centred inquiry.

Each hook in the I Wonder stage of the guide comes with a range of related key concepts from the Senior Secondary Teaching and Learning Guides.

Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school and have forgotten much of the detail. Key concepts sit above context but find their way into every context. Students need time and the opportunity to explore these concepts; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

Senior Secondary Teaching and Learning Guides. bit.ly/1GRXLS8

As well as key concepts, each hook also suggests New Zealand Curriculum achievement objectives that can contribute to the development of these concepts. The key concepts and related achievement objectives should not be viewed as either prescriptive or exhaustive.

This year 11–13 First World War inquiry guide supports teachers to:

- develop learning programmes that are on First World War themes and include student inquiry and collaboration
- build knowledge and understanding about the First World War as experienced on the battlefields and at home
- select and evaluate resources that are inspiring, appropriate, and relevant for learners
- connect learning to curriculum achievement objectives and to assessment in a range of learning areas
- guide students through an inquiry process with meaningful outcomes, driven by their interests and abilities.

Using a conceptual approach supports students to view the First World War within a wider context. This enables them to use what they have discovered as a springboard for exploring the relevance of concepts such as war, peace, citizenship, propaganda, censorship, and protest to their own lives and world.

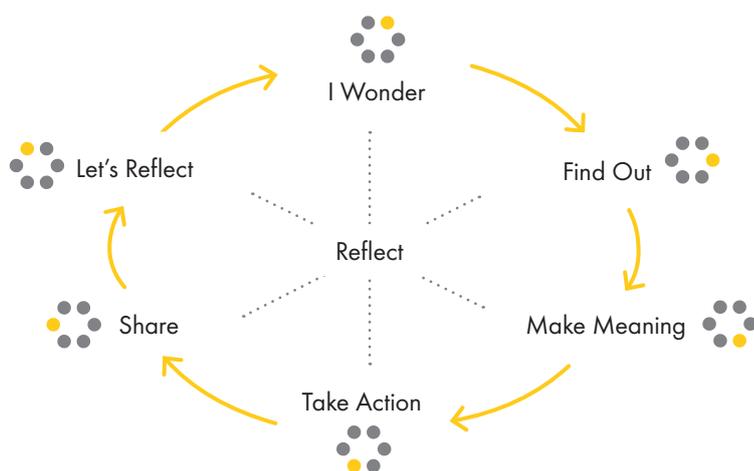
Hook 1: “To Germany”	Hook 2: Çanakkale Savaşı (Battle of Çanakkale/Gallipoli)	Hook 3: Massey’s tourists
<p>This hook is a poem written by a British student whose experiences in Germany before the First World War influenced his response to the conflict.</p>	<p>This hook explores the shared history of Turkey and New Zealand.</p>	<p>This hook explores the experiences of New Zealand soldiers at the start of their “big adventure” at war.</p>
<p>Key concepts that relate to this hook include:</p> <p>Values: Deeply held beliefs about what is important or desirable. (Social studies)</p> <p>Social justice: An outcome of social action taken to develop fair treatment and equity for all. (Social studies)</p> <p>For example, by exploring an individual’s refusal to take a simplistic stance to the war (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> ideas within, across, and beyond texts (English). 	<p>Key concepts that relate to this hook include:</p> <p>Perspectives: A framework of ideas, beliefs, and values through which people interpret and interact with the world. Perspectives are bigger than one person or group. (Social studies)</p> <p>Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change. (History)</p> <p>Society: An interdependent collection of communities or cultures. (Social studies)</p> <p>Values: Deeply held beliefs about what is important or desirable. (Social studies)</p> <p>For example, by exploring the Turkish perspective on Gallipoli and the bonds that formed between the Turkish and ANZAC soldiers (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> how people’s perspectives on past events that are of significance to New Zealanders differ (History, level 6) how communities and nations meet their responsibilities and exercise their rights in local, national, and global contexts (Social studies, level 7). 	<p>Key concepts that relate to this hook include:</p> <p>Society: An interdependent collection of communities or cultures. (Social studies)</p> <p>For example, by exploring the experiences of New Zealand soldiers training in Egypt at the start of the First World War (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> how people’s perspectives on past events that are of significance to New Zealanders differ (History, level 6) attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships (Health and physical education, level 8).

Hook 4: Te Kirihaehae Te Puea Hērangi	Hook 5: Pacific soldiers	Hook 6: Family ties?
<p><i>This hook explores the impact that Tainui leader Te Puea had on her community before and after the First World War.</i></p>	<p><i>This hook explores the impact of the First World War on Pacific communities.</i></p>	<p><i>This hook explores the changing relationship New Zealand has with Britain.</i></p>
<p>Key concepts that relate to this hook include:</p> <p>Hauora: Hauora is a Māori philosophy of well-being that includes four dimensions: taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. (Health and physical education)</p> <p>Rights: Entitlements relating to fair treatment and equity for all. (Social studies)</p> <p>Values: Deeply held beliefs about what is important or desirable. (Social studies)</p> <p>Social justice: An outcome of social action taken to develop fair treatment and equity for all. (Social studies)</p> <p>For example, by exploring the leadership of Te Kirihaehae Te Puea Hērangi (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how individuals, groups, and institutions work to promote social justice and human rights (Social studies, level 6) • how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes (Social studies, level 7) • how people’s perspectives on past events that are of significance to New Zealanders differ (History, level 6). 	<p>Key concepts that relate to this hook include:</p> <p>Continuity and change: History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes (History).</p> <p>Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change (History).</p> <p>For example, by exploring the impact the First World War had on Pacific communities (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society (History, level 6). 	<p>Key concepts that relate to this hook include:</p> <p>Continuity and change: History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes (History).</p> <p>For example, by exploring the relationship between New Zealand and Britain (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how ideologies shape society and that individuals and groups respond differently to these beliefs (Social studies, level 8). • how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes (Social studies, level 7)

The structure of the inquiry guide

This inquiry guide is divided into six stages: I Wonder, Find Out, Make Meaning, Take Action, Share, 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 point in the process and should be reflecting and evaluating at each stage.



The companion *First World War Inquiry Support Guide: Years 9–13* provides 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 9–13 inquiry guides.

Reflection is central to the process. Self-regulated learners “think about their thinking” (metacognition) with a view to improving the strategies and tools they use. Questions for reflection at the end of each stage support students to critically evaluate both their progress and the process they have used.

School-related outcomes developed using this guide might be: an extracurricular school-wide focus; a cross-curricular exploration; or a project in one learning area. The learning programme developed might last for a few lessons, a term, or a school year.

Key themes

The inquiry guides incorporate five themes that help to make the context of the First World War relevant for students:

- **Heritage and identity:** understanding how New Zealand’s military history has shaped our identities
- **Making connections:** connecting teachers and students in New Zealand and overseas who are learning about the First World War
- **Citizenship perspectives:** exploring rights and responsibilities of New Zealand citizens in peacetime and during conflict
- **New Zealand in the Pacific:** examining how New Zealand’s relationship with Samoa and other Pacific nations has been shaped by the First World War and subsequent events
- **Peace and reconciliation:** exploring how individuals, groups, and nations can reconcile differences and build safe and healthy communities (local, national, and global).

These themes are referred to with varying emphasis in each guide.

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



Key concepts and related achievement objectives from the New Zealand Curriculum

Supporting resources



Digital resources, videos, books, images, and templates

Themes



Heritage and identity



Citizenship perspectives



New Zealand in the Pacific



Peace and reconciliation



Making connections

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.

Digital resources

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. Resources can be requested from the National Library via this page:

bit.ly/FWW-NLNZ

DigitalNZ database

This service allows students to find historic and contemporary pamphlets, posters, cartoons, propaganda, photographs, videos, and letters relating to the myths and symbols of the First World War:

bit.ly/DigitalNZ

EPIC

EPIC, a venture between New Zealand libraries and the Ministry of Education, gives schools free access to a worldwide range of electronic resources. EPIC allows you to search for information on the First World War that is suitable for students:

bit.ly/IG-Epic

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

Life 100 years ago

This section of the WW100 website includes daily quotes from diaries, letters, and newspapers written exactly 100 years ago. These are available as a Tweet:

bit.ly/Lifeya

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

Papers Past

This website has more than three million pages of digitised newspapers and periodicals, many of which are from the First World War period (1914–1918): bit.ly/NZlpp

Video

Great War Stories (TV series)

This TV series features First World War-related videos screened on TV3 as part of the Great War Stories series:

bit.ly/1Gnm5wx

Books

Non-fiction

Holding on to Home: New Zealand Stories and Objects of the First World War by Kate Hunter and Kirstie Ross (Te Papa Press, 2014). This book provides an illustrated social history about New Zealand experience in the First World War.

An Awfully Big Adventure: New Zealand World War One Veterans Tell Their Stories by Jane Tolerton (Auckland: Penguin Books, 2013). In this book, New Zealand soldiers reflect on their experiences of the First World War.

New Zealand and the First World War: 1914–1919 by Damien Fenton (Penguin, 2013). This book provides a visual history of New Zealand and the First World War.

Pond

Pond is a central hub for online resources validated by New Zealand educators and providers of content and services: www.pond.co.nz

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

War News (on Prime)

This current-affairs-style show reports on the First World War as experienced by New Zealanders:

bit.ly/ww100wn

Fiction

The Fire-raiser by Maurice Gee (Puffin, 2008).

This book is described as a WW1-era gothic adventure and the television series that the book is based upon won four Listener TV awards.

Letters from the Coffin-trenches by Ken Catran (Random House, 2002). This fiction book is described as a historical romance between a teen who runs away to fight in the First World War and his sweetheart back home.

Passport to Hell by Robin Hyde (Auckland: Auckland University Press, 1986). This book reveals the grim realities of war through the story of Douglas Stark, a bomber in the Otago Regiment, N.Z.E.F.

School Journal, Levels 2, 3, and 4, June 2014 (Ministry of Education). Each of these School Journals has a First World War theme. Although designed for younger readers, their rich content makes them useful at any level. PDFs of the stories, articles, and poems they contain can be downloaded from:

bit.ly/SchoolJournals

I WONDER

Purpose: For inspiring students' curiosity, generating discussion, and supporting students to identify a focus for their own inquiry

In the I Wonder stage, students are presented with an interesting hook such as a painting, photo, poem, newspaper article, or transcript of a speech. The purpose is to stimulate discussion and evoke curiosity. An essential goal at this stage is for each student 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. Students may need support constructing questions of enough depth and complexity. Take your time working with each one to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process. (See bit.ly/ISG-Questions for practical ideas about developing questioning skills with students; and for further discussion, bit.ly/ISGEssentialQuestions.)

Your role during this stage is to ask questions to help students share their initial responses, encouraging them to make connections to their prior knowledge and experience. As they make these connections, areas of personal interest will begin to emerge. During the I Wonder stage, the most important goal is student engagement. The questions require students to differentiate between objective and subjective statements; to investigate the vested interests and viewpoints behind communications; and to reflect on the emotional impact of people's actions.

The supporting resources section broadens the scope or context of the topic to appeal to a wider range of student interest and prior knowledge. However, these resources are not exhaustive, and it is expected that students and teachers will source additional examples, particularly from the local community.

For more information about the I Wonder stage of the inquiry, see First World War Inquiry Support Guide: Years 9–13.

Hook 1 – “To Germany”

“To Germany” by Charles Hamilton Sorley

You are blind like us. Your hurt no man designed,
 And no man claimed the conquest of your land.
 But gropers both through fields of thought confined
 We stumble and we do not understand.
 You only saw your future bigly planned,
 And we, the tapering paths of our own mind,
 And in each other's dearest ways we stand,
 And hiss and hate. And the blind fight the blind.
 When it is peace, then we may view again
 With new-won eyes each other's truer form
 And wonder. Grown more loving-kind and warm
 We'll grasp firm hands and laugh at the old pain,
 When it is peace. But until peace, the storm,
 The darkness and the thunder and the rain.

First published in *Marlborough and Other Poems* by Charles Hamilton Sorley (Cambridge University Press, 1916). This version of the poem sourced from the Guardian poem of the week, 14 November 2012.



Context

Charles Hamilton Sorley was a young English student who enlisted in 1914. Robert Graves described him as “one of the three poets of importance killed during the War” (Goodbye to All That, 1929).

Sorley had spent around six months in Germany just before the First World War and felt a deep respect and affection for the German people. When he returned to England in 1914, he was repulsed by the jingoism he encountered there. His poem “To Germany” indicates his refusal to take a simplistic stance to the war. Sorley’s maturity and perceptiveness were evident throughout his military training:

He rejected all false patriotism, had no illusions as to the glory and splendour of war and realised that the conflict ahead could only result in appalling tragedy and disaster. There was “no such thing as a just war”, he told his mother: “After all, war in this century is inexcusable: and all parties engaged in it must take an equal share in the blame of its occurrence...”

“Two Centenary Salutes: Charles Hamilton Sorley and Robert Graves” by Anne Powell
(Gravesiana: The Journal of the Robert Graves Society, volume 1, issue 1, 1996), pages 21–32. bit.ly/1aRcFyy

Tragically, Charles Hamilton Sorley died at the Battle of Loos in 1915, aged 20. He left behind the small body of poems that was first published after his death.

Possible discussion questions

- Why did Sorley write this poem? How might his experiences in Germany and friendships with German people have influenced his thinking?
- How might people in England at the time have reacted to this poem? What might be some reasons for their reactions?
- How has war poetry changed over the past 100 years? What different perspectives do these changes show?
- Sorley wrote that “all parties engaged in [war] must take an equal share in the blame of its occurrence”. Do you agree with this statement? Why or why not? How might this attitude change the way people view the other side in a conflict?
- Why might Sorley have enlisted even though he was aware of the futility of war?
- What are some of the causes and consequences of jingoistic thinking? What are some examples of jingoistic thinking about current conflicts? How might we encourage people to think more critically about issues of conflict?

The New Zealand Curriculum

Key concepts that relate to this hook:

Values: Deeply held beliefs about what is important or desirable. (Social studies)

Social justice: An outcome of social action taken to develop fair treatment and equity for all. (Social studies)

Themes

Heritage and identity

Explore the way that German New Zealanders were treated during the First World War.

Peace and reconciliation

Explore the role that cross-cultural interaction plays in reducing prejudice. Discuss the importance of tolerance and understanding, particularly during times of conflict.

Supporting Resources

Audio version of “To Germany”

This YouTube clip provides an audio version of the poem:

bit.ly/1zcGgbK

Analysis

This Guardian newspaper Poem of the Week page (14 November 2012) provides an analysis of “To Germany”:

bit.ly/1IHTlwX

German perspective on the war

These short films tell the stories of two young Germans who were 17 when the war broke out:

bit.ly/1DYBu99

The Stünzner family of Samoa

This blog tells the story of a German family who were interned in New Zealand after being deported from Samoa during the First World War:

bit.ly/1Ov8kQC

Poems and poets of today and the first world war

bit.ly/1HzL4K



Hook 2 – Çanakkale Savaşı (Battle of Çanakkale/Gallipoli)



Gallipoli, Turkey, 21 May 1915. A large crowd of soldiers on the beach watch the Turkish Staff Officer, who acted as envoy, mount his horse after negotiating an armistice to bury the Turkish dead. (Donor A. W. Ross.) Australian War Memorial, reference J02401.

bit.ly/1dumgwt

Context

The Gallipoli campaign of 1915 is not only very significant for New Zealanders and Australians; it is also hugely important for people in Turkey. Over nine long months, the soldiers of the Ottoman Empire fought bravely to defend their homeland from a multinational invasion. Around 87,000 Turkish soldiers lost their lives in the battle. In Turkey, the phrase “Spirit of Çanakkale (Gallipoli Peninsula)” refers to a spiritual power that helps humans to achieve the impossible.

The Ottoman soldiers were led by Mustafa Kemal (Atatürk), a charismatic commander who later became the founder of the modern Turkish republic. The soldiers were prepared to fight to their deaths for what they saw as a holy cause: they were fighting for the sake of Allah (God) and for the protection of their homeland. A moving account describes the soldiers changing into their best clothes for the battle and leaving their older clothes in the bushes, because they believed that they should be properly attired when they entered into the ever after.

The British had completely underestimated the tenacity and resourcefulness of the Ottoman soldiers and of their Turkish and German commanders. After nine months, the Allied forces withdrew from the peninsula defeated.

The battle resulted in huge losses on both sides:

- Ottoman Empire: 86,692 dead, 164,617 wounded
- United Kingdom and Ireland: 21,255 dead, 52,230 wounded
- France: approximately 10,000 dead, 17,000 wounded
- Australia: 8,709 dead, 19,441 wounded
- New Zealand: 2,779 dead, 4,712 wounded
- India: 1,358 dead, 3,421 wounded
- Newfoundland: 49 dead, 93 wounded.

Source: Ministry for Culture and Heritage

‘Gallipoli casualties by country’, URL: <http://www.nzhistory.net.nz/media/interactive/gallipoli-casualties-country>, (Ministry for Culture and Heritage), updated 5-Dec-2014 bit.ly/1HN3yvE

It seems incredible that an international friendship could develop between an army defending its homeland and an invading force. The close proximity of the opposing trenches and the slow, drawn-out battle meant that the soldiers of the two forces developed a mutual respect for each other. At some places, the Ottoman and Anzac trenches were only 8–10 metres apart, allowing the soldiers

to hear each other's songs and conversations. Goods and letters were exchanged. When the ANZAC soldiers left, they wrote letters to the Ottoman soldiers with such messages as: "Johnny the Turk, goodbye. We left lots of food for you, enjoy it." However, it would be misleading to suggest that Gallipoli was a gentleman's war in which courtesy, civility, and friendship were exercised between combatants. Although the attitudes of ANZAC soldiers towards the soldiers of the Ottoman Empire progressed from vilification and demonisation to respect and admiration, there were few direct displays of empathy or friendship:

... we left a lot of booby traps behind us. We left booby traps in the form of bombs with the pin drawn and wrapped up in a blanket so they couldn't explode until they were disturbed. We left bombs, grenades, all types in brackets in the trenches and we left anything we could devise in the way of a booby trap for them to get a bit of a surprise and something, give them some interest.

Archibald Curtis, recorded during a 1959 reunion in Timaru. (The sound clip and full transcript are available on the website Ngā Taonga Sound & Vision – NZ Archive of Film, TV & Sound : bit.ly/1eXz5kF)

Today, New Zealand and Turkey enjoy a positive relationship, forged somewhat surprisingly by the events of Çanakkale Savaşı / the Battle of Gallipoli. In 1984 the cove where New Zealand and Australian soldiers landed was renamed Anzac Cove in memory of those who died. The Turkish government built a large memorial there. The Atatürk Memorial in Wellington is the outcome of the same agreement and bears the words of Mustafa Kemal Atatürk:

"Those heroes who shed their blood and lost their lives, you are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehments to us where they lie side by side in this country of ours. You, the mothers who sent their sons from far away countries wipe away your tears, your sons are now lying in our bosoms and are in peace. After having lost their lives on this land they become our sons as well."

These words are read by the Turkish ambassador at the National War Memorial, Wellington every Anzac Day. <http://www.mch.govt.nz/nz-identity-heritage/national-monuments-war-graves/atat%C3%BCrk-memorial>

Possible discussion questions

- What similarities and differences were there between the soldiers of the Ottoman Empire and the ANZACs?
- Do you think New Zealand would show a similar response to an invading force? Why or why not?
- What similarities and differences might there be between "the Anzac spirit" and "the spirit of Çanakkale"?
- The Gallipoli Campaign was fought at very close range; today, wars can be fought from a great distance. What are the implications of this on the ways soldiers might view each other today?
- To what extent has the Gallipoli Campaign affected the relationship between New Zealand and Turkey today?
- Why do you think we hear more about the battles at Gallipoli than those at Passchendaele?
- Why does it seem that more respect was given to Ottoman soldiers at Gallipoli than to German soldiers on the Western Front?
- What are some other days that we sometimes describe as "New Zealand's blackest days"?



The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Perspectives: A framework of ideas, beliefs, and values through which people interpret and interact with the world. Perspectives are bigger than one person or group. (Social studies)

Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change. (History)

Society: An interdependent collection of communities or cultures. (Social studies)

Values: Deeply held beliefs about what is important or desirable. (Social studies)

Key Themes



Heritage and identity

Explore why the Gallipoli Campaign is considered to be so significant to New Zealanders even though the campaign achieved little and the Allied forces left defeated.



Peace and reconciliation

Research the Atatürk Memorial in Wellington and discuss its significance. bit.ly/1P9Hg9L



Making connections

Investigate how Turkey commemorates the Gallipoli Campaign.

Supporting Resources



Respect to Mehmetçik sculpture

The sculpture Respect to Mehmetçik (shown below) is based on a real event: a Turkish soldier carried a severely wounded British soldier from no man's land, where the wounded man had been lying, over to the Allied trench before returning to the battle. (The NZHistory site listed below explains the term Mehmetçik.)



Respect to Mehmetçik Memorial in Çanakkale Province, Turkey. Sculpture by Tankut Öktem, 1997. Photograph by Nedim Ardoğa. bit.ly/1yNkL70
Creative Commons (attribution and share alike)

Evacuation sculpture

Evacuation, shown below, depicts an idealised Australian soldier sitting on a Turkish flag. The skull represents a Turkish soldier.



Evacuation sculpture by Wallace Anderson (1926). Australian War Memorial. ART09633.

bit.ly/1P9IjXp



Çanakkale – The End of the Road

This trailer from a Turkish film shows another perspective on the events of March 1915.

bit.ly/1OBg1CQ



Gallipoli Campaign – The Battle of Çanakkale

This British documentary outlines key events from the Gallipoli Campaign, including its significance to Turkey.

bit.ly/1DHkCk4



Turkish soldier's experience of the war

This NZHistory page outlines some of the hardships faced by soldiers of the Ottoman Empire.

bit.ly/1GdCgwV



The Atatürk memorial

This Ministry for Culture and Heritage web page provides background information about the Atatürk memorial in Wellington.

bit.ly/1P9Hg9L

Hook 3 – Massey’s tourists



Three soldiers of the 2nd (South Canterbury) Company posing in front of an Egyptian sphinx. They are identified as 6/568 Sergeant Joseph Henry Wallace (in front, killed in action at Gallipoli on 7 August 1915); 6/545 Private Robert Henry Smith (left); and 6/502 Private John Clayton Mason (right). Image courtesy of the New Zealand National Army Museum, accession number 1993.1284.

Context

The rapid deployment of New Zealand soldiers at the start of the First World War meant that their military training had to be completed overseas. Soldiers at the Zeitoun camp in Egypt participated in drills, shooting practice, parades, and field exercises. With the Zeitoun camp just nine kilometres northeast of Cairo, the soldiers used their free time to explore local tourist sites, including the Sphinx and Great Pyramids of Giza. Few of the New Zealanders had had the opportunity to be tourists before or to mix with people from diverse cultures. Egypt in 1915 must have seemed very exotic to them.

Tourist vendors specifically targeted New Zealanders and Australians, who were paid more than their British counterparts, and the New Zealanders earned the nickname “Massey’s tourists”. (William Massey was the Prime Minister of New Zealand at the time, and the New Zealand government effectively funded the New Zealanders’ tourist trips.)

The behaviour of the New Zealand and Australian soldiers was far from exemplary, and a strict 10.30 p.m. curfew was soon introduced.

On 2 April 1915, a group of drunken New Zealand and Australian soldiers started a riot in the Haret Al Wassir, or Haret El Wasser, street or red-light district in Cairo. The initial target was a brothel from which the soldiers suspected they had contracted venereal disease, but as the riot spread, the soldiers burned property and assaulted the locals. It took military police several hours to restore order, and the key culprits were never identified.

It was never discovered who was responsible for the Battle of the Wazza. The New Zealanders and Australians blamed each other, and neither party cooperated with the military court inquiry into the incident. Shortly after the riot, however, senior officers had their mind on other matters. They received orders to prepare for embarkation to the Dardanelles, where Massey’s erstwhile tourists would fight and die in the Gallipoli Campaign.

‘Massey’s Tourists’ – New Zealand’s Expeditionary Force in Egypt. By Matthew Tonks.
Accessed from bit.ly/1aNkftO

Possible discussion questions

- What impact did the New Zealand and Australian soldiers have on the city of Cairo? How do you think the locals perceived them? How might this perception have influenced the relationship between New Zealanders and Egyptians now?



- How might the soldiers' experiences in Egypt be different from their previous ones in New Zealand?
- What might have been some causes of the soldiers' riot?
- New Zealanders and Australians are often seen as a united front during the First World War, yet in this incident each group blamed the other. How might this riot have changed the relationship between New Zealand and Australian troops? Can you draw any parallels between this and other examples of New Zealand and Australian relationships?

The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Society: An interdependent collection of communities or cultures. (Social studies)

Themes

Citizenship perspectives

Explore the actions of Ettie Rout, a New Zealand woman who promoted safe sex, and investigate different perspectives on her actions. See bit.ly/1GeQpwB for more information.

The Voices First World War Inquiry Guide years 11-13 also includes a hook on Ettie Rout.

Heritage and identity

Explore how the experiences of soldiers serving overseas during the First World War have contributed to New Zealanders' sense of identity.

Supporting Resources



Three friends in Zeitoun Camp, 1915. From top to bottom: 12/140 Private Ernest "Ernie" Jeffs; 9/803 Corporal Curll Alexander Gordon Catto; and 4/524 Lance Corporal David Kerr Haig. Image courtesy of the New Zealand National Army Museum, accession number 1991.884.



Three unidentified New Zealand servicemen riding camels during World War I. The Sphinx and a pyramid can be seen in the background. Photographer: James McAllister. Alexander Turnbull Library. 1/1-012536-G.

bit.ly/1H0fQjn

Zeitoun Camp 1914–1915

This short film excerpt shows troops of the New Zealand Expeditionary Force arriving in Alexandria and also some training exercises involving horses in the desert:

bit.ly/1bof0IM

Training at Zeitoun camp

This excerpt from *The History of the Canterbury Mounted Rifles 1914–1919* describes the rigours of the military training the soldiers received at Zeitoun:

bit.ly/1E5wHkp

A description of Cairo by a New Zealand soldier

I found Cairo a fascinating town... While my comrades were drinking the saloons dry I was out exploring. I'd be walking back alleyways and I'd pick up a whiff of an exotic aroma. I'd try and follow it to see what was cooking. I met so many interesting people this way. Most of the time I'd get a bucket of water thrown on me from above but sometimes I'd be invited in for mint tea which there they serve in glasses. page 304

Soldiers in Cairo weren't there very long when they start'd getting a bad name for themselves. They would find some small outside saloon somewhere and start drinking. Before long they'd be fighting and the place would be smashed up. When we first arrived we used to go to the Moascan area to relax. The streets were full of open air markets and fruit stalls lined the streets everywhere. Donkey carts of all kinds could be found under the awnings loaded with things to sell. Once the soldiers started coming here and fights broke out things quickly changed. After a while the streets were empty. The boys could get full on gippo beer, get drunk, and wreck the stalls they were drinking at. The New Zealanders were quiet boys compared to the Aussie boys when they got loose. These chaps left their mark wherever they went. page 310

Excerpts from *The Autobiography of My Grandfather Tupu, Also Known as Harry Johnson*, transcribed by Steven Johnson (published by Steven Johnson, Jubail, Saudi Arabia, 1994)

Hook 4 – Te Kirihaehae Te Puea Hērangi



Te Kirihaehae Te Puea Herangi, ca. 1900–1908. Photograph by William Archer Price, 1866–1948: Collection of postcard negatives. 1/2-001920-G. Alexander Turnbull Library.
bit.ly/1LcyMwh

Context

Te Kirihaehae Te Puea Hērangi (1883–1952) was an influential leader who played a key role in the Tainui opposition to government conscription. Her grandfather was Tāwhiao Te Wherowhero, the second Māori King.

In 1917, Māori conscription was introduced because the Native Contingent committee was unable to reach its quota of enlisting 150 men every four weeks. Rather than conscripting Māori from throughout the country, the government used the new policy to target Tainui–Waikato because their community had led the opposition to Māori participation in the war. Tainui had suffered extensive land confiscation during the New Zealand wars of the 1860s, and they still felt this loss and its impact keenly. As a follower of the Māori King Te Rata, Te Puea saw little point in her people fighting on a behalf of a British king. Fighting would also have gone against the words spoken by King Tāwhiao when he made peace with the Crown in 1881:

Listen, listen, the sky above, the earth below, and all the people assembled here. The killing of men must stop; the destruction of land must stop. I shall bury my patu in the earth and it shall not rise again ... Waikato, lie down. Do not allow blood to flow from this time on.

Quoted in *Te Puea: A Biography* by Michael King (Auckland: Penguin 1977)

Te Puea encouraged Waikato and Maniapoto men who were eligible for conscription to gather at Te Paina pā (Mangatāwhiri) to support each other. When police invaded the pā and arrested the men, Te Puea chose non-violent resistance and allowed the men to be taken.

Five hundred and fifty Tainui men were called up for service. Of these, only 74 wore a uniform and 111 were imprisoned for their resistance. Because of the prison's conditions, four men died while incarcerated.

To provide encouragement and comfort to the prisoners, Te Puea would travel to Auckland and sit near the barracks. Twenty-two-year-old Here Mokena said: "Just to get a glimpse of her we would invent a reason to go to the whare mimi. The fact that she was there gave us ... heart to continue."¹

After the First World War, Te Puea continued to play a key leadership role, particularly during the influenza pandemic. She worked hard to improve the health and living conditions of her community and demonstrated the relevance of the Kingitanga movement.

¹ Te Puea: A Life by Michael King (Raupo Publishing (NZ) 2008) pages 94–95.

Possible discussion questions

- What impact did Te Puea's actions have on the prisoners and on her community?
- Which attributes of a leader did Te Puea best exemplify? What do you think motivated Te Puea as a leader?
- Why might the Native Contingent been unable to meet its four-weekly quota?
- Why was the response of Waikato iwi to the First World War different to that of East Cape iwi? What were some consequences of this different response?
- Why did Māori leaders such as Āpirana Ngata (Ngāti Porou) and Māui Pōmare (Ngāti Mutunga and Ngāti Toa) encourage Māori to enlist? How did Māori enlisting influence the relationship between Māori and Pākehā?
- In 1965, Professor John Pocock described Te Puea as "possibly the most influential woman in our political history". Why do you think he gave Te Puea this accolade? Who do you consider to be the most influential woman in our political history? Why?

The New Zealand Curriculum

Key concepts that relate to this hook:

Hauora: Hauora is a Māori philosophy of well-being that includes four dimensions: taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. (Health and physical education)

Rights: Entitlements relating to fair treatment and equity for all. (Social studies)

Values: Deeply held beliefs about what is important or desirable. (Social studies)

Social justice: An outcome of social action taken to develop fair treatment and equity for all. (Social studies)

Themes



Heritage and identity

Explore the impact of the leadership of Te Puea for Tainui.

Explore how the events of the First World War have influenced the identity of Tainui today.



Citizenship perspectives

Explore the ways that Te Puea used non-violent resistance when New Zealand police forcibly arrested Tainui conscientious objectors.

Explore the actions of Te Whiti, another leader famous for non-violent resistance.



Peace and reconciliation

Discuss the legacy and relevance of the words of King Tāwhiao: "The killing of men must stop; the destruction of land must stop."

Supporting Resources



Memories of Te Puea

This webpage provides a transcript of a broadcast from 1953 in which Eric Ramsden paid tribute to Te Puea:

bit.ly/1QdDCxk



"Te Puea Herangi and Her Influence in the Waikato, 1883–1952"

This article by Fetuunai Varea provides a brief biography of Te Puea:

bit.ly/1AaLGDx



The Waikato War

This site provides a brief summary of the 1860s Waikato war:

bit.ly/1zFvfjC



"Lest We Remember"

This article by Alison McCulloch contrasts commemorations of the First World War with commemorations of the New Zealand wars:

bit.ly/1G2FDnG



Māori objection to the war

This NZHistory page provides further details about the Māori resistance to conscription:

bit.ly/1OBiU6R



Te Puea – A Life by Michael King (Penguin NZ, 2008)

This book, a later edition of Te Puea – A Biography (1977), provides an updated account of the turbulent life of Te Puea.



Te Puea poster

This poster of Te Puea has been included in a set of posters published by a British peace organisation:

bit.ly/1GdGG70



Māori military defaulters

This article from Papers Past describes the acts of passive resistance carried out by Te Puea and her followers.

bit.ly/1f21FkN

Hook 5 – Pacific soldiers



Nurse Nobbs soldiers' group, including 22 Niueans, at the Auckland Trained Nurses Club, Epsom, 1916. Photograph by Herman John Schmidt. Sir George Grey Special Collections, Auckland Libraries. 31-WP8025.

Context

Niue and the Cook Islands had been “given” to New Zealand by the British in 1901 in recognition of New Zealand’s contribution to the war in South Africa. Life under New Zealand administration was less than ideal for the islands’ inhabitants: there were curfews, no alcohol, and limited opportunities for economic development. In 1915, the New Zealand colonial administrators campaigned to recruit Niueans and Cook Islanders. A hundred and fifty Niueans and 45 Cook Islanders were soon on their way to New Zealand for military training, with more soldiers following later. After 3 months at Narrow Neck camp in Auckland, the new recruits joined the New Zealand Māori contingent headed for Egypt and France.

Life was not easy for the Pacific soldiers: few spoke English, they were unaccustomed to wearing footwear, and they found western food hard to digest. More significantly, the cold climate of Europe and the Pacific soldiers’ lack of immunity to European diseases drastically affected their health. Eighty-two percent of the Niuean soldiers were hospitalised, and several of them died. All the remaining Niuean soldiers were sent to England to convalesce and then sent back to New Zealand. The Cook Islanders fared slightly better, so they were transferred to Palestine, where they worked mostly as labourers and engineers.

The Niuean and Cook Island soldiers who returned home were changed by their experiences abroad, with new worlds opened up to them. For many soldiers, it was a challenge to settle back into island life. Some had been away for 3 years and found it hard to accept that little had changed at home in their absence. Some chose to migrate to New Zealand or Western Samoa, some stayed and became leaders within their societies, and others suffered from ongoing health issues from their time abroad.

Possible discussion questions

- Why do you think soldiers from the Pacific enlisted in the war? What similarities and differences might there have been between their reasons for enlistment and the reasons of New Zealanders (Māori and Pākehā)? Why?
- During the war, Pacific soldiers were generally treated as equals with Māori soldiers. How did this treatment of the Pacific soldiers compare with the way Pākehā soldiers were treated?
- How do you think Māori and Pacific soldiers viewed each other?
- In what ways did going away to the war benefit and disadvantage the Pacific soldiers?
- How might life have been different for people from Niue or the Cook Islands before and after the war?
- How would going away have influenced these soldiers' relationships with each other? How would it have influenced their relationships with those who stayed behind?
- How might life have been different for these men if they had not gone to war?

The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Continuity and change: History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes. (History)

Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change. (History)

Themes

*** New Zealand in the Pacific

Explore the relationship between New Zealand and Niue or the Cook Islands. In what ways is these island nations' contribution to the First World War significant today?

🐦 Peace and reconciliation

In 1919, a "peace plantation" was established in Niue, with around 15,000 trees planted. The copra from this plantation became a useful source of income for Niue. Compare this form of commemorating the First World War with other forms of it, such as erecting a statue or memorial.

👥 Making connections

Contact a school in Niue and/or the Cook Islands to find out how they commemorate the First World War. Find out how the students in this school view the First World War, and how they view their country's involvement in the conflict.

Supporting Resources



Niuean recruits at Narrow Neck, 1915. Photograph by the Auckland Weekly News. Sir George Grey Special Collections, Auckland Libraries, 7-A14556.



Māori and Niue Islanders swimming off Narrow Neck, 1916. Photograph by the Auckland Weekly News. Sir George Grey Special Collections, Auckland Libraries. 7-A14559. bit.ly/1OBjktM

📎 Niue Island involvement in the First World War

Tagi Tote e loto Haaku: My Heart Is Crying a Little: Niue Island Involvement in the Great War, 1914–1918 (English and Niuean edition) by Margaret Pointer, translated by Kalaisi Folau (Auckland: C. Liava'a, 2001).

📎 The tragedy of a wasted war effort

This 2006 New Zealand Herald article by Margaret Pointer describes some of the experiences of soldiers from Niue during the First World War:

bit.ly/1DHrLRp

📎 Social Assistance (Portability to Cook Islands, Niue, and Tokelau) Bill – First Reading

This 2014 first reading of a bill, which proposes greater pension flexibility for people wishing to retire in the Cook Islands, Niue, and Tokelau, acknowledges the contributions of Pacific soldiers to the First World War:

bit.ly/1JptV9I

📎 Anzac Day in the Pacific

This NZHistory page outlines how Anzac Day is commemorated in the Cook Islands and Niue:

bit.ly/1Dx3wC9

📎 Pacific aftermath

This NZHistory chapter describes the impact of the First World War on Pacific communities:

bit.ly/NZH-PacificAftermath

Hook 6 – Family ties?



The British Lion and his cubs aroused, by Trevor Lloyd, 1914. Sir George Grey Special Collections, Auckland Libraries, AWNS-19140820-38-4.

bit.ly/1dAnNRx

Context

This cartoon shows four of Britain's former colonies following Britain into war. (New Zealand is represented by the smallest cub at the back; the other three represent Australia, South Africa, and Canada). At the time of the First World War, most Pākehā New Zealanders accepted the idea of a parent-child relationship between Britain and its dominions, viewing New Zealand as a "British" country and a loyal member of the British Empire. Many New Zealand men were quick to enlist, joining the 2.5 million men who served in the armies of the Dominions.

New Zealand's ties with Britain were not just sentimental. The New Zealand economy depended on exporting agricultural products to Britain, and the British Royal Navy protected New Zealand's trading sea routes.

National security was also an issue. New Zealand's isolated position made it feel vulnerable to rising powers such as Japan; and the increasing strength of the German navy threatened the security provided by British sea power.

New Zealand's participation in the First World War was inevitable. Most of the population were gripped by war fever that was fuelled by a nationalistic spirit, anti-German-Empire sentiment, loyalty to a country many still called Home, and a belief that the war would be over quickly.

A hundred years on, the call to recognise "family ties" with Britain and "friendships" with countries such as the United States of America still exists, drawing New Zealand into armed-conflict situations. Economic priorities and perceived threats to national security also play a significant role.

More positively, New Zealand has been actively involved in United Nations peacekeeping activities for over 60 years, contributing both personnel and funds. This commitment to peaceful resolution of global conflict situations has contributed to New Zealand's recent appointment to the UN Security Council.

Possible discussion questions

- Why might the cartoonist have chosen these countries as Britain's cubs? Why is India not included?
- At the time of the First World War, most New Zealanders supported New Zealand's participation in the war. Why is New Zealand's participation in global conflicts more contentious today?
- Britain's Foreign Secretary Philip Hammond recently described New Zealand as part of the family (along with the US and Australia). (The New Zealand Herald, 3 February 2015). He was discussing the deployment of troops to Iraq. What do you think Hammond meant when he referred to "the family"? Is it still appropriate to refer to this group of countries in this way? Why or why not?
- What might be some consequences of the changing relationship between New Zealand and Britain? What might have caused this change?
- How does this concept of family affect our relationships with other countries?
- How have beliefs about friendship and family ties influenced New Zealand's involvement in current conflicts? How have beliefs about friendship and family ties changed and influenced New Zealand's involvement in World War 2 and more recent conflicts?
- Who do we see as our economic and military allies today and why? What superpowers are currently operating in the Pacific. What is our relationship with them?
- What reasons should underpin our involvement, or non-involvement, in conflict situations? What processes should New Zealand follow in order to make such decisions?

The New Zealand Curriculum

Key concepts that relate to this hook:

Continuity and change: History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes. (History)

Themes

Heritage and identity

New Zealand's decision to ban nuclear ships in the 1980s put a strain on New Zealand-US relations and resulted in the suspension of US military cooperation with New Zealand under ANZUS. Explore the significance of this stance in terms of developing a sense of national identity.

Citizenship perspectives

Discuss the varied ways that New Zealanders can express their perspectives on national involvement in conflict situations. Evaluate the effectiveness of these different approaches.

Peace and reconciliation

Investigate the functions of the United Nations Security Council and discuss the implications of New Zealand's inclusion on this council.

Supporting resources

"Anzac Bravery"

This cartoon draws links between three significant global conflicts that New Zealand and Australia have participated in:

bit.ly/1Hd09Yn

Debate on Iraq Deployment Completed

This Parliament Today webpage summarises the 24 February 2015 parliamentary debate on the deployment of New Zealand troops to Iraq:

bit.ly/1G2EmNr

"Get some guts and join the right side"

This New Zealand Herald webpage provides video footage of the debate in Parliament about the deployment of troops to Iraq:

bit.ly/1bodIXT

The cost of the club

This Radio New Zealand article by political commentator Brent Edwards (6 February 2015) discusses comments made by Prime Minister John Key that training Iraqi troops is the cost of staying in "the club":

bit.ly/1cUnEzD

Drawing on "family ties"

This Radio New Zealand article by political commentator Brent Edwards (3 February 2015) discusses British Foreign Secretary Philip Hammond's urging of New Zealand to join the fight against Islamic State:

bit.ly/1cUnLUZ

Keeping the balance between involvement with the US and China

This Sunday Star Times news article on the Stuff website presents some complexities of balancing military and economic ties:

bit.ly/1T70wH1

Reflection on the I Wonder stage of the inquiry

It's important for students to reflect on their process of becoming curious and identifying an inquiry focus question. Reflection and discussion with peers also helps students relate the hooks to their current lives, interests, fears, and hopes. It helps them to clarify their prior knowledge and can generate an emotional attachment to the topic being explored. The following questions can be used for prompting students to reflect on their values, feelings, and beliefs about the resources and topics and on their chosen inquiry focus question.

Suggested questions to prompt reflection

- What did I feel as I investigated the hooks?
- How did my own values, beliefs, experiences, and knowledge influence how I responded to the resources?
- How might events of the First World War be relevant now to me, my friends, and my family?
- How were my prior knowledge and experiences useful as I investigated the resources?
- How were my own values and beliefs challenged by the resources I've investigated?
- What feedback did I receive from peers and teachers when I shared my inquiry focus questions with them?
- What have I learned about truth and fiction since investigating the resources?
- What have I learned about war and about myself that I didn't know before investigating the resources?



FIND OUT

Purpose: For students to seek, validate, and record information relevant to their inquiry focus questions

In the Find Out stage, students explore a range of sources (primary and secondary) to broaden and deepen their understanding of their chosen area of focus. They also need to determine the relevance of the information they gather, evaluate its accuracy and validity, and determine whether it is sufficient for their purposes. Initially, a student's focus question (rich question) guides their information gathering. As they become better informed about their context for inquiry, they may refine their thinking and generate a different question.

This stage of the process encourages students to gather different types of information from a range of sources. You can use the suggested questions below to prompt your students to consider a range of issues related to research and data gathering. The questions require them to reflect on the effectiveness of their processes and to think critically about the appropriateness, sufficiency, and value of their outcomes. Providing students with a structured process will help to keep them focused and support them as they filter the information they may find.

Key questions at this stage

- Have I considered what information I need, and how I might gather it?
- Do I need primary sources, such as original transcripts, or are secondary reports sufficient?
- How can I confirm the reliability of my sources?
- What are the constraints on my research (time, money, location, contacts, skills, support) and how can I best work within these constraints?
- What systems will I use to record the information I gather and the references to any sources I use?
- What will I do with interesting information not specifically related to my inquiry focus question?
- Given what I've started to discover, shall I change my original inquiry focus question?

Resources

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

TKI English Online

This site provides support for developing research reporting as formal writing: bit.ly/tkiryr

Reflection on the Find Out stage of the inquiry

It's important for students to reflect on their information-gathering process and on the quality of its outcomes. Although further information may be required, reflection and discussion with peers helps to identify what went well, what might be improved, and whether the purpose was achieved. The following questions can be used to prompt students to reflect on their process and its results.

Suggested questions to prompt reflection

- In what ways was I successful in gathering information to answer my inquiry focus question?
- What opportunities and constraints did I encounter in the information-gathering stage?
- When I described my information gathering to peers, what feedback and ideas did they provide?
- Did I follow my plan regarding what information I needed, and how I might gather it?
- How might my own opinions and values have influenced how I received, interpreted, or responded to the information I gathered?
- Why am I confident that the information gathered is valid, accurate, and "true"?
- Am I satisfied with the range of sources and types of information used in my inquiry?
- What aspects of my process would I improve next time I gather and record information?

MAKE MEANING

Purpose: For students to develop their conceptual understanding of an aspect of the First World War

In the Make Meaning stage of the inquiry process, students sort, collate, evaluate, and/or synthesise the information they gathered in the Find Out stage. They also identify similarities and differences, and they evaluate and present information in a structured and cohesive way. Each student thinks critically about the information they have gathered, relating it to their inquiry focus question and making links to their own life, interests, or similar.

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, and compare, 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.

Key questions at this stage

- How can I organise and collate the information I've gathered into categories or groupings? For example, will I organise it chronologically, geographically, or politically?
- What similarities and differences exist in the information, and are there any surprises, conflicts, or inconsistencies?
- Have I identified common themes and issues, key stakeholders, and vested interests?
- Am I clear about my own prior knowledge, values, beliefs, bias, and prejudices relating to the information?
- Am I clear what information is objective or factual and which is subjective, opinion, or interpretation?
- How can I evaluate the relative importance or significance of the different information I've gathered?
- How can I present the information in a structured and cohesive way?
- Can I develop an overall model, hypothesis, or generalisation that adequately summarises the situation?

Resources

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

TKI English Online

This site provides support for developing research reporting as formal writing: bit.ly/tkiryr

Reflection on the Make Meaning stage of the inquiry

It's important for students to reflect on how they have gained understandings of the information they have gathered. Although further information may be required, reflection and discussion with peers helps to identify what went well, what might be improved, and whether the purpose was achieved. The following questions can be used to prompt students to reflect on their process and its results.

Suggested questions to prompt reflection

- Do I have a good understanding and overview ("big picture") of the topic I investigated?
- How fully have I answered my inquiry focus question?
- What things did I do, or strategies did I use, to help me understand the wide range of information I gathered?
- What aspects of my process would I improve next time I try to understand a large quantity and variety of information?
- In what ways have my understandings, views, and opinions been changed by my investigation? How can I relate what I have learned to my own life and to the lives of people around me?
- What new questions has my investigation raised?

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, students produce an authentic outcome for their inquiry. This involves identifying an aim or purpose, planning a strategy, implementing the plan, and then reviewing the event or action. The purpose acts as a touchstone for decisions and provides direction and focus. Carefully planning and documenting the chosen event or action enables it to be specific, measurable, achievable, relevant, and timely. The implementation will require: time and resource management; collaboration and negotiation; teamwork and conflict resolution; and persistence and resilience. Review is supported by the reflection questions provided in this resource.

The personalised nature of inquiry leads students to follow their interests, passions, or preferences, so they may wish to undertake a wide range of events or actions. Initial brainstorming may generate ideas that are impractical or "too big", although the process of narrowing down options should naturally lead to a more achievable final outcome. The aim is that the students' final chosen outcome is authentic, tangible, and related to their wider learning.

Key questions at this stage

- What aspects of what we have learned disturb, interest, upset, inspire, anger, or confuse me? What actions might we take in response to these emotions?
- What do we want to accomplish? Why? Who benefits? Who might also want this? Where might this occur? What problems might we face?
- How will we manage our time? How shall we delegate roles and responsibilities?
- How achievable are our goals, given skills and time?
- How can we measure the success of our action?

Possible outcomes

- A digital artefact about different perspectives on a conflict
- A school news channel with war reports of real events, identifying key aspects of conflicts and resolution
- An article about propaganda for a contemporary or historical conflict
- A debate on the ethics of war
- A design for a new memorial for your community to commemorate a historical event.

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.

Free to Mix

This webpage provides information on how to mix and mash images, music, and video without breaking copyright laws: bit.ly/ccftm

Plan for Action

A planning template: bit.ly/gd-pfa



Reflection on the Take Action stage of the inquiry

It's important for students to reflect on how they planned and implemented an action that was based on their research and aimed at benefiting their community. This involves evaluating their performance against success criteria. Evaluation of their actions can also help to elicit feedback from other students. It can be helpful for students to maintain a reflective learning journal (for example, a blog) so they can note their reflections over time during the project, rather than writing them as a one-off activity after finishing the inquiry. The following questions can be used for prompting students to reflect on both their process and its results.

Suggested questions to prompt reflection

- How well did I draw on the expertise, skills, and time of others to achieve my goals?
- How well did I collaborate and cooperate with others in the tasks?
- How did I adapt my action plan during the process? How did I manage my time and resources?
- What aspects of my process would I improve next time I perform an extended task?
- What strategies did I use to help me achieve my tasks?
- Whose lives did I impact by organising this event or action? How long will these effects last?
- How have my actions changed me?

SHARE

Purpose: For students to publish their inquiry outcome to a wider audience

In the Share stage of the inquiry, students look for opportunities to bring the results of their inquiries to their wider school communities, local communities, and national and international audiences. Digital content can easily be shared on individual, school, or local community websites, wikis, and blogs. Students can present at community events or institutions and submit written articles for publication in local newspapers. This stage also offers further opportunities to gather evidence for learning.

The suggested questions below imply that effective communication involves a sender, receiver, message, and medium. Students are encouraged to consider each of these factors as they plan how to share their inquiry. Effective sharing depends on the sender's and the audience's attitudes, assumptions, attention, and motivation. Sharing is more effective when the message does not contain wordy content, inappropriate vocabulary, unclear explanations, or illogical progressions of ideas. Effective sharing depends on the chosen medium complementing the content, the message, and the audience's preferences.

Key questions at this stage

- What groups of people are potential audiences? Why might this group be interested in my inquiry and/or its outcome?
- Have I identified the key points, information, or messages that I want to convey to my audience?
- What media would most effectively communicate my messages to my audience?
- What elements of my presentation will capture the attention or imagination of my target audience?
- How will I ensure that the members of my audience are clear about my purpose and are not left thinking "So what?"

Possible outcomes

- A digital artefact uploaded to a school or local community website
- A speech presented at a community event or local competition
- A podcast, class blog, or wiki
- An article submitted to a local newspaper
- A community/shared project such as the Shared Histories Project – an international First World War commemorative school programme involving France, New Zealand, and Australia: www.sharedhistories.com

Reflection on the Share stage of the inquiry

It's important for students to reflect on their process of sharing their learning, actions, and/or events to a wider audience. This involves: analysing their planning, drafting, rehearsing, and presentation; determining whether the intended outcomes of their sharing were achieved; and reviewing feedback from the audience. The following questions can be used to prompt students to reflect on their preparation and on the sharing itself.

Suggested questions to prompt reflection

- How accurately did I understand the interests and expectations of the audience?
- How effectively did I identify the key messages that I wanted the audience to take away?
- How can I measure the attention, interest, learning, enjoyment, and appreciation of the audience?
- What strategies helped me prepare effectively for the sharing?
- Did I successfully address the elements of effective communication (sender, receiver, message, medium)?

LET'S REFLECT

Purpose: For students to evaluate their progress at each stage of the inquiry process

Reflecting on the process involves metacognition (thinking about thinking) and should occur throughout the inquiry process. Reflection often leads to further actions. For example, in the Find Out stage students might decide to change the focus of their inquiries, or in the Make Meaning stage they may realise that the information they have gathered is insufficient or unreliable and decide to look for more. Guided reflection can help students to identify gaps in their thinking, for example, by being asked to evaluate the extent to which their inquiry reflects a range of perspectives. At the end of the process, students can identify strengths and weaknesses of their approach throughout the inquiry. This can help students to tackle their next inquiry with more self-awareness.

Questions to prompt reflection on the entire inquiry process

- What things did I do to maintain focus and motivation throughout the entire learning process?
- How effectively did I work with other people? What skills and attributes did I bring to my team?
- What strategies and tools do I prefer to use to plan, structure, and organise my thinking?
- In what areas of my learning might I improve my effectiveness? What steps could I take to address these?

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