



FIRST WORLD WAR INQUIRY GUIDE

Identity Aotearoa, New Zealand

Acknowledgments

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The cover image, the Anzac Day cartoon on page 8, the photograph of Reverend Ormond Edward Burton on page 10, the portrait of Lady Pōmare on page 13, the photograph of the mounted special constables on page 15, the photograph of Peter Henry Buck on page 19, and the diary page on page 21 are used with permission from the Alexander Turnbull Library; the timeline on page 11 is used with permission from the First World War Centenary Programme Office; the image of Australian soldiers at Passchendaele on page 12 is courtesy of Taylor S-K; the portrait of Aunt Margaret Watt on page 13 and the photograph of Nan Welch and Dulcie Howard on page 24 are courtesy of Picture Wairarapa; the newspaper item on page 14 and that on page 23 are used with permission from Papers Past; the extract from a letter by Captain Peter Buck on page 17 is courtesy of James Cowan; the telegram on page 20 is courtesy of Archives New Zealand; the infographic on page 23 is courtesy of Statistics New Zealand.

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INTRODUCTION

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

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

Contexts and achievement objectives

Hook 1: Becoming a nation	Hook 2: War timeline	Hook 3: Women in war
<p>An Anzac Day cartoon includes a quotation from pacifist Ormond Burton about the development of a national identity through wartime.</p>	<p>This section of a digital timeline indicates how widely the First World War spread across the globe and how significant the battles at Passchendaele were to New Zealanders and the identity of this country.</p>	<p>This hook starts with two images side by side, one of a nurse and the other of a woman who became a key organiser of fund-raising and care packages for the home front. It goes on to explore the important roles carried out by women during the First World War and the effect these roles have had on women today.</p>
<p>Social sciences (level 3): Understand how people view and use places differently.</p> <p>Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>Understand how people participate individually and collectively in response to community challenges.</p> <p>English (level 3): Listening, Reading, and Viewing <i>Ideas:</i></p> <ul style="list-style-type: none"> Show a developing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.) <p><i>Language features:</i></p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.) 	<p>Social sciences (level 3): Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>English (level 3): Listening, Reading, and Viewing <i>Processes and strategies:</i></p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.) <p><i>Language features:</i></p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.) 	<p>Social sciences (level 3): Understand how people make decisions about access to and use of resources.</p> <p>Social sciences (level 4): Understand how formal and informal groups make decisions that impact on communities.</p> <p>Understand how people participate individually and collectively in response to community challenges.</p> <p>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</p> <p>Health and physical education (level 3): Relationships with Other People <i>Identity, sensitivity, and respect:</i></p> <ul style="list-style-type: none"> Identify ways in which people discriminate and ways to act responsibly to support themselves and other people. <p>Healthy Communities and Environments <i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> Identify how health care and physical activity practices are influenced by community and environmental factors.

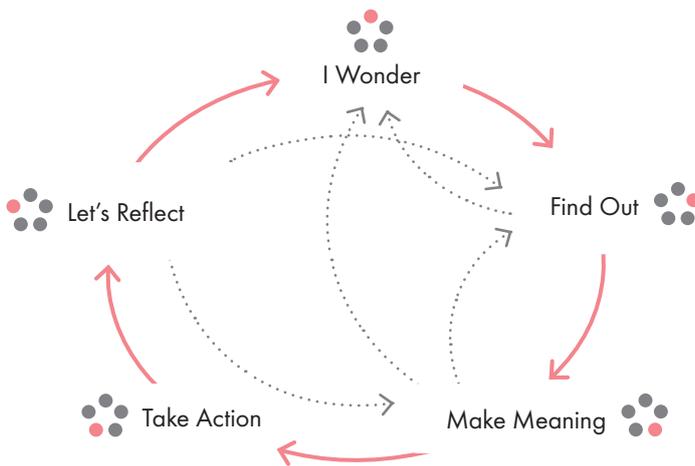
<p>Hook 1: Becoming a nation</p> <p>English (level 4): <i>Listening, Reading, and Viewing</i> Ideas:</p> <ul style="list-style-type: none"> Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.) <p>Language features:</p> <ul style="list-style-type: none"> Show an increasing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual features used and recognises and describes their effects.) <p>The Arts (level 4): Visual arts</p> <ul style="list-style-type: none"> Explore and describe ways in which meanings can be communicated and interpreted in their own and others' works. 	<p>Hook 2: War timeline</p> <p>English (level 4): <i>Listening, Reading, and Viewing</i> Processes and strategies:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.) <p>Purposes and audiences:</p> <ul style="list-style-type: none"> Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.) <p>Structure:</p> <ul style="list-style-type: none"> Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.) 	<p>Hook 3: Women in war</p> <p>Health and physical education (level 4): <i>Relationships with Other People</i> Identity, sensitivity, and respect:</p> <ul style="list-style-type: none"> Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. <p>Healthy Communities and Environments Rights, responsibilities, and laws; People and the environment:</p> <ul style="list-style-type: none"> Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.
<p>Hook 4: Strikes</p> <p><i>A photograph of mounted special constables during the waterfront strike in 1913 shows that there was some internal conflict in New Zealand leading up to the war. The impact of the strikes of 1912-14 and the changes in society during the war had a lasting impact on the political scene of this country.</i></p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>Understand how formal and informal groups make decisions that impact on communities.</p> <p>Understand how people participate individually and collectively in response to community challenges.</p> <p>Health and physical education (level 4): <i>Relationships with Other People</i> Identity, sensitivity, and respect:</p> <ul style="list-style-type: none"> Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people. <p>Healthy Communities and Environments Rights, responsibilities, and laws; People and the environment:</p> <ul style="list-style-type: none"> Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community. 	<p>Hook 5: Māori troops</p> <p><i>This extract of a letter from Captain Peter Buck to the Māori MPs describes his experiences of being part of the Native Contingent and the ways that such experiences changed the relationships between Māori and Pākehā soldiers.</i></p> <p>Social sciences (level 3): Understand how groups make and implement rules and laws.</p> <p>Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</p> <p>English (level 3): <i>Listening, Reading, and Viewing</i> Processes and strategies:</p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.) 	<p>Hook 6: Armistice telegram</p> <p><i>The announcement of the end of the fighting was delivered to New Zealand in a 13-word telegram. This hook explores how documents contribute to our nation's identity. For example, New Zealand was an independent signatory to the Treaty of Versailles – a fact that helped establish it as an independent nation.</i></p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>Understand how formal and informal groups make decisions that impact on communities.</p> <p>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.</p> <p>English (level 3): <i>Listening, Reading, and Viewing</i> Purposes and audiences:</p> <ul style="list-style-type: none"> Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.) <p>Language features:</p> <ul style="list-style-type: none"> Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.)

	Hook 5: Māori troops	Hook 6: Armistice telegram
	<p><i>Ideas:</i></p> <ul style="list-style-type: none"> Show a developing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.) <p>English (level 4): Listening, Reading, and Viewing <i>Processes and strategies:</i></p> <ul style="list-style-type: none"> Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.) <p><i>Ideas:</i></p> <ul style="list-style-type: none"> Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.) 	<p>English (level 4): Listening, Reading, and Viewing <i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.) <p><i>Structure:</i></p> <ul style="list-style-type: none"> Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.) <p>Health and physical education (level 3): Healthy Communities and Environments <i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> Identify how health care and physical activity practices are influenced by community and environmental factors. <p>Health and physical education (level 4): Healthy Communities and Environments <i>Rights, responsibilities, and laws; People and the environment:</i></p> <ul style="list-style-type: none"> Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

The structure of the inquiry guide

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

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



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

Navigating the guide

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

Inquiry stage and introduction

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

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

The New Zealand Curriculum

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

Themes

 **Heritage and identity**

 **Citizenship perspectives**

 **New Zealand in the Pacific**

 **Peace and reconciliation**

 **Making connections**

Learning and teaching ideas

 **Digital opportunities**

 **Apply social sciences skills**

 **Supporting resources**

Key resources about New Zealand and the First World War

Links to third-party websites

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

TKI First World War website

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

www.firstworldwar.tki.org.nz

New Zealand History – New Zealand and the First World War

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

bit.ly/FWW-NZHistory

Te Ara Encyclopedia of New Zealand – First World War section

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

bit.ly/FWW-TeAra

National Library, Services to Schools

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

bit.ly/NLNZ-FWW

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

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

bit.ly/SchoolJournals

WW100 website

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

bit.ly/ww100site

ManyAnswers

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

bit.ly/FWW-ManyAnswers

War News

This documentary series uses a current affairs programme format to report on significant First World War events. Several episodes have been made available:

bit.ly/GG-WarNews

Pond

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

www.pond.co.nz

The Fields of Remembrance in schools and kura project

The Fields of Remembrance Trust and the Ministry of Education partnered to support all schools and kura to set up their own Fields of Remembrance for Anzac Day 2015.

bit.ly/FoRinSchools

Te Papa – Gallipoli Exhibition

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

bit.ly/TePapaGallipoli

Pukeahu National War Memorial Park

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

For more information see:

bit.ly/1fDa3qR

The Great War Exhibition

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

bit.ly/1A1bliT

I WONDER

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

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

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

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

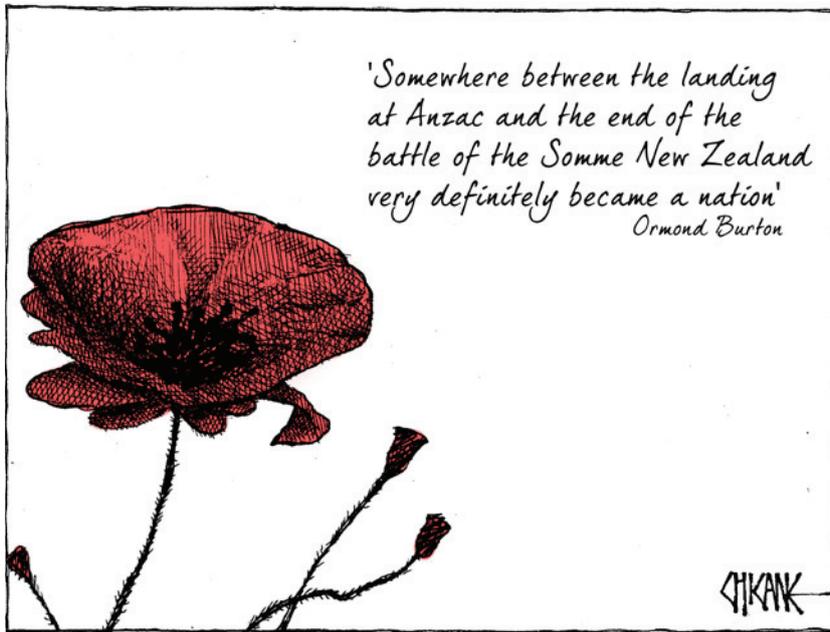
The I Wonder stage forms the basis of the preliminary investigations used at the start of the Find Out stage.

For more information about the I Wonder stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

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

Hook 1 – Becoming a nation



Anzac Day cartoon by Chicane (Mark Winter), 2011. Alexander Turnbull Library. DCCL-0017608.

Context

This cartoon appeared in the Southland Times on Anzac Day in 2011. The quote, from Ormond Burton's autobiography, reminds us that the First World War had a significant impact on the identity of New Zealand and New Zealanders. Ormond Burton was a teacher who served in the First World War, including as stretcher-bearer at Gallipoli, and became a vocal pacifist and minister in the Methodist Church in the 1930s. He was arrested for his protests during the Second World War and continued to challenge New Zealand's role in subsequent conflicts until his death in 1974.

For many young men and women, going to war was the first time they travelled to other countries and were able to compare themselves to people from other places, especially the British. New Zealanders gained a reputation for bravery, loyalty, determination, and ingenuity. Strong personal and political bonds between the New Zealanders and Australians were forged.

The landing at Anzac Cove on the 25th of April 1915 by the Australian and New Zealand Army Corps (ANZAC) began the land phase of the Gallipoli campaign. Navigational errors meant the troops landed two kilometres north of their intended destination in terrain that proved disastrous. Together with other Allied troops, the ANZACs fought for 8 months, in difficult conditions, attempting to win the Gallipoli peninsula from Turkish forces, which resulted in the deaths of 2,779 New Zealanders.

The Battle of the Somme, in mid-1916, was hoped to be a key breakthrough on the Western Front, forcing Germany to withdraw from the territory they had gained in northern France. While the battle overall was eventually successful in advancing the British and French line, the human toll was enormous. Nearly 6,000 New Zealanders were wounded and 2,000 killed during the Battle of the Somme, almost as many as at Gallipoli.

In August 1914, before the landing at Anzac Cove, New Zealand was asked to capture German Samoa on behalf of Britain as a "great and urgent Imperial service".¹ This takeover was a significant milestone in New Zealand's military contribution to the First World War. It was carried out by New Zealand forces, making the most of New Zealand's geographical and political placement, and demonstrated this country's part in the British Empire. In contrast, by the end of the war, New Zealand was recognised as an independent nation. It had its own seat at the table to sign the Treaty of Versailles and to help establish the League of Nations.

Key questions

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

Possible discussion questions

- What do you know about the two events mentioned in these words by Ormond Burton? What characteristics made these battles so significant to New Zealand? Why do you think Ormond Burton thought these particular battles helped to build this country's identity as a nation?
- What does the flower represent? What is the meaning of this flower to New Zealanders?
- Why do you think this quotation was used on Anzac Day?
- What do you think makes a nation? How do you think people from other countries view New Zealand or its people? How did this view change during the First World War?
- How do you think the experiences of going to war could have contributed to the way New Zealanders viewed themselves?
- During this time, how do you think the people at home might have changed their perceptions of what it means to be a New Zealander?
- Why did we need to build a nation?
- What are other events or ideas that you think contributed to the development of this country's identity as a nation? Why do you think events or conflicts can be part of defining a group of people?
- How would you describe the characteristics of a New Zealander today? How do you think you may have formed those opinions?

¹ "Capture of German Samoa", www.nzhistory.net.nz/war/capture-of-samoa (Ministry for Culture and Heritage), updated 26-Aug-2014

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

Understand how people view and use places differently.

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

Social sciences (level 4):

Understand that events have causes and effects.

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

English (level 3):

Listening, Reading, and Viewing

Ideas:

- Show a developing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

Language features:

- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.)

English (level 4):

Listening, Reading, and Viewing

Ideas:

- Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

Language features:

- Show an increasing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual features used and recognises and describes their effects.)

The Arts (level 4):

Visual arts

- Explore and describe ways in which meanings can be communicated and interpreted in their own and others' works.

NZC Key competencies

- Thinking
- Using language, symbols, and texts

NZC Values

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

Themes

Heritage and identity

Explore how the behaviours of New Zealand troops in the First World War have influenced our identity as New Zealanders today.

New Zealand in the Pacific

The capture of Samoa, and the subsequent administration of Samoa by New Zealand until 1962, have greatly influenced the lives of Samoans and New Zealanders and our sense of identity. Explore what happened and the effect of those events.

Learning and teaching ideas

Digital opportunities

Start to make a timeline with events in New Zealand's history of the First World War, adding new events or statistics as they are discussed.

Apply social sciences skills

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

Supporting resources

This blog post discusses and debates the ways that we interpret how important the Gallipoli campaign is for our sense of identity and nationhood.

bit.ly/TABlog-Impact

This Evening Post newspaper article from 1935 quotes a German general's detailed praise of the ANZAC forces' intimidating effects on the Germans:

bit.ly/ThroughGermanEyes



Reverend Ormond Edward Burton speaking at a demonstration against the war in Vietnam, 1967, by unknown photographer. Alexander Turnbull Library. 1/2-152912-F.

This Te Ara biography of Ormond Burton tells us more about his life:

bit.ly/OrmondBurton

Hook 2 – War timeline



Section of the New Zealand at War timeline from the WW100 website.
bit.ly/ww100Timeline

Context

Timelines are helpful in enabling the reader to understand the order of related events and to think about how one thing may have led to another. This section of an interactive online timeline shows some major events of the First World War in different parts of the world between the beginning of 1917 and July 1918. It indicates the Battle of Rafaah, which occurred in the Middle East; the mines laid in New Zealand waters; and the return to the Somme in France.

The other points on the timeline indicate the major battles near Passchendaele, a village in Belgium, where more New Zealanders lost their lives in one day than on any other since 1840. Although the Gallipoli battles are often thought of first when we consider the impact of the First World War on New Zealand, the images and stories of Passchendaele are very much part of New Zealand's history and memory.

Key questions

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

Possible discussion questions:

- What can you learn from this timeline? What are the significant events on it? What do you think is the most important event on it? What do you think is the least important? What events are missing that you think should be on it?
- Why was 12 October 1917 described as New Zealand's blackest day? Do you think it remains New Zealand's blackest day, or has another day surpassed it?
- What do you know about other countries that were impacted by the First World War?
- What do you know about Passchendaele? Who was fighting there? Why were they fighting there?
- What was Belgium's role in the First World War?
- Why do you think we hear more about the battles at Gallipoli than those at Passchendaele?
- What are some other days that we sometimes describe as "New Zealand's blackest days"?
- What else have you seen timelines used for? How do timelines help us learn about complex events? How might timelines limit or simplify the way we see events?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

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

Social sciences (level 4):

Understand that events have causes and effects.

English (level 3):

Listening, Reading, and Viewing

Processes and strategies:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.)

Language features:

- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.)

English (level 4):

Listening, Reading, and Viewing

Processes and strategies:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.)

Purposes and audiences:

- Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.)

Structure:

- Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.)

NZC Key competencies

- Thinking
- Using language, symbols, and texts

NZC Values

- Excellence
- Innovation, inquiry, and curiosity

Themes



Heritage and identity

Explore how different events or people become part of our collective memory and how others are less well known to us although they are sometimes more significant.

Learning and teaching ideas



Digital opportunities

- Use Google Maps to find the different places mentioned on the timeline.
- Create a timeline of your life, your whānau, or of the history of your school, using timeline applications such as: www.tiki-toki.com or Top ten free timeline creation tools for teachers bit.ly/1MsHF7C



Apply social sciences skills

- Ask questions about the past.
- Compare past and present.
- Compare different types of information, including primary and secondary sources.
- Sequence events.
- Use the language of history.



Supporting resources

An overview of the battles at Passchendaele

On this NZ History site, follow the media links on the right for sound clips of soldiers recounting the battles and for interactives explaining what happened: bit.ly/NZH-Passchendaele



Australian soldiers walk through a destroyed terrain after the Battle of Passchendaele – Chateau Wood, Belgium, October 1917 by James Francis Hurley, coloured by Taylor S-K, 2014. Flickr. CC BY-NC-ND. bit.ly/1CO5Acf

This NZ History site has more about the Battle of Rafah: bit.ly/NZH-Rafah

The NZ History website also has more about the mines in New Zealand waters: bit.ly/NZH-HomeWaters



The printed timeline is available in School Journal, Level 3, June 2014. PDFs of the stories, articles, and poems in this School Journal can be downloaded here: bit.ly/SchoolJournals

Hook 3 – Women in war



Left: Lady Mildred Amelia Tapapa Woodbine Pōmare by Stanley Pokinghorne Andrew, 1910. Alexander Turnbull Library. 1/1-014582-G.

Right: Aunt Margaret Watt, First World War, (photographer unknown) provided by Margaret Haughton, nee Watt, 1915–1919. Picture Wairarapa. 15-03/6.

Context

Lady Mildred Amelia Tapapa Woodbine Pōmare, also known as Mīria Tapapa (Rongowhakaata and Te Aitanga-a-Mahaki) was a prominent leader and organiser on the home front in New Zealand. She worked with others, such as the Governor's wife Lady Liverpool and thousands of volunteers, to support the war effort by providing care packages for soldiers overseas and establishing the Māori Soldiers' fund. She was married to Māui Pōmare (Ngāti Mutunga and Ngāti Toa), MP for Western Māori.

Margaret Watt, from Palmerston North, served in Samoa, New Zealand, and France during the entire First World War. About 500 women from this country served overseas as nurses, but others went over as health workers and sometimes as wives and mothers so that they could be close by the men while they were on leave. Doctors and nurses worked extremely hard in difficult conditions on ships, in casualty areas, and in hospitals further away from the front. New Zealand nurses gained a reputation for being "splendid workers and managers, and so adaptable" (The Taranaki Daily News, 15 October 1915, page 6 – see the link under "Supporting resources" below).

At home, women were raising funds and sending packages that might bring comfort to soldiers. These packages contained things like hand-knitted socks, baking, books, and tobacco. Women raised funds for wounded soldiers and their families or for people in war-torn countries like Belgium. By 1920, fund-raising organisations in New Zealand had raised £5,695,321, about \$700 million in today's money. This is especially significant when you remember that the population of New Zealand was just over 1 million people in 1914.

Key questions

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

Possible discussion questions

- How did the contributions of women aid the war effort?
- How did women's roles change during and after the war in comparison to their roles before the war? What caused these changes? How have the changes affected our lives today?
- Why were women not allowed to enlist as soldiers during the First World War? What are some positives and negatives of only allowing men to fight?
- Not all women would have had the same experiences during the war. What are some similarities and differences in the experiences of diverse groups of women?
- Do you think women's contributions during the First World War were as valued as men's? Why or why not? If you think there was a difference, do you think it was fair?
- How are women who contributed to the First World War recognised differently to men?
- There are now no restrictions on women serving in combat roles in the New Zealand Defence Force. How do you think this changes the kinds of roles people take on in wartime?

The New Zealand Curriculum

NZC

Learning areas

Social sciences (level 3):

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

Social sciences (level 4):

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

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

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

Health and physical education (level 3):

Relationships with Other People

Identity, sensitivity, and respect:

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

Healthy Communities and Environments

Societal attitudes and values:

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

Health and physical education (level 4):

Relationships with Other People

Identity, sensitivity, and respect:

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Healthy Communities and Environments

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

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

NZC

Key competencies

- Thinking
- Relating to others
- Participating and contributing

NZC

Values

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

Themes



Heritage and identity

Explore the contribution of women to New Zealand's history and heritage, both as individuals that we know of and as women collectively.



Peace and reconciliation

Discuss how wartime can change the roles people play in society and the effect this has on peaceful societies.

Learning and teaching ideas



Digital opportunities

Explore the military records of Margaret Watt bit.ly/MargaretWatt and the biography of Miria Tapapa bit.ly/MildredPomare



Apply social sciences skills

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



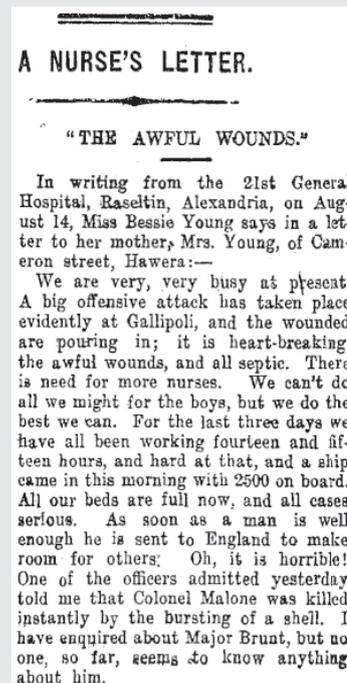
Supporting resources

These NZ History sites provide:

- further information about the volunteers supporting the war effort: bit.ly/NZH-Volunteers
- a short video about Lady Liverpool's war efforts: bit.ly/NZH-LadyLiverpool
- information about New Zealand nurses and medics: bit.ly/NZH-Medics



The article "Grey Angels" by Anna Rogers (School Journal, Level 3, June 2014) describes the experiences of New Zealand nurses serving overseas during the First World War. PDFs of the stories, articles, and poems in this School Journal can be downloaded here: bit.ly/SchoolJournals



Extract from the Taranaki Daily News, 15 October 1915, page 6. Papers Past.

Read the full letter here: bit.ly/NursesLetter

Hook 4 – Strikes



Mounted special constables during the 1913 waterfront strike, by Sydney Charles Smith, 1913. Alexander Turnbull Library. 1/2-049059-G.

Context

Before the war in Europe broke out, New Zealand was already coping with internal conflict. Workers felt they were being treated unfairly by the Arbitration Courts, which was seen to favour employers. This led to a series of strikes by miners, waterfront workers, and their supporters between 1912 and 1914, including the Great Strike of 1913. Many of the strike leaders were arrested for sedition, that is, inciting people to disobey rules or laws.

These strikes threatened this country's political and economic stability. Strict laws were put in place so that the strikes couldn't continue. Some civil liberties, such as publishing anything that promoted rebellion against the New Zealand or British governments, were removed during the war to ensure that there was a constant supply of food, transport, and soldiers that could be sent to the front. It also meant that it would be easier to defend New Zealand territory if that became necessary.

Most of the unions involved in the strikes were affiliated to the recently formed United Federation of Labour. The events influenced many of the unionists associated with them to go into politics, and some of these people later became leaders in the New Zealand Labour Party. Peter Fraser, who would later be Prime Minister, was one of those who was arrested and served 12 months in jail for sedition after campaigning against the government's policy of military conscription. Fraser believed that conscription of men should only occur with conscription of wealth also. This was considered seditious as it encouraged people to rebel against the government's conscription policies. Many of the Union leaders believed the First World War was an 'imperialist war' and that conscription was forcing the working classes to fight for the wealthy. After the war, unions and the Labour movement gained strength, leading to the first Labour government in 1935.

Key questions

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

Possible discussion questions

- Why were these strikes significant to the events of the First World War in New Zealand?
How do you think the beliefs of the unionists might have influenced people's feelings about the war?
Did people protest during the war? How and why?
- How else can people draw attention to something they think isn't fair?

- What are some ways that strikes impact on the rest of society?
- What are some ways that war impacts society?
- What does it mean to have “civil liberties”?
- How did removing civil liberties ensure there was a constant supply of food, transport, and soldiers that could be sent to the front? What civil liberties might have been removed in order to guarantee this? Do you think this was the right thing to do?
- What do civil liberties look like in New Zealand today? What did they look like in the 1910s? Are they the same in other parts of the world?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 4):

Understand that events have causes and effects.

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

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

Health and physical education (level 4):

Relationships with Other People

Identity, sensitivity, and respect:

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Healthy Communities and Environments

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

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

NZC Key competencies

- Thinking
- Relating to others
- Participating and contributing

NZC Values

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

Themes



Heritage and identity

Explore ways that people in New Zealand have stood up for what they believe in and what the outcomes of their actions were.



Citizenship perspectives

Discuss the rights and responsibilities we have as citizens, including the right to act in response to inequality or unfair situations. Challenge students to consider different viewpoints on issues.



Peace and reconciliation

Identify the outcomes of different protests and judge if they have been successful in creating peaceful communities.

Learning and teaching ideas



Digital opportunities

- Find protest songs and placards that have been used in the past and more recently. Compare them in order to find similarities and differences.



Apply social sciences skills

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



Supporting resources

Some people who objected to the First World War did so on socialist grounds. Read more about why:

bit.ly/NZH-SocialistObjectors



Read the story of two soldiers as one lies dying and talks about his role in the Waihi Goldminers' Strike:

bit.ly/SJStoryLibrary

Teacher support materials and an audio file are also available for this text.

Further information about Peter Fraser's life:

bit.ly/PeterFraser

OUR MURDERED FELLOW-UNIONIST.

The following resolution of condolence to the widow and children of our murdered fellow-unionist at Waihi was passed by the Nelson Waterside Union: "That the waterside workers of Nelson desire to convey their sincerest sympathy to the widow and children of their late fellow-unionist, Fred. Evans, who was so cruelly done to death by the scabs of Waihi, backed up by the so-called guardians of law and order and the Massey Government."—FRANK DU FEU, Secretary.

Maoriland Worker, Volume 3, Issue 89,
29 November 1912, Page 6

Hook 5 – Māori troops

“All who have come through the Gallipoli campaign, where Pakeha and Maori have shared the fatigue, danger, and incessant vigil of the trenches, side by side, recognise that the Maori is a better man than they gave him credit for, and have admitted him to full fellowship and equality. With a separate unit occupying its own trenches, these friendships which will cement mutual respect and esteem between the two races, do not have the same opportunities of being made as where they are working and fighting side by side. One of the finest incidents in the history of the two races took place when the Maoris left the trenches during the Anzac vacation. Their Pakeha comrades who were remaining behind for a later shipment, carried their packs down into the gullies, and many stood clasping hands when the moment of separation came, with their hearts too full of aroha to express themselves in words.”

From a letter written by Te Rangi Hiroa (Captain Peter Buck) quoted by James Cowan in The Maoris in the Great War: A History of The New Zealand Native Contingent and Pioneer Battalion: Gallipoli, 1915, France and Flanders, 1916-1918. Auckland, 1926. Creative Commons (attribution and share alike, New Zealand licence). bit.ly/JamesCowan

Context

The battlefields of the First World War were one of the first places where Māori and Pākehā fought alongside each other. It was an opportunity to find commonalities when compared with soldiers from other places, and for Māori to show their own identity on an international stage. Despite conflicting viewpoints, at the time, about whether there should be a Māori contribution to this war, the soldiers from the Pioneer Battalion earned great and long-lasting respect.

Te Rangi Hiroa, also known as Peter Henry Buck (Ngāti Mutunga), became well known among Māori as a doctor before the war. This led to him being asked to stand as a Member of Parliament for Northern Māori. Before going to war himself, he travelled around New Zealand encouraging other young Māori men to enlist in the Māori volunteer contingent. He thought Māori volunteering would show that Māori and Pākehā had equal rights and responsibilities as citizens and as an obligation under the Treaty of Waitangi.

Once he was overseas as a medical officer in the Native Contingent Te Hokowhitu-a-Tū (which later became the Māori Pioneer Battalion), Te Rangi Hiroa helped to convince the commanders to let the contingent join the battles at Gallipoli and to fight alongside the other soldiers rather than remain in garrison duties. He noticed that Māori soldiers soon got a reputation for their bravery and strength and that they earned the respect of the other troops – and of their enemies!

Te Rangi Hiroa received a Distinguished Service Order award for his conduct during the war. He was promoted to second-in-command of the New Zealand Pioneer Battalion (also called the Māori Pioneer Battalion or Māori Battalion), became a respected anthropologist after the war, and was knighted in 1946.

Key questions

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

Possible discussion questions

- Why is Te Rangi Hīroa remembered in New Zealand today? Which other New Zealand leaders from the First World War are remembered today?
- What leadership attributes did Te Rangi Hīroa show? How would these leadership attributes be important today?
- How are Māori who contributed to the First World War recognised differently to Pākehā? What Māori soldiers do you know about? What are they recognised for?
- The letter from Te Rangi Hīroa says that “the Māori is a better man than they gave him credit for”. Who did he mean by “they”? How did “their” opinions change about Māori? What caused these changes?
- The Māori contingent (Native Contingent) first went overseas for garrison duties. What does this mean? Why do you think Māori were not initially allowed to enlist as soldiers during the First World War? Why do you think a separate battalion was formed for Māori? Why do you think the Māori Pioneer battalion was withdrawn from combat after Gallipoli?
- How does this letter indicate that the relationship between Māori and Pākehā changed during and after the war in comparison to their relationship before the war? What caused these changes? How have they impacted on our lives today?
- How might the experiences of a Māori soldier differ to that of a Pākehā soldier in the First World War? How might they differ in the armed forces today?
- What happened to those Māori who refused to fight in the First World War?
- Do you think everyone should be allowed to go and fight in a war on behalf of their country? Why or why not?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

Understand how groups make and implement rules and laws.

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

Social sciences (level 4):

Understand that events have causes and effects.

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

English (level 3):

Listening, Reading, and Viewing

Processes and strategies:

- Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.)

Ideas:

- Show a developing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

English (level 4):

Listening, Reading, and Viewing

Processes and strategies:

- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.)

Ideas:

- Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

NZC Key competencies

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

NZC Values

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

Themes



Heritage and identity

Discuss the ways that we have our own personal identity, our identity as part of a culture, and a collective identity as a nation. Share ideas about how having a collective identity strengthens New Zealand as a nation.



Citizenship perspectives

Consider the different perspectives within Māori and within Pākehā about Māori recruitment before, during, and after the war. Discuss how and why these perspectives might have changed.

Learning and teaching ideas



Digital opportunities

Access the war diaries of Te Rangi Hīroa and read his comments written in his own hand: bit.ly/PeterBuckDiary



Apply social sciences skills

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



Supporting resources



Peter Henry Buck (Te Rangi Hīroa), on right, by an unknown photographer, c. 1914–1918. Alexander Turnbull Library. 1/2-037933-F.

Read more about the Māori units of the New Zealand Expeditionary Force at this NZ History site:

bit.ly/NZH-MaoriUnits

A biography of Te Rangi Hīroa is available at this Te Ara site: bit.ly/1Mm5b3F



“Te Hokowhitu-a-Tū: The Māori Pioneer Battalion” by Monty Soutar (School Journal, Level 3, June 2014) is an article about the Māori soldiers during the First World War and the impact of the war on their lives. PDFs of the stories, articles, and poems in this School Journal can be downloaded here:

bit.ly/SchoolJournals

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

bit.ly/WarNewsMaoriPerspectives

This article from the British Library describes why the British were reluctant to allow ‘coloured troops’ to raise arms against a white enemy.

bit.ly/1SWaafJ

Hook 6 – Armistice telegram

Telegram announcing the armistice ending the First World War, 1918.
Archives New Zealand. ACHK 16598 G43/2.

Context

On 11 November 1918, the Armistice of Compiègne was signed between the Allies and Germany. An armistice is an agreement to stop fighting, and it was negotiated that the armistice would be declared at 11 a.m. on that day. Leading up to this agreement, armistices had also been signed indicating the surrenders of Bulgaria, the Ottoman Empire, and Austria-Hungary.

The telegram was sent from London to Wellington to tell New Zealand that the war was over. It arrived late on 11 November, so the news was officially announced on the morning of 12 November with signal guns, messages in the daily newspapers, and a speech by the Governor-General. The armistice had been anticipated, and there were plans in place to celebrate as soon as the news was received. People had been so eager to celebrate that a “false armistice”, started by a rumour, had meant some premature celebrations on 8 November.

No New Zealanders were signatories to the Armistice of Compiègne. When the Treaty of Versailles, the formal end to the war, was signed nearly a year later, New Zealand signed in its own right rather than as a part of the British Empire. New Zealand later became an equal member of the League of Nations, the organisation formed to prevent another great war.

Key questions

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

Possible discussion questions

- What information is in the header of this document? What do the stamps on this document tell us?
- Why do you think this document was so significant to the people in New Zealand?
- Why was the armistice important? How did it change the relationships between New Zealand and the other countries involved in the First World War? How did it contribute to this country's change in its sense of identity?
- In what ways was the end of the war celebrated in New Zealand?
- What are some other documents important to our nation? How do they contribute to our heritage? What are the reasons for their importance?
- This country's seat on the League of Nations is an important part of our heritage. What are some other groups that New Zealand belongs to today that contribute to our sense of national identity?
- Have you ever made an agreement with someone you were fighting with? How did it change your relationship? Was the agreement successful?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 4):

Understand that events have causes and effects.

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

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

English (level 3):

Listening, Reading, and Viewing

Purposes and audiences:

- Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.)

Language features:

- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: identifies oral, written, and visual language features used in texts and recognises their effects.)

English (level 4):

Listening, Reading, and Viewing

Purposes and audiences:

- Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.)

Structure:

- Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.)

Health and physical education (level 3):

Healthy Communities and Environments

Societal attitudes and values:

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

Health and physical education (level 4):

Healthy Communities and Environments

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

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.

ZC Key competencies

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

NZC Values

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

Themes



Heritage and identity

Consider how belonging to groups such as the Commonwealth and the United Nations contribute to, or hinder, shaping our national identity.



Peace and reconciliation

Explore the ways that peace brought people, who had experienced vastly different events from a variety of different perspectives, together as a local or national community.

Learning and teaching ideas



Digital opportunities

Show local data and information by creating infographics similar to the one at this Statistics New Zealand site:

bit.ly/FWWStats



Apply social sciences skills

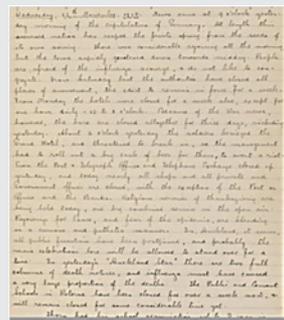
- Ask questions about the past.
- Compare different types of information, including primary and secondary sources.
- Sequence events..



Supporting resources

The following links provide further information about:

- the armistice: bit.ly/NZH-Armistice
- the influenza pandemic: bit.ly/NZH-Flu
- the Treaty of Versailles: bit.ly/HistoryTreatyV



Page of a diary written by Ben Keys, 1918.
Alexander Turnbull Library. MS-Papers-0407-31.

Transcript:

Wednesday 13th November 1918

News came at 9 o'clock yesterday morning of the capitulation of Germany. At length this accursed nation has reaped the fruits springing from the seeds of its own sowing. There was considerable rejoicing all the morning but the town (Rotorua) rapidly quietened down towards midday. People are afraid of the influenza scourge, and do not like to congregate. From Saturday last the authorities have closed all places of amusement, the edict remains in force for a week. From Monday the hotels were closed for a week also, except for one hour daily - 12 to 1 o'clock. Because of the War news, however, the bars are closed altogether for three days, including yesterday. About 2 o'clock yesterday the soldiers besieged the Grand Hotel, and threatened to break in, so the management had to roll out a big cask of beer for them, to avert a riot. Even the Post and Telegraph Offices and Telephone Exchange closed up yesterday, and today nearly all shops and all private and Government offices are closed, with the exceptions of the Post Offices and the Banks. Religious services of thanksgiving are being held today, one big combined service in the open air. Rejoicing for Peace, and fear of the epidemic, are blending in a curious and pathetic manner. In Auckland, it seems, all public functions have been postponed, and probably the main celebrations here will be allowed to stand over for a time.

FIND OUT

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

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

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

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

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

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

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

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

For more information on the Find Out stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions at this stage

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

Resources

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

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

The resources below have been selected for their potential relevance and for the credibility of the information they provide. With teacher support, most are suitable for students in years 1–4.

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

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

A changing nation

Reflecting on the impact of war

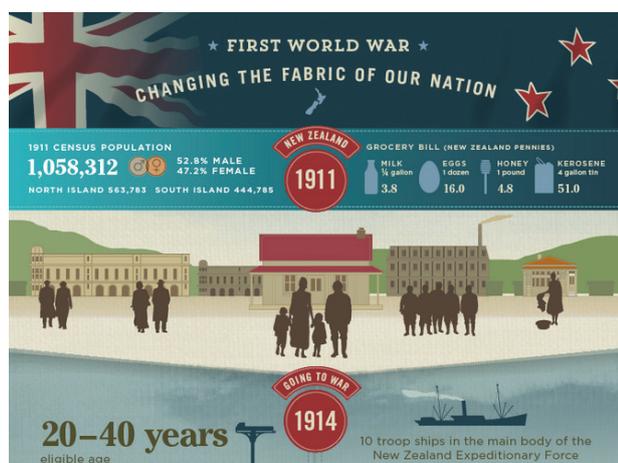
This clip from 3 News discusses some of the ways the First World War has impacted New Zealanders of today: bit.ly/TV3-FWW-Change

Identity

This Te Ara site explores what things shape the national identity of New Zealand: bit.ly/TA-Nationhood

The war in numbers

This infographic by Statistics New Zealand uses numbers to tell the story of the impact of war on New Zealand: bit.ly/FWWStats



Section of the First World War: Changing the Fabric of Our Nation infographic by Statistics New Zealand, 2014

Pacific aftermath

The war brought many changes in Samoa and the rest of the Pacific. This NZ History site captures some of these: bit.ly/NZH-PacificAftermath

Documenting change

Archives New Zealand preserves many of our key documents. They have created some online exhibitions on the Archives New Zealand website and on Flickr so that we can see and understand the documents better: bit.ly/ArchivesNZEvents and bit.ly/ArchivesFlickr

Protest

Strikes of 1913

Use this Te Ara link to find out more about strikes and labour disputes in the history of New Zealand: bit.ly/TA-Strikes

Conscientious objectors

People objected to conscription and this country's involvement in the First World War for many reasons: bit.ly/ww100co

Protest songs

New Zealanders have protested about many things in their history. This NZ on Screen site includes videos and information about some of the songs that reflect these protests: bit.ly/NZProtestSongs

Passchendaele

Leonard Hart Great War Story (preview recommended)

This story of a New Zealand soldier and the letter he wrote is told in a short video, screened on TV3 news in 2014: bit.ly/LeonardHart

Helping the wounded

This NZ History site gives more detailed information about how the wounded were helped at Passchendaele: bit.ly/HelpingTheWounded

Reputation

People

Find biographies of significant New Zealanders from the past on the Te Ara website. You can filter by activity, region, era, and gender: bit.ly/TA-Biographies

Women's contribution

Knitting

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

Volunteers

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

MAORI SOLDIERS' FUND.

ANNUAL REPORT

The first annual report in connection with the Maori Soldiers' Fund shows that the number of committees in New Zealand have increased, and as the work has become better known amongst the Maoris, finances have improved, enabling the executive to do more for the Maori soldiers. In all there are 44 committees working steadily. The Maori school children are still doing knitting work.

The donations for the first year were £250, expenditure, £117; donations for this year, £976; expenditure £571.

The following have been despatched: 4737 parcels, 2000 tins of toheroas, 140 tins of dried pipis, 4050 mutton-birds (6000 waiting to go), one case hospital comforts, 40 tins of sweets, 273 balaclavas, 121 pairs of mittens, 546 pairs of socks, 32 cholera belts, 234 scarves, 24 vests. £100 was sent last Christmas for comforts for the Maori soldiers in the trenches, and £10 for Christmas at the Narrow Neck Camp.

During the coming summer some of the committees will dry paus and pipis. The committee are now packing 1000 parcels for France, and 100 for Rarotongans in Egypt each month.

It is suggested that all committees should have the same badges of red ribbon, with the words "Lady Liverpool's Maori Soldiers' Fund" stamped in black.

Extract from the Wanganui Chronicle, volume 66, issue 17267, 20 April 1918, page 5. Papers Past.

Remembering lost lives

This song was sung by Māori women who had lost their loved ones during the First World War: bit.ly/HoKihoki

“Keep the Home Fires Burning”

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

bit.ly/SongHomeFires

This NZ History site gives more information about hospital ships: bit.ly/NZHhospship

Māori servicemen and -women

Māori and the First World War

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

Māori units of the New Zealand Expeditionary Force (NZEF)

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

Tama Tū

This short film shows six Māori soldiers in wartime on duty in a derelict Italian building for a day. Although set during the Second World War, it gives us a moving insight into what life might have been like for soldiers serving in the world wars: bit.ly/TamaTuu

Peace



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

Peace celebrations

From this NZ History site, learn more about the peace celebrations held across New Zealand in 1919:

bit.ly/PeaceCelebrations

Booklet to celebrate peace

Read through this interactive booklet for the Christchurch Peace Day celebrations at:

bit.ly/NZH-PeaceCelebrations

Influenza

This War News episode recreates an “interview” with the Prime Minister about the influenza crisis:

bit.ly/WN-Influenza

The New Zealand Curriculum

Learning areas

Social sciences (level 3)

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

English (level 4)

Listening, reading, and viewing

Processes and strategies:

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

Ideas:

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

Key competencies

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

Values

- Innovation, inquiry, and curiosity
- Diversity
- Respect

Learning and teaching ideas

Digital opportunities

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

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

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

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

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

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

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

Apply social sciences skills

Sequence events.

Use the language of history.

Ask questions about the past.

Compare past and present.

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

Identify and compare diverse perspectives, attitudes, and values.

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

MAKE MEANING

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

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

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

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

For more information on the Make Meaning stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

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

Resources

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

New Zealand identity

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

Timelines

Timelines help us to organise events chronologically and to see how one thing may have influenced another. This interactive timeline on the WW100 website shows the key events of the First World War: bit.ly/ww100Timeline

Knitting pattern

This Australian War Museum site shows a knitting pattern that was given to people to help them knit socks for the soldiers overseas: bit.ly/AWM-Socks

Events

Events to commemorate the centenary of the First World War are happening across New Zealand, including many about the topics covered in this guide and about the changing way in which, as a result of the war, New Zealanders saw themselves and people from other countries: bit.ly/ww100Projects

The New Zealand Curriculum

Key competencies

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

Values

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

Themes

Heritage and identity

As a class, discuss your and your students' different perspectives on the identity of New Zealand and see what you perceive in common about it. Think about what might have influenced these similarities and differences in sense of national identity.

Peace and reconciliation

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

Learning and teaching ideas

Digital opportunities

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

A tool like Padlet could help you to sort ideas.

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

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

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

Apply social sciences skills

Use the language of history.

Compare past and present.

Identify and compare different perspectives, attitudes, and values.

Create original stories about the past, and acknowledge sources.

TAKE ACTION

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

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

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

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

For more information on the Take Action stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

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

Possible outcomes

There are lots of actions that students can take to share their learning. Some may be actions that are community-focused and that contribute to social outcomes. Other actions may be to share students' learning or to create opportunities for others to learn. They can also tap into existing First World War initiatives that encourage ongoing peace and connections with others.

Here are six examples of possible actions:

- **Example 1:** The school develops an event to celebrate the cultures that exist in the school, identifying how each culture contributes to a common school community.
- **Example 2:** Students create an interactive timeline (through drama or art works or digitally) that shows New Zealand's political or social place in the world over time. This timeline could be focused on the years of the First World War or a longer period. Make it accessible to the community.
- **Example 3:** Students could create connections with schools in other countries and investigate how the students from each country see each other before, during, and after developing the relationships.
- **Example 4:** As a class, identify a need in your community that could be met with care packages created by the students. They might include baking, craft works, or other "comfort items". Don't forget to include some poetry!
- **Example 5:** Students could create a giant map of Aotearoa covered with symbols that represent what has "made us who we are". This map could be made into a large symbolic puzzle, with each piece representing an event, idea, or person.
- **Example 6:** Students could make a set of infographics to show the different international groups that New Zealand belongs to. Consider political, sporting, and linguistic groups; military alliances; and shared whakapapa.

Resources

Planning template

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

Creating timelines

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

The people of New Zealand

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

Connections with other schools

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

The New Zealand Curriculum

Key competencies

- Participating and contributing
- Relating to others
- Managing self

Values

- Excellence
- Community and participation
- Respect
- Integrity

Themes

Heritage and identity

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

Learning and teaching ideas

Digital opportunities

Share the students' outcomes through your class blog, or tell a digital story through video and photographs. Tools such as Little Bird Tales are very simple to use, or you and your students can create very elaborate stories with tools like iMovie.

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

Apply social sciences skills

Compare the past and the present.

Create stories about the past.

LET'S REFLECT

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

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

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

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

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

For more information on the Let's Reflect stage of the inquiry, see the First World War Inquiry Support guide: Years 1–8.

Key questions

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

The New Zealand Curriculum

NZC Key competencies

- Managing self

NZC Values

- Excellence
- Integrity

Learning and teaching ideas

Digital opportunities

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

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

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

bit.ly/FWW-Reflection

bit.ly/CooperativeAssessment

New Zealand Government

