



YEARS 11-13

FIRST WORLD WAR INQUIRY GUIDE

Looking Back, Looking Forward

Acknowledgments

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INTRODUCTION

This First World War inquiry guide suggests ways for students to explore the theme Looking Back, Looking Forward on the basis of the First World War. Students are invited to consider how the past has influenced the present and to reflect on people's ability to interpret predictable patterns from the past in order to create new possibilities for the future. To do this, students explore the nature, purposes, messages, and relevance today of the First World War and other historic events. They compare and contrast decisions and actions made in the past with those made more recently in similar situations, assessing what has changed and what remains constant. The six "hooks" presented in the initial I Wonder stage of the guide introduce students to a range of information about the First World War and make connections to current events.

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/1DOJNSp

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.

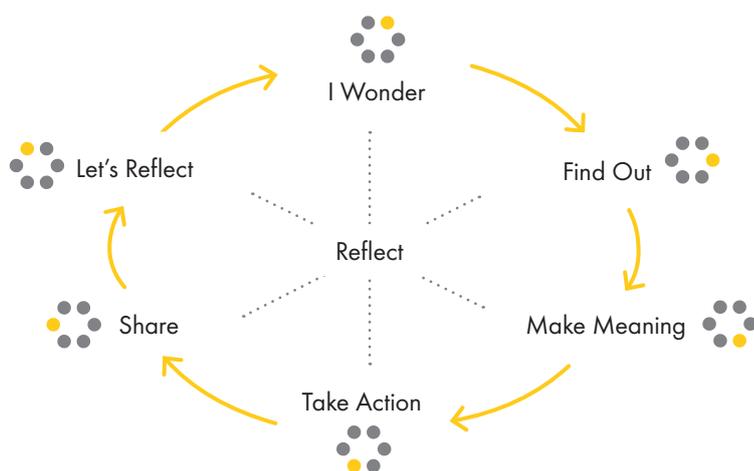
Hook 1: The Ottoman Empire	Hook 2: The influence of the First World War on the Second World War	Hook 3: “Lest we forget”
<p>This hook investigates how events during and directly after the First World War have influenced the current situation in Iraq and Syria.</p>	<p>This hook suggests how the First World War led to the creation of the League of Nations and then the United Nations: two organisations formed to promote world peace.</p>	<p>This hook explores different ways to commemorate the First World War.</p>
<p>Key concepts that relate to this hook include:</p> <p>Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)</p> <p>Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)</p> <p>Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)</p> <p>For example, by exploring the changes to the Ottoman Empire since 1914 (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested (History, 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). 	<p>Key concepts that relate to this hook include:</p> <p>Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)</p> <p>Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)</p> <p>For example, by exploring how the First World War influenced the Second World War (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders (History, level 7) • how ideologies shape society and that individuals and groups respond differently to these beliefs (Social studies, level 8). 	<p>Key concepts that relate to this hook include:</p> <p>Perspectives: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (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 different ways to commemorate 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 interpretations of events that are of significance to New Zealanders differ (History, level 7) • how ideologies shape society and that individuals and groups respond differently to these beliefs (Social studies level 8).

Hook 4: The Austro-Hungarian Empire	Hook 5: Nation building	Hook 6: Reconciliation and peacekeeping
<p><i>This hook explores the role of Austria-Hungary in the First World War and how the subsequent peace treaties signed by Austria and Hungary impacted the region.</i></p>	<p><i>This hook explores how nations have been formed or rebuilt after wars.</i></p>	<p><i>This hook explores how countries can resolve disputes peacefully and reconcile with each other after conflicts.</i></p>
<p>Key concepts that relate to this hook include:</p> <p>Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)</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>Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)</p> <p>For example, by exploring the changes to the Austro-Hungarian Empire since 1914 (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested (History, 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). 	<p>Key concepts that relate to this hook include:</p> <p>Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)</p> <p>Rights: Entitlements relating to fair treatment and equity for all. (Social studies)</p> <p>Society: An interdependent collection of communities or cultures. (Social studies)</p> <p>Democracy and government: The power to determine how you are governed, electing government, power sharing between parliament, executive, and the judiciary. (Legal studies)</p> <p>Macro-economics: Macro-economics is the branch of economics that examines the workings and problems of the economy as a whole. (Economics)</p> <p>For example, by exploring how nations are created or rebuilt after war (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • legal concepts and principles (Legal studies, levels 6, 7, and 8) • how government policies and contemporary issues interact (Economics, level 7) • how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities (Social studies, level 8). 	<p>Key concepts that relate to this hook include:</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>Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)</p> <p>For example, by exploring how the relationships between countries have changed since the First World War (the focus of this hook), students can develop their understanding of:</p> <ul style="list-style-type: none"> • how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes (Social studies, level 7) • how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders (History, 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:

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

Exhibitions and memorials

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

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.

Nice Day for a War by Matt Elliot (HarperCollins, 2011). This graphic novel and history book describes the experiences of New Zealand soldier Corporal Cyril Elliot, using excerpts from his war diaries.

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

Pond

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

www.pond.co.nz

The 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 – The Ottoman Empire



Left: Homasa David in the video “Why I can’t go back to Iraq”. From *The Wireless NZ*.

bit.ly/1HFY053

Right: “Map of Ottoman Empire in 1914”, www.nzhistory.net.nz/media/photo/map-ottoman-empire-1914 (Ministry for Culture and Heritage), updated 14-Aug-2014.

bit.ly/11B8CUx



Context

In 1914, the Ottoman Empire stretched from modern-day Turkey down to Yemen and Oman. There had been three wars in this region between 1911 and 1913. Alliances and conflicts in these wars had left the Ottoman Empire weak and needing support from a stronger nation. The empire's need for support was one of the catalysts for the Turco-German Treaty, signed by the Ottoman minister for war and the German ambassador to the Ottoman Empire in August 1914. This secret alliance between the German Empire and the Ottoman Empire meant that if either was attacked by Russia, the other would support it against Russia.

Another reason for the Ottomans supporting Germany was a conflict over battleships. Before the war, the Ottomans ordered and paid for two battleships to be built in England. In 1914, just before the Ottoman crew took possession of the ships, Winston Churchill embargoed them to be used by the British. The Ottoman government was not compensated for this loss. Germany responded by presenting the empire with two German battleships. These ships, operated by German officers and crew wearing the Turkish uniform, were used in the Black Sea against the Russians during the war.

There was unrest within the Ottoman Empire leading up to the First World War. Factions from Central Arabia condemned the Ottoman government as anti-Islamic. One of these factions, the Hashemite clan, asked for British support to oppose the Ottoman government. In 1915, letters between the Sharif of Mecca (the leader of the Hashemites) and the British high commissioner in Egypt led Arabs to believe that they would be given back Turkish-occupied land in exchange for fighting against the Ottoman Empire. (This correspondence is called the McMahon Agreement.) In 1914 and 1915 the British also secretly sent money and weapons to support the Arabs. The Hashemites also received support from Al-Fatat, a nationalist group in Syria. This unrest led to the Arab Revolt of 1916–1918.

However, the British had also made the Sykes–Picot Agreement in 1916, a secret arrangement between Britain and France to divide up the Ottoman Empire between Britain, France, and Russia after the war. This agreement superseded the McMahon agreement and ultimately led to tension between the leaders of the Arab Revolt and the French and British after the rulers of the Ottoman Empire had agreed to an armistice. Importantly, the Sykes–Picot divisions largely ignored tribal or ethnic distinctions (especially relating to religion). This approach meant that communities and cultures were either arbitrarily split by new borders or forced together into uncomfortable new arrangements. Some claim that the Sykes–Picot divisions were one of the factors leading to development of Islamic State (IS).

Possible discussion questions

- What are some implications of the boundary changes in the Ottoman Empire? Why did Homasa's family leave Iraq? In what ways might her life be different if they hadn't left?
- What other factors may have influenced the Ottoman Empire choosing to support Germany in the First World War?
- Why might certain groups have thought the Ottoman government was anti-Islamic?
- Why do you think Britain supported the Arab Revolt in secret? What may have been the consequences if they hadn't supported the Arab Revolt or had done so publically?
- What if Britain had honoured the McMahon agreement? How might things be different today?
- What do you know about the situation with Islamic State? To what extent has the historical situation impacted its development? How do you think these historical events should be considered when choosing how to respond to the situation in Iraq and Syria?
- What can we learn from these historical events to help us in the future? How should these events influence New Zealand's involvement in Iraq and Syria? How should these events influence how New Zealand responds to Iraqi and Syrian refugees?



The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)

Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)

Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

Themes



Citizenship perspectives

Explore how different perspectives of rights have contributed to the current conflict in the Middle East.



Peace and reconciliation

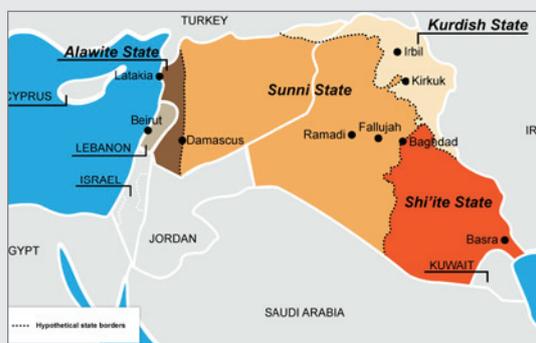
Explore how groups are working to promote peace in the Middle East.

Supporting Resources



Hypothetical future map of the Middle East

The hypothetical future map below shows possible boundaries that respect religious and ethnic divisions in the Middle East:



Accessed 28/4/15 from Radio Free Europe / Radio Liberty. bit.ly/1PHY5fS



Turkish perspective on the Gallipoli campaign

This *New Zealand Herald* newspaper article presents a Turkish perspective of the Gallipoli campaign and suggests that New Zealand should apologise for contributing to the deaths of 86,000 soldiers of the Ottoman Empire:

bit.ly/1FQzS2q



Sykes-Picot Agreement

This webpage provides further information on the Sykes-Picot Agreement and the ways that it clashes with the McMahon Agreement.

bit.ly/1PYDwrm



The Ottoman Empire

This NZHistory chapter explores the history of the Ottoman Empire and explains why New Zealand troops fought against soldiers of the Ottoman Empire in Gallipoli, Sinai, and Palestine. See page 9 for information about the Treaty of Sèvres 1920.

bit.ly/1QbkBdl



Great Power conflict over Iraqi oil

This webpage outlines the ways that major imperial powers sought to gain access to Iraqi oil during the First World War.

bit.ly/1NYNBa4



Lawrence of Arabia

This PBS website provides useful information about some of the key players in the Middle East during the First World War, including T E Lawrence.

to.pbs.org/1i9vxx6

Hook 2 – The influence of the First World War on the Second World War



Left: A 5-billion-mark postage stamp issued during the hyperinflation in Germany in the early 1920s. Public domain. Accessed 13/5/15 from bit.ly/1eqidm1

Right: Image from a YouTube clip of footage from Neville Chamberlain's "Peace in our time" speech. bit.ly/1HGFv0s

Context

Losing the First World War left Weimar Germany in a vulnerable position economically. The Treaty of Versailles was a peace treaty that was signed at the end of the war. The treaty required Germany to pay reparations (money) to France and Britain. Germany was also forced to take responsibility for "causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies."¹

These reparations contributed to inflation in Germany reaching 200 billion percent in 1923. Other contributing factors included the removal of foreign investments from Germany, the extreme over printing of paper money by the German government, and the workers' strike in the French-occupied Ruhr region. Hyperinflation affected people unequally. Some benefited because the values of their gold and land increased significantly. However, those who owned neither land nor gold found that their savings had suddenly become worthless. For these people, the emergence of Adolf Hitler and the Nazi party provided a sense of hope in difficult times.

The "stab in the back" myth, or Dolchstoß, was another significant contributor to support for the Nazi party. This myth purported that the German Army did not lose the First World War but was betrayed by civilians, particularly German Jews, communists, socialists, and those who later formed the Weimar Republic. This idea of betrayal from within helped foment anti-Jewish sentiment.

The First World War was still fresh in people's minds in the 1930s. Few German or British people wanted another war. In 1938, Prime Minister Chamberlain met with Hitler, and both signed an agreement that the two countries would never go to war with each other again. Some people criticised this as British appeasement of German aggression, but the majority of British people rejoiced at what was seen as a way to prevent another war.

¹ From article 231 of the Treaty of Versailles, also known as the "war guilt clause".

Possible discussion questions

- The United States Congress did not support the conditions of the Treaty of Versailles, claiming that they were too punitive and instead suggested a more moderate approach. How might the likelihood of a second world war have been influenced if the Treaty of Versailles had not placed so much pressure on Germany?
- How might have the events leading to the Second World War have been different if people weren't so terrified at the thought of another "great war"?
- What are some pivotal events of the Second World War? How might they have been influenced by the first?
- Were there any positive influences of the First World War on the Second World War?
- Could the First World War have been resolved in a way that might have prevented the Second World War? If so, how?
- How has learning about the First World War influenced your own thoughts about war?

The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)

Themes



Heritage and identity

Explore how the developing identity of New Zealanders in the First World War changed our response to the Second World War.



New Zealand in the Pacific

Explore how the events of the First World War influenced the response of Pacific Nations to the Second World War.



Peace and reconciliation

Discuss whether implementing Woodrow's 14-point plan could have prevented the Second World War.

Supporting Resources



Worthless money

This image of a 1-million-mark banknote being used as notepaper in October 1923 shows how hyperinflation had made German printed money meaningless.



Licensed under CC BY-SA 3.0 Germany via Wikimedia Commons. bit.ly/1LySOAW



Hyperinflation in Germany

This History Learning Site webpage explains hyperinflation in Germany and how it encouraged the middle class to support the Nazi party:

bit.ly/1FQKr5r



Woodrow Wilson's plan for peace

This History on the Net webpage outlines Woodrow Wilson's 14-point plan for creating stability in Europe after the First World War:

bit.ly/1F6v1U8



Depression in Germany

This image from the German Federal Archive shows the army feeding the poor in Berlin Niederschönhausen in 1931. The food was paid for voluntarily by members of the evangelical church community.



"The army feeds the poor, Berlin, 1931". German Federal Archive, image 183-T0706-501. Licensed under CC-BY-SA 3.0 Germany via Wikimedia Commons.

bit.ly/1GyAGYp



Appeasement – making concessions to dictatorial powers in order to avoid conflict

This website provides information about how appeasement governed policy in England and France in the 1930s:

bit.ly/1AUXz7n



EPIC

The EPIC database World History in Context has comprehensive articles on Hitler's rise to power. A school log-on and password is required.

bit.ly/1itJW7f

Hook 3 – “Lest we forget”

“Recessional” (1897) by Rudyard Kipling

God of our fathers, known of old,
Lord of our far-flung battle-line,
Beneath whose awful Hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

The tumult and the shouting dies;
The Captains and the Kings depart:
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

Far-called, our navies melt away;
On dune and headland sinks the fire:
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the Nations, spare us yet,
Lest we forget—lest we forget!

If, drunk with sight of power, we loose
Wild tongues that have not Thee in awe,
Such boastings as the Gentiles use,
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget—lest we forget!

For heathen heart that puts her trust
In reeking tube and iron shard,
All valiant dust that builds on dust,
And guarding, calls not Thee to guard,
For frantic boast and foolish word—
Thy mercy on Thy People, Lord!

Written for Queen Victoria’s Diamond Jubilee (held in 1897) and sourced by the Poetry Foundation from *A Choice of Kipling’s Verse*, 1943. Public domain. bit.ly/1LCpRod



The Grieving Parents statue, by Käthe Kollwitz, in the German war cemetery in Vladslo (Flanders). Photograph by Tijl Vercaemer, bit.ly/1cWyJZQ Creative Commons (attribution, share, adapt).

Context

The phrase “lest we forget” comes from “Recessional” by Rudyard Kipling, which is often sung as a hymn during Anzac ceremonies in New Zealand and Australia. “Recessional” was written at a time when the British Empire was at its zenith. However, Kipling warns of the perils of an imperialism “drunk with sight of power” and compares the empire’s transitory “pomp of yesterday” to that of fallen Nineveh and Tyre. Instead of focusing on being saved by war, he recommends putting trust in God.

The phrase “lest we forget” has popular appeal, but what is it we should remember? The objects of remembrance vary widely: from those whose lives were lost in war, to conscientious objectors who suffered for their beliefs, to the development of a New Zealand identity, or to the reasons behind the development of the First World War. Some people criticise Anzac Day commemorations for glorifying and sanitising the realities of war, while others see it as important to honour both those who died and those who returned.

War memorials offered a focus for grieving for many who lost loved ones during the First World War. These memorials were particularly important in New Zealand because most soldiers who died were buried overseas, so people could not visit the graves of their loved ones. First World War memorials differ between countries. Most war memorials in New Zealand list only those who died. In contrast, Australian war memorials tend to include all who served. This is because all Australian soldiers were volunteers, while in New Zealand some soldiers were conscripted into the army.

German war memorials tend to have a different focus, described by the German word *Mahnmal* (plural *Mahnmale*), words with no direct equivalent in English. The emphasis is on a “monument that serves as a reminder of a tragic event and a warning that the event should not be allowed to occur again”. German memorials are seldom tributes to heroic sacrifice as New Zealand memorials tend to be.

Possible discussion questions

- Why do you think Kipling wrote “Recessional”?
- Why is “Recessional” often sung at Anzac Day ceremonies?
- How do different groups use the phrase “lest we forget”? Why does each use the phrase in their particular way?
- Why might war memorials vary in different countries? How might a country that has lost a war view their memorials differently to a country that has won? How might a country in which a war was fought view their memorials differently to a country whose soldiers fought overseas?
- How are the New Zealand wars commemorated in New Zealand? What memorials were erected in response to these wars? What perspectives do these memorials represent?
- How does the way we remember the First World War in New Zealand differ from the ways other countries remember it? What has influenced these differences?
- How has the way we remember the First World War changed over time? How might we remember the First World War in the future?
- What lessons should we take from the First World War to help create a more peaceful future?

The New Zealand Curriculum

NZC Key concepts that relate to this hook:

Perspectives: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (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



Citizenship perspectives

Explore different iwi perspectives about what is important to remember about the First World War.



New Zealand in the Pacific

Explore what people from various Pacific nations believe is important to remember about the First World War.



Peace and reconciliation

Explore how lessons learned from the First World War can contribute to peaceful conflict resolution today.

Supporting Resources



Audio file of "Recessional"

An audio file of "Recessional" can be accessed here:

bit.ly/1FBbvjA



War and remembrance

This section of the NZ History site explores how and why we choose to commemorate events such as the First World War:

bit.ly/1JRdp4W



A 1913 response to Kipling's poetry of empire

This essay from 1913 provides an example of how Kipling's work, including "Recessional", was viewed in New Zealand at the time of the First World War: bit.ly/1GyCNeT



Perspectives on Anzac Day

These two newspaper articles present alternative perspectives on Anzac Day and war commemorations:

bit.ly/1F6yWAl bit.ly/1ApL43L



"Xenophobia and memorabilia" by Michael Leunig

This Michael Leunig quotation from an article in *The Age* presents a Turkish view of Anzac day:

I knew a Turkish man who owned a coffee shop around the corner from where I used to live. Ten Anzac Days ago I went to his shop for a morning coffee to be greeted by his wicked smile and twinkling eyes. "Good morning Michael," he said, "Happy Anzac Day. This is the special day," he declared with mock formality, "to remember that all invading armies must be thrown back into the sea."

bit.ly/1EtISo1



It's Anzac Day – not the Big Day Out

This article from *The Sydney Morning Herald* gives the perspectives of some Australian Anzacs who were interviewed by historian Jonathan King: bit.ly/1ymIMCt



Pacific countries reflect on their role in the First World War

This Radio New Zealand article provides perspectives on the involvement of Pacific countries in the war and the impact this involvement had on their communities: bit.ly/1KvmbH6



Memorials in New Zealand

This Te Ara Encyclopedia of New Zealand page has information about New Zealand First World War memorials:

bit.ly/1ApLJ5p



Figure of a New Zealand soldier, Cambridge Cenotaph. Sculpture by Richard Gross (1923). Photograph by Jock Phillips (Creative Commons Attribution-Noncommercial 3.0 New Zealand). From "Memorials and monuments – Memorials to the First World War", Te Ara w- The Encyclopedia of New Zealand, updated 11-Aug-14. bit.ly/1PJdOLz



Memorials in Germany



Mother and her dead son, Mahnmal from Neue Wache, Berlin. Sculpture by Harald Haacke (1993), an enlarged version of the sculpture by Käthe Kollwitz (1937). Photograph by Gabrielle Ludlow (CC BY-NC-ND 2.0). bit.ly/1KiTry3



Memorials in Turkey

This statue is based on a true story of a Turkish soldier who carried a wounded Allied officer to safety.



For more information, see bit.ly/1Szpxv7



Hook 4 – The Austro-Hungarian Empire



"Map of the Austro-Hungarian Empire in 1914", URL: <http://www.nzhistory.net.nz/media/photo/map-austro-hungarian-empire-1914>, (Ministry for Culture and Heritage), updated 14-Aug-2014. The map shows the empire's boundaries and major cities as they were in August 1914. bit.ly/1J1mbg1

Context

The assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and his wife Sophie, set off the chain of events that led to the First World War. The Austro-Hungarian Empire, a union between the Kingdom of Hungary and the Austrian Empire, encompassed many diverse ethnic groups, languages, and religions. The empire's annexing of the Turkish provinces Bosnia and Herzegovina in 1908 led to increasing tensions in the area and was the major catalyst in the assassination of the archduke.

After the First World War, the Austro-Hungarian Empire was broken up into separate parts. With the Allied Powers, Austria signed the Treaty of St Germain and Hungary signed the Treaty of Trianon. As part of these treaties, Austria-Hungary lost almost 75 percent of its former land, which was then divided between Romania, Czechoslovakia, Yugoslavia, Poland, and Italy.

Hungary suffered under the conditions imposed by the Treaty of Trianon, which in Hungary is referred to as the "Trianon trauma". Many ethnic Hungarians found themselves outside the borders of Hungary. The new borders created a landlocked state, which meant that shipping became more expensive for Hungary. Transport by rail also became more expensive because there were tolls to pay when crossing the new borders. Most of the agricultural areas and primary industries that had provided the bulk of Hungary's income ended up outside the new borders. The Hungarian government kept its flags lowered until 1938 to demonstrate its objection to the treaty's conditions.

Austria and Hungary were purposely left economically and militarily weak to prevent them being a threat in the future. Some people believe that this led to Hungary aligning itself with Germany in the Second World War.

Possible discussion questions

- How did New Zealanders view the Austro-Hungarian Empire at the time of the First World War?
- What was Austria-Hungary's part in the events leading up to the First World War? What might have happened if Austria-Hungary had not annexed Bosnia and Herzegovina?
- Why might the treaties of St Germain and Trianon have been considered harsh? Do you think they were reasonable or unreasonable? Why?
- How might the conditions imposed by the treaties of St Germain and Trianon have contributed to the Second World War?
- How might the creation of Yugoslavia have contributed to the Balkan wars in the 1990s?
- What can we learn from these treaties for future peace agreements?

The New Zealand Curriculum

NZC

Key concepts that relate to this hook:

Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)

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)

Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)

Themes



Citizenship perspectives

Explore ways that a country that wins a conflict can reduce the likelihood of further conflicts.



Peace and reconciliation

Explore how the division of the Austro-Hungarian Empire has influenced peace and conflict in the region.

Supporting Resources



The Austro-Hungarian Empire

This NZ History page of a chapter about the four Central Powers provides a brief summary of the Austro-Hungarian Empire and its role in the First World War:

bit.ly/1PJey3m



The “chain of friendship”

This cartoon from *The Brooklyn Eagle*, 1914, shows the web of alliances that resulted in the outbreak of First World War.



“If Austria attacks Serbia, Russia will fall upon Austria, Germany upon Russia, and France and England upon Germany.”

Accessed from bit.ly/1LAtGK7 (public domain).



The terms of the treaties

This BBC GCSE Bitesize page outlines the main provisions of several post-First World War treaties: bbc.in/1AuJqwx



Hungarian perspectives on the Treaty of Trianon

This article from a Hungarian website describes the ongoing unhappiness many Hungarians have about the Treaty of Trianon:

bit.ly/1KiV2UB



675,000 new Hungarian citizens

This newspaper article from Euronews describes how Hungary is offering citizenship to ethnic Hungarians living outside its borders:

bit.ly/1HHzWPo



Palestine 1918–2003

This article examines links between the First World War and subsequent conflicts in the Balkans:

bbc.in/1cfepSF

Hook 5 – Nation building



"Map of Europe in 1923". From Wikipedia, Creative Commons Attribution and Share Alike, 2.5, 2.0, and 1.0 generic: bit.ly/1erhEZ7

Context

Europe and the Middle East in 1923 looked very different to how they had in 1914. Countries had been newly formed or regained independence, borders had shifted, monarchies were removed, and the buildings and infrastructure of some countries were significantly damaged. The new nations required legal processes, governments, and infrastructure. Nations that had gained or lost land needed to adapt their infrastructure to cope with these changes.

Even nations whose borders remained the same needed much rebuilding, and the First World War was costly to all involved. Germany went from being an economic superpower in 1914 to a country plagued by hyperinflation and unemployment. It did not pay off the reparations owed from the First World War until 1990. Britain also suffered from hyperinflation after the First World War and is still paying off its war debt. It is estimated that the war cost Britain over 3 billion pounds.

League of Nations mandates gave control of various territories to Allied powers. In the Middle East, France and Britain had mandates to rule the new nations until they were able to stand alone. Some Pacific Island territories that were formerly controlled by Germany, including Papua New Guinea, Western Samoa, Nauru, and the Solomon Islands, were mandated to Australia, New Zealand, or Japan.

Possible discussion questions

- What are some of the most important things to consider when a new nation is created?
- How should other countries be involved in the division or dissolution of another country?
- Should the borders drawn up after the First World War still be respected? Why or why not?
- What were some of the consequences of the First World War for Pacific nations, for example, Samoa?
- When should a mandated country be given the opportunity to self-administer?
- Which new countries were given the opportunity to self-administer after the First World War? Which were mandated? Do you think the decisions to mandate or self-administer were fair or unfair? Why or why not?

The New Zealand Curriculum

NZC

Key concepts that relate to this hook:

Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)

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

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

Democracy and government: The power to determine how you are governed, electing government, power sharing between parliament, executive, and the judiciary. (Legal studies)

Macro-economics: Macro-economics is the branch of economics that examines the workings and problems of the economy as a whole. (Economics)

Themes



Heritage and identity

Explore how the League of Nations mandates influenced New Zealand's role on the global stage.



New Zealand in the Pacific

Explore how the change in governance from Germany to New Zealand affected Western Samoa.



Peace and reconciliation

Explore how different approaches to nation building can contribute to long-term peace.

Supporting Resources



New Zealand's occupation of German Samoa

This *New Zealand Herald* article describes New Zealand's occupation of Western Samoa and some consequences of this action:

bit.ly/1Fcnlk8



Peace treaties

This webpage summarises the peace treaties of St Germain, Trianon, Neuilly, Sèvres, and Versailles:

bit.ly/1IWHoJq



Socio-economic effects of the Treaty of Trianon

Section 4 of this webpage explores how the terms of the Treaty of Trianon negatively affected Hungary and led to its involvement in the Second World War:

bit.ly/1Kj23Vx

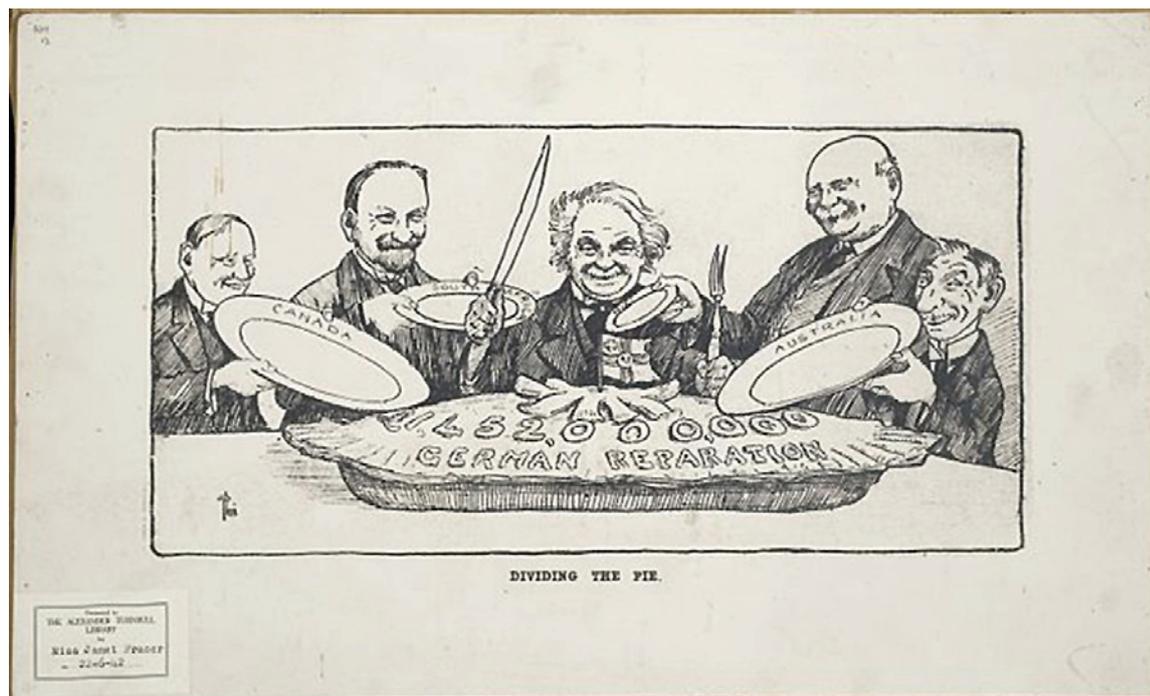


The terms of the Treaty of Versailles

This webpage summarises the Treaty of Versailles and includes a map that shows the territory Germany lost after the First World War.

bit.ly/1NmYin1

Hook 6 – Reconciliation and peacekeeping



Dividing the pie by Trevor Lloyd, 1919. Alexander Turnbull Library. B-034-01
bit.ly/1LlxMne

Context

Reconciliation after war is often difficult. Nations that have fought against each other can find it hard to forgive the other side, and often the winning side takes control of the losing side or places its own allies as rulers of the losing side. Different perspectives of the conflict can make friendship difficult even after the dispute is resolved.

The First World War ended with a very uneasy truce and punitive treaties. The cartoon above shows leaders from countries of the British Empire dividing huge monetary war reparations from Germany amongst themselves. The leaders shown are, from left to right, R. L. Bowden of Canada, L. Botha of South Africa, David Lloyd George of the United Kingdom, W. F. Massey of New Zealand, and W. M. Hughes of Australia.

The tensions caused by treaties formed after the First World War were a major factor in how the Second World War was resolved, when the treaties made focused more on political stability. This enabled much greater reconciliation between the Axis and the Allied powers. Some people believe that this striving for peace led to some injustices occurring. For example, after the Second World War, the war crimes of Emperor Hirohito were covered up by American General Douglas MacArthur in order to secure political stability in Japan.

The failure of the League of Nations to resolve 1920s and 30s conflicts such as those between Poland and Russia, Italy and Albania, and Manchuria and Japan, as well as to prevent the Second World War, led to the establishment of the United Nations. The United Nations exists to maintain international peace and security. Countries that are in conflict can seek help from the United Nations to settle disputes peacefully, for example, by going to the International Court of Justice.

Possible discussion questions

- What can we learn from the reconciliation, or lack of it, after the First World War to help us in international disputes today?
- How might the dual aims of peace and justice be met in international conflict resolution?
- What do you believe the League of Nations could have done to prevent some of the conflicts of the 1920s and 30s?
- How could the International Court of Justice better resolve international disputes?
- How should countries not involved in a conflict provide support for reconciliation and peacemaking?
- How well do you think the United Nations has worked in preventing recent conflicts?
- How are disputes arising from historical events resolved in New Zealand?

The New Zealand Curriculum

Key concepts that relate to this hook:

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

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

Perspective: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)

Themes

New Zealand in the Pacific

Explore how New Zealand and Samoa have worked to reconcile with each other after the events of the First World War.

Peace and reconciliation

Using a current or recent conflict as an example, explore how the parties have attempted a peaceful resolution.

Supporting resources

Shaping the modern world

This BBC iWonder webpage explores ways that the modern world has been shaped by decisions and actions taken at the end of the First World War:

bbc.in/1AuOqSY

Maintaining peace and security

This webpage details ways the United Nations works to promote peace:

bit.ly/1FAps3w

The International Court of Justice

The website of the International Court of Justice explains its roles and rulings:

bit.ly/1HHaqwy

Truth and reconciliation in South Africa

The South African Truth and Reconciliation Commission is a response to the violence and human rights abuses that occurred during apartheid.

bit.ly/1RxZne8

The Waitangi Tribunal

The Waitangi Tribunal is a commission of inquiry that makes recommendations on claims related to breaches of the Treaty of Waitangi.

bit.ly/1K6LcWP



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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