



YEARS 1-4

**FIRST WORLD WAR INQUIRY GUIDE**  
***Their Stories, Our Stories***

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# First World War Inquiry Guide: Their Stories, Our Stories: Years 1–4

## 2 Introduction

*Contexts and achievement objectives*

*The structure of the inquiry guide*

*Navigating the guide*

*Key resources about New Zealand and the First World War*

## 6 I Wonder

*Hook 1 – Pigeon mail*

*Hook 2 – The Donkey Man*

*Hook 3 – Childhood during the First World War*

*Hook 4 – Tarty the tortoise*

*Hook 5 – Nan the mascot*

*Hook 6 – Postcards*

## 19 Find Out

*Resources*

## 23 Make Meaning

*Resources*

## 25 Take Action

*Resources*

## 28 Let's Reflect

# INTRODUCTION

This First World War inquiry guide suggests ways to explore the theme Their Stories, Our Stories. The six resource hooks presented in the first stage of the inquiry guide introduce students to a range of stories from the First World War: stories from home, the Pacific, and the battlefield. By exploring these stories, students gain insight into perspectives and experiences of people whose lives were impacted by the war. Comparing and contrasting these stories with their own stories and with those of people within their communities makes students' learning about the First World War meaningful and relevant.

The emphasis of the 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 hook and suggests possible connections to the learning areas and level 1–2 achievement objectives in the New Zealand Curriculum. These connections should not be viewed as prescriptive or exhaustive.

## Contexts and achievement objectives

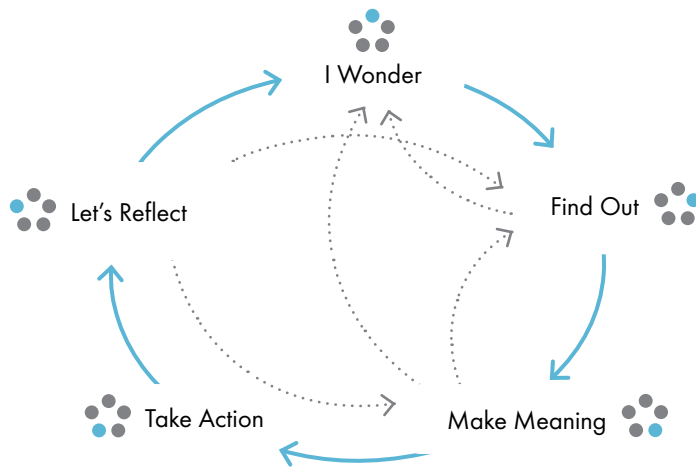
<b>Hook 1:</b> <b>Pigeon mail</b>	<b>Hook 2:</b> <b>The Donkey Man</b>	<b>Hook 3:</b> <b>Childhood during the First World War</b>
<p>Students learn about a carrier pigeon that saved the lives of 194 men by successfully delivering a soldier's desperate message.</p>	<p>The students hear the story of Richard Henderson and his donkey Roly, who together carried wounded soldiers from the Gallipoli battlefields to Anzac Cove for evacuation.</p>	<p>Students examine photographs from the early 1900s and imagine what life was like for children 100 years ago living in New Zealand.</p>
<p><b>Social sciences (level 1):</b> Understand that people have different roles and responsibilities as part of their participation in groups.</p> <p><b>English (level 2):</b> <b>Listening, Reading, and Viewing</b> <i>Structure:</i></p> <ul style="list-style-type: none"> <li>Show some understanding of text structures. (Indicator: recognises an increasing range of text forms and differences between them.)</li> </ul> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> <p><b>Technology (level 2):</b> <b>Nature of Technology</b> <i>Characteristics of technology:</i></p> <ul style="list-style-type: none"> <li>Understand that technology both reflects and changes society and the environment and increases people's capability.</li> </ul>	<p><b>Social sciences (level 1):</b> Understand that people have different roles and responsibilities as part of their participation in groups.</p> <p><b>English (level 2):</b> <b>Listening, Reading, and Viewing</b> <i>Ideas:</i></p> <ul style="list-style-type: none"> <li>Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)</li> </ul> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> <li>Share ideas about how and why their own and others' works are made and their purpose, value, and context.</li> </ul> <p><b>Health and physical education (level 2):</b> <b>Relationships with Other People</b> <i>Identity, sensitivity, and respect:</i></p> <ul style="list-style-type: none"> <li>Describe how individuals and groups share characteristics and are also unique.</li> </ul>	<p><b>Social sciences (level 2):</b> Understand how time and change affect people's lives.</p> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> <p><b>Technology (level 2):</b> <b>Nature of Technology</b> <i>Characteristics of technology:</i></p> <ul style="list-style-type: none"> <li>Understand that technology both reflects and changes society and the environment and increases people's capability.</li> </ul>

<b>Hook 4: Torty the tortoise</b>	<b>Hook 5: Nan the mascot</b>	<b>Hook 6: Postcards</b>
<p>Students learn about the only living survivor of the First World War in New Zealand: a 200-year-old tortoise called Torty.</p>	<p>Students learn about animals that provided companionship and comfort to soldiers during the First World War.</p>	<p>Students learn about an efficient way for First World War soldiers to send messages home.</p>
<p><b>Social sciences (level 1):</b> Understand how the past is important to people.</p> <p><b>English (level 2):</b> <b>Listening, Reading, and Viewing</b> <i>Ideas:</i></p> <ul style="list-style-type: none"> <li>• Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)</li> </ul> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>• Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul> <p><b>Health and physical education (level 2):</b> <b>Healthy Communities and Environments</b> <i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> <li>• Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.</li> </ul>	<p><b>Social sciences (level 1):</b> Understand that people have different roles and responsibilities as part of their participation in groups.</p> <p><b>English (level 2):</b> <b>Listening, Reading, and Viewing</b> <i>Ideas:</i></p> <ul style="list-style-type: none"> <li>• Show some understanding of ideas within, across, and beyond texts. (Indicator: uses their personal experience and world and literacy knowledge to make meaning from texts.)</li> </ul> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>• Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> <li>• Share ideas about how and why their own and others' works are made and their purpose, value, and context.</li> </ul> <p><b>Health and physical education (level 2):</b> <b>Healthy Communities and Environments</b> <i>Societal attitudes and values:</i></p> <ul style="list-style-type: none"> <li>• Explore how people's attitudes, values, and actions contribute to a healthy community.</li> </ul>	<p><b>Social sciences (level 1):</b> Understand how the past is important to people.</p> <p><b>Social sciences (level 2):</b> Understand how time and change affect people's lives.</p> <p><b>English (level 2):</b> <b>Listening, Reading, and Viewing</b> <i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> <li>• Show some understanding of how texts are shaped for different purposes and audiences. (Indicators: recognises how texts are constructed for different purposes, audiences, and situations; understands that texts are created from a particular point of view; evaluates the reliability and usefulness of texts with some confidence.)</li> </ul> <p><i>Structure:</i></p> <ul style="list-style-type: none"> <li>• Show some understanding of text structures. (Indicator: recognises an increasing range of text forms and differences between them.)</li> </ul> <p><b>The arts (level 2):</b> <i>Visual arts:</i></p> <ul style="list-style-type: none"> <li>• Share the ideas, feelings, and stories communicated by their own and others' objects and images.</li> </ul>

## 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.

<http://www.firstworldwar.tki.org.nz>

#### New Zealand History – New Zealand and the First World War

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

<http://bit.ly/FWW-NZHistory>

#### Te Ara Encyclopedia of New Zealand – First World War section

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

<http://bit.ly/FWW-TeAra>

#### National Library, Services to Schools

This website provides a schools' guide to First World War digital and print resources. Resources can also be requested/borrowed from the National Library via this page:

<http://bit.ly/1EOBFi9>

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

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

<http://bit.ly/SchoolJournals>

#### WW100 website

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

<http://bit.ly/ww100site>

#### ManyAnswers

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

<http://bit.ly/FWW-ManyAnswers>

#### War News

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

<http://bit.ly/warnews>

#### Pond

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

<https://www.pond.co.nz>



# I WONDER

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

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

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

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

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

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

### **Key questions**

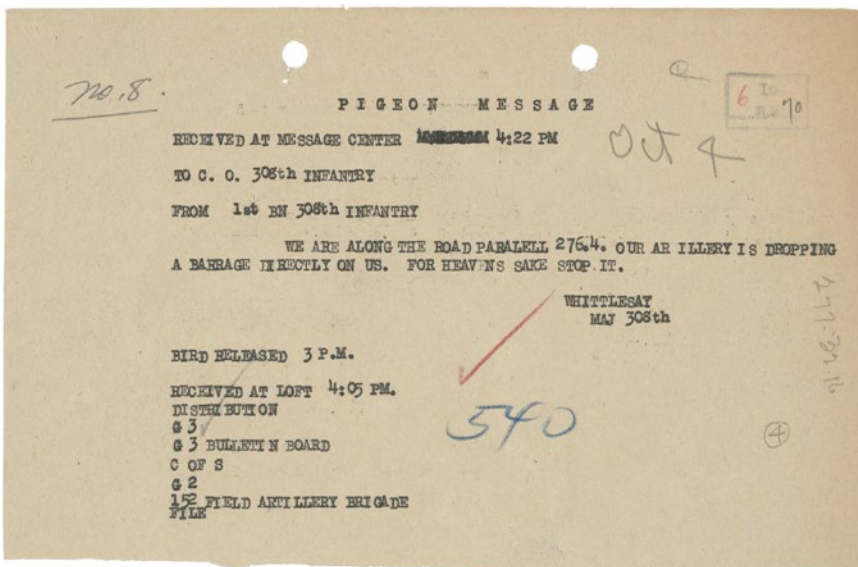
- What can we observe?
- What do we already know?
- How might people view this in different ways?

## **Hook 1 – Pigeon mail**



Carrier pigeon ready to be released to carry a long distance message.  
<http://bit.ly/1wlllh6>





Pigeon message from Captain Whittlesey to the Commanding Officer of the 308th Infantry, 10/04/18. National Archives (United States), ARC identifier 595541

## Context

Carrier pigeons played an important role in the First World War. They were used to carry messages between troops. One of the most famous pigeons was Cher Ami, a carrier pigeon used by the American troops. A soldier from the "Lost Battalion" used Cher Ami to send this message to the headquarters of the 308th infantry: "We are along the road paralell [sic] 276.4. Our artillery is dropping a barrage directly on us. For heavens sake stop it." While carrying this desperate message, Cher Ami was shot through the breast by the enemy and blinded in one eye. When he reached his loft, the message capsule was dangling from a broken leg. The successful delivery of the message saved the lives of 194 men. Cher Ami died in 1919.

## Key questions

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

## Possible discussion questions:

- Why did the soldier send this message?
- How do you think he was feeling when he wrote it?
- Why did the soldier use a bird to send his message? What are the advantages and disadvantages of this method?
- What do these images make you think about?

## The New Zealand Curriculum

### Learning areas

#### Social sciences (level 1):

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

#### English (level 2):

##### *Listening, Reading, and Viewing*

Structure:

- Shows some understanding of text structure (indicator: recognises an increasing number of text forms and differences between them.)

#### The arts (level 2):

Visual arts:

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

#### Technology (level 2):

##### *Nature of Technology*

Characteristics of technology:

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

### Key competencies

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

### Values

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

## Themes



### **Citizenship perspectives**

Discuss the rights that soldiers have to be protected from "friendly fire".

## Learning and teaching ideas



### **Digital opportunities**

Use a digital tool, such as Padlet, to record questions and observations you might have.

Use a digital tool, such as Puppet Pals, to retell the story of Cher Ami.

Do an image brainstorm using ThingLink.



### **Apply social sciences skills**

Ask questions about the past.

Compare past and present.

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



### **Supporting resources**

For more information about Cher Ami, see

<http://bit.ly/CherAmi>

The record of Cher Ami's heroic flight and message is available from the National Archives (United States), ARC identifier 595541, 1918.

<http://bit.ly/CherAmiDoc>

## Hook 2 – The Donkey Man

### The Donkey Man, by Glyn Harper (Reed, 2004)

*The Donkey Man* tells the story of Lieutenant Richard Alexander “Dick” Henderson of the New Zealand Medical Corps and his donkey, Roly. Together, Richard and Roly carried wounded soldiers from the Gallipoli battlefields to Anzac Cove for evacuation.



*To the memory of our hero comrade ‘Murphy’ (Simpson) killed May 1915, by Horace Moore Jones, 1918. Alexander Turnbull Library. Reference C-057-002.*

### Context

During the First World War, stretcher-bearers undertook the dangerous and important role of carrying wounded men to safety. They often did their work under enemy shellfire. Sometimes it could take six men up to five hours to move the wounded to a dressing station.

The 1918 painting by Horace Millichamp Moore-Jones is based on a photograph of New Zealand soldier Richard (Dick) Henderson (see photograph on page 10). Murphy was the name of the donkey Private Simpson used. Private Simpson died in 1915.

### Key questions

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

### Possible discussion questions

- What do you notice in the painting?
- Why is the man on the donkey?
- What can you see on the donkey’s nose? What might this be?
- What is the path like that they are walking on? Where do you think they are going?
- How do this painting and the story make you feel?
- Why do you think the artist made this painting?
- What do you know about donkeys? What are they used for today?

- How would you describe Richard Henderson? Why?
- In what ways can an injured person get to medical help today?

## The New Zealand Curriculum

### NZC Learning areas

#### Social sciences (level 1):

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

#### English (level 2):

##### Listening, Reading, and Viewing

Ideas:

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

#### The arts (level 2):

Visual arts:

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.
- Share ideas about how and why their own and others' works are made and their purpose, value, and content.

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

##### Relationships with Other People

Identity, sensitivity, and respect:

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

### NZC Key competencies

- Thinking
- Managing self
- Relating to others
- Participating and contributing

### NZC Values

- Innovation, inquiry, and curiosity
- Community and participation

## Themes



### Heritage and identity

Explore the different roles New Zealand soldiers have carried out over time. For example, what would Richard Henderson's job be like if he had a similar role in a modern army?



### Citizenship perspectives

Explore the roles conscientious objectors carried out during the war. For example, some conscientious objectors were forced to participate in the war as stretcher-bearers. The experiences of these soldiers would have been different to those of the soldiers who fought, but their experiences were no less dangerous.

## Learning and teaching ideas



### Digital opportunities

Use a voice recorder to record student observations and questions that result from looking at the painting and hearing the story of the donkey man.

Use your class blog or website to share these initial observations and questions. Students can refer back to these at the end of their inquiries to see how much they have learned.



### Apply social sciences skills

Ask questions about the past.

Compare past and present.

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

Identify different points of view.



### Supporting resources

You can access a digital version of the painting the painting by Moore-Jones here:

<http://bit.ly/LtSimpson>

Information about Richard Henderson is available here:

<http://bit.ly/RSA-Henderson>

Richard Henderson's cenotaph record is available here:

<http://bit.ly/1stWF7Wl>



Richard Henderson carrying a wounded soldier on a donkey. Photograph by Sergeant James Jackson, 1915. Australian War Memorial, reference P03136.001

<http://bit.ly/HendersonImage>

In April 2015, a new book will be released Roly, the Anzac Donkey by Glyn Harper (Puffin).

### Hook 3 – Childhood during the First World War



Group portrait of the pupils and staff at the public school in Te Uku, Raglan District, by Gilmour Brothers, 1910. Alexander Turnbull Library, reference 1/2-001089-G



Portrait of Sergeant Francis and family. The boy is wearing his father's 4th (Waikato) Mounted Rifles hat, 1917. Sir George Grey Special Collections, Auckland Libraries, reference 31-F2609 <http://bit.ly/FrancisFamily>



A girl and boy alongside a whāriki (mat), pedal-cart, and tricycle, by unknown photographer, ca. 1910s. Alexander Turnbull Library, reference 1/2-074034-G <http://bit.ly/MaoriBoyGirl>

## Context

The First World War was a life-changing experience for New Zealanders who travelled overseas to join the war. But it also changed the lives of those left at home. Everyone was called upon to show their support of the war, including children. Young New Zealanders raised funds, knitted socks and scarves, and wrote letters to men at the front.

## Key questions

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

## Possible discussion questions

- How is this school photograph similar or different to photographs from your school or class?
- What signs (if any) are there that these photos were taken during wartime?
- What do these photographs tell us about life in New Zealand at the time of the First World War?
- What can you see in the background of these photographs, and what do these details tell us?
- If one of these children visited our classroom today, what do you think they would find most interesting? What would you like to ask them?
- Do you have photographs similar to these at home?

## The New Zealand Curriculum

### Learning areas

#### Social sciences (level 2):

Understand how time and change affect people's lives.

#### The arts (level 2):

Visual arts:

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

#### Technology (level 2):

##### Nature of Technology

Characteristics of technology:

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

### Key competencies

- Thinking
- Managing self
- Relating to others
- Participating and contributing

### Values

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

## Themes

### Citizenship perspectives

Explore the different roles New Zealand children took during the First World War.

## Learning and teaching ideas

### Digital opportunities

Record student observations of the photographs using a digital tool such as fotofriend, then share these via the class blog. Students can refer back to these at the end of their inquiries to see how much they have learned.

### Apply social sciences skills

Ask questions about the past.

Compare past and present.

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

### Supporting resources

*Jim's Letters* by Glyn Harper (Puffin, 2014)

This book is based on real letters sent between soldiers in the First World War and their families. In this story, a boy on a New Zealand farm exchanges letters with his older brother serving in Egypt and Gallipoli. The themes in the book make it suitable for both younger and older students.



## Hook 4 – Torty the tortoise



| Torty the tortoise. Photograph by Kathy Webb (Dominion Post), 2009

### Context

Torty, a female Greek tortoise, is the only living survivor of the First World War in New Zealand. Stewart Little, a stretcher-bearer who served at Gallipoli, rescued Torty after she was run over by a French gun carriage. Torty lost a few toes in the incident and still has a dent in her shell. At the time, Little asked some locals in Salonika how old Torty was. They estimated that she was around 100 years old, which means that she's now about 200 years old.

Watch the TV3 clip about Torty the tortoise, available here:

<http://bit.ly/TV3-Torty>

### Key questions

- What can we observe?
- What do we already know?
- How might people have viewed this tortoise differently?

### Possible discussion questions

- Have you ever seen a tortoise? What do you know about them?
- What connections might there be between this tortoise and the First World War?
- Do you think Torty was a lucky tortoise? Why or why not?
- Why do you think Stewart Little brought Torty back to New Zealand?
- Why do people have pets?
- Do you think other soldiers had pets in the war? Why or why not?
- If Torty could talk, what would you ask her?

## The New Zealand Curriculum

### **NZC** Learning areas

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

Understand how the past is important to people.

#### **English (level 2):**

##### **Listening, Reading, and Viewing**

Ideas:

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

#### **The arts (level 2):**

Visual arts:

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

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

##### **Healthy Communities and Environments**

Societal attitudes and values:

- Explore how people's attitudes, values, and actions contribute to a healthy community.

### **NZC** Key competencies

- Thinking
- Managing self
- Relating to others
- Participating and contributing

### **NZC** Values

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

## Themes

### **Heritage and identity**

Explore the roles New Zealand soldiers carried out at Gallipoli. Discuss how stories about these soldiers contribute to our heritage and national identity.

Discuss the significance of Tortsy to Stewart Little's family as a tangible connection to the events of Gallipoli.

## Learning and teaching ideas

### **Digital opportunities**

Have students use a digital tool such as Comic Life to retell the story of Tortsy's life.

To support students to gather a range of I Wonder statements in response to the story about Tortsy, give them a voice recorder with which to record the response statements of their peers. After they have listened to all of the statements, the students can choose which three they are most interested in exploring further.

### **Apply social sciences skills**

Ask questions about the past.

Compare past and present.

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

### **Supporting resources**



"Tortsy, the Lucky Tortoise" by David Chadwick (*Junior Journal* 48) tells the story of Tortsy through a variety of text forms, including two graphic pages. You can access the story online at:

<http://bit.ly/JuniorJournal>

Teacher support materials are available at:

<http://bit.ly/JournalTSM>

and an audio file can be downloaded from:

<http://bit.ly/JournalAudio>

This newspaper article about Tortsy provides further details on her life:

<http://bit.ly/DomPostTortsy>



## Hook 5 – Nan the mascot



Goat, mascot of the New Zealand Engineers, by Henry Sanders, 1918. Alexander Turnbull Library, reference 1/2-013133-G

### Other mascots/pets



Paddy, the canine mascot of the Wellington Regiment, by Henry Armytage Sanders, 1918. Alexander Turnbull Library. 1/2-013312-G



A desert fox, a pet/mascot of the Auckland Mounted Rifles. National Army Museum New Zealand Collection, Waiouru. 1996-946.

### Context

A mascot is a person, animal, or object thought to bring good luck. There are numerous examples of soldiers in the First World War adopting animals as mascots. Many of these animals helped to boost morale and provided companionship and comfort during dark times.

### Key questions

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

### Possible discussion questions

- What can you observe in the photographs?
- What is a mascot?
- Why might a mascot have been important to soldiers in the First World War?
- Where might you see a mascot being used today?
- Do you have a special animal, toy, or object that makes you feel better when you are sad, worried, or scared?

## The New Zealand Curriculum

### NZC Learning areas

#### Social sciences (level 1):

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

#### English (level 2):

##### Listening, Reading, and Viewing

Ideas:

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

#### The arts (level 2):

Visual arts:

- Share the ideas, feelings, and stories communicated by their own and others' objects and images.
- Share ideas about how and why their own and others' works are made and their purpose, value, and content.

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

##### Healthy Communities and Environments

Societal attitudes and values:

- Explore how people's attitudes, values, and actions contribute to a healthy community.

### NZC Key competencies

- Thinking
- Managing self
- Relating to others
- Participating and contributing

### NZC Values

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

## Themes

### Peace and reconciliation

Discuss the dove as a symbol of peace. Why is it such a well-known and important symbol?

## Learning and teaching ideas

### Digital opportunities

Zoom into high-resolution images to look for interesting details:

<http://bit.ly/ISG-Mascot>

Listen to the audio file "First World War Mascots: Animals at War" by Philippa Werry:

<http://bit.ly/AudioJournals>

### Apply social sciences skills

Ask questions about the past.

Compare past and present.

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

### Supporting resources



"First World War Mascots: Animals at War" by Philippa Werry (*School Journal*, Level 2, June 2014)

"Mascots", a poem by Jenny Bornholdt (*School Journal*, Level 2, June 2014)

<http://bit.ly/SchoolJournals>

Teacher support materials for both the story and the poem are available here:

<http://bit.ly/TchrSM>

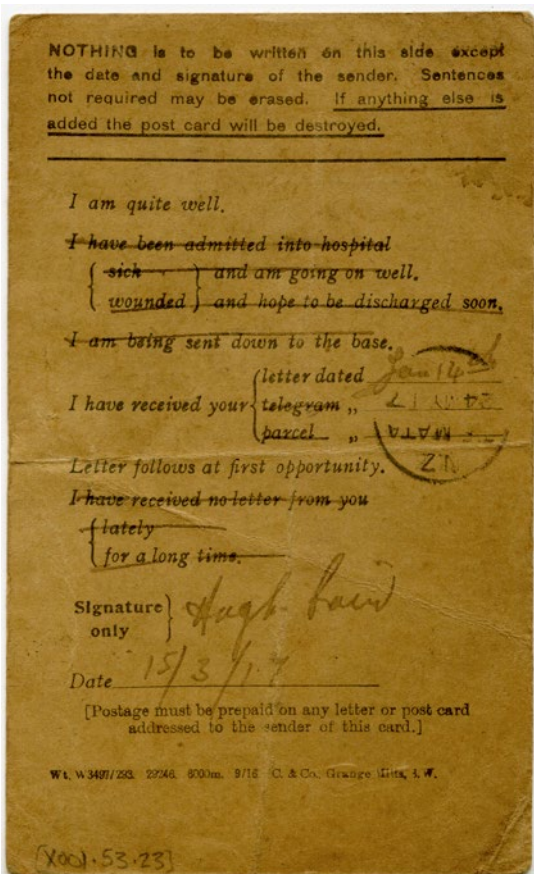
*The Anzac Puppy* by Peter Millett. (Scholastic, 2014).

This book tells the story of a man who takes a puppy to the front line. The soldier considers her to be a good luck charm and a best friend. Although the story is fictional, it is based on true events and shows the important role mascots played in boosting the morale of weary soldiers.

## Hook 6 – Postcards



Standardised New Zealand First World War postcard, 1917. Raglan and District Museum.



Standardised New Zealand First World War postcard (reverse), 1917. Raglan and District Museum.

### Context

Soldiers often used postcards like this to send a quick message home. Instead of writing a letter, they would choose the most fitting statement from each option and cross out the rest. During the war, censors read all letters to ensure that they included nothing about what the soldiers were doing. This was to prevent important information being revealed if the letters fell into the wrong hands. Another reason for censorship was to prevent information in the letters from worrying families at home. Postcards like this allowed censors to approve correspondence more quickly.

## Key questions

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

## Possible discussion questions

- Have you ever sent or received a postcard? What did it say, or what did you write about?
- Do you have family that live in another city or country? How do you communicate with them?
- How do you think the soldiers felt when they were far away from their families and couldn't talk to them or see them?
- Where was this postcard sent from, and where was it going?
- What information did this postcard give to the soldier's family? What information did it leave out?

## The New Zealand Curriculum

### Learning areas

#### Social sciences (level 1):

Understand how the past is important to people.

#### Social sciences (level 2):

Understand how time and change affect people's lives.

#### English (level 2):

##### Listening, Reading, and Viewing

Purposes and audiences:

- Show some understanding of how texts are shaped for different purposes or audiences. (Indicators: recognises how texts are constructed for different purposes, audiences, and situations; understands that texts are created from a particular point of view; evaluates the reliability and usefulness of texts with some confidence.)

Structure:

- Show some understanding of text structure (Indicator: recognises an increasing number of text forms and differences between them.)

#### The arts (level 2):

Visual arts:

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

### Key competencies

- Thinking
- Managing self
- Relating to others
- Participating and contributing

### Values

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

## Themes



### Citizenship perspectives

Discuss whether it was appropriate to censor the soldiers' letters. Discuss the impact (positive and negative) of this censorship.

## Learning and teaching ideas



### Digital opportunities

A link to a DigitalNZ set of First World War postcards:

<http://bit.ly/1AOpGVb>

100 New Zealand First World War postcards:

<http://bit.ly/1qytJev>

Have the students organise a Skype call with someone in another city or country. Compare the ease and speed of communication with the ways soldiers in the First World War communicated with people at home.



### Apply social sciences skills

Ask questions about the past.

Compare past and present.

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



### Supporting resources

*Jim's Letters* by Glyn Harper (Puffin, 2014)

This book is based on real letters sent between soldiers in the First World War and their families. In this story, a boy on a New Zealand farm exchanges letters with his older brother serving in Egypt and Gallipoli. The themes in the book make it suitable for both younger and older students.

This site provides information about how soldiers communicated with home during the First World War:

<http://bit.ly/BBC-Communication>

This site provides information about the process of sending and receiving mail during the First World War:

<http://bit.ly/BBC-Letters>

# FIND OUT

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

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

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

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

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

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

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

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

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

## **Key questions at this stage**

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

## **Resources**

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

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

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

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

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



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

<http://bit.ly/ISG-NLResources>.

## Communication technologies

### Carrier pigeons

"Pigeon Post" by Philippa Werry (*School Journal*, Part 2 Number 1, 2006)

This article describes the world's first airmail service, which was established in New Zealand in 1897 using pigeons as carriers. It also describes the use of pigeons in both the First and the Second World Wars.

This site provides information on pigeons of war:

<http://bit.ly/ww100-Pigeons>

This site provides a brief explanation of pigeon post:

<http://bit.ly/TA-PigeonPost>

## WAR PIGEONS.

Some 350 pigeons, a portion of the first batch of 500 for service on the Western front, have been despatched from New Zealand. The birds are yearlings and are specially selected with a view to training in new lofts. When the new season's birds are available they will be sent instead of yearlings, as the younger the birds the easier it is to accustom them to their new homes. An idea of the work in which the birds are engaged is afforded by the following extract

"War Pigeons" (*Marlborough Express*, 03 September 1918): <http://bit.ly/PP-Pigeon>

### Communication, technology, and weapons in the First World War

This site provides information about different methods of communication during the First World War:

<http://bit.ly/BBC-Communications>

### Censorship

This site provides examples of information that did, and did not, make it past the censors:

<http://bit.ly/BBC-Postcard>

This site provides information about the process and purpose of censoring letters during the First World War:

<http://bit.ly/Censors>

This newspaper article explains some of the methods spies in the First World War used to slip information past the censors:

<http://bit.ly/PP-Censors>

### New Zealand during the war

This site provides information about the education system in New Zealand at the time of the First World War:

<http://bit.ly/NZH-Schools>

This site provides information about British schools during the First World War:

<http://bit.ly/BBC-Schools>

This site provides information and images about what children did for entertainment during the war:

<http://bit.ly/BBC-Children>

In this audio recording, George Davies shares his childhood memories from the First World War:

<http://bit.ly/GeorgeDavies>

### Faces of the First World War

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

<http://bit.ly/FacesoftheFWW>

## Animals used in the war

This site provides information on animals used as helpers and mascots during the First World War:

<http://bit.ly/BBC-AnimalHelpers>

This site provides examples of New Zealand military mascots:

<http://bit.ly/NZH-Mascots>

This site provides a gallery of mascots special to New Zealanders in the First World War. Click on the links for further information about each mascot.

<http://bit.ly/DNZ-Mascots>

This video tells the story of Flight Lieutenant Henry Fanshaw, a stuffed bear that was the mascot of the Royal New Zealand Air Force:

<http://bit.ly/NZH-HenryF>

This site provides an example of a contemporary mascot – Tiki:

<http://bit.ly/WarriorsMascot>

## Australian donkey man – John Simpson Kirkpatrick

This site provides information about John Simpson Kirkpatrick:

<http://bit.ly/JSKirkpatrick>

This short video tells the story of John Simpson Kirkpatrick:

<http://bit.ly/VideoKirkpatrick>

This news article describes a play based on the final few days of John Simpson Kirkpatrick:

<http://bit.ly/PlayKirkpatrick>

A photo of a bronze statue of John Simpson Kirkpatrick is available here:

<http://bit.ly/ImageKirkpatrick>

## Health care for wounded soldiers

This site provides information about stretcher bearers:

<http://bit.ly/NZHStretcher>

A photograph of a convoy leaving the New Zealand Stationary Hospital in France for the ambulance train to England is available here:

<http://bit.ly/ImageConvoy>

A photograph of wounded soldiers being transported on camels is available here:

<http://bit.ly/ImageCamels>

This video pays tribute to animals in the First World War. *Note that some children may find some of the images disturbing.*

<http://bit.ly/YT-Animals>

This site provides background information on different uses of animals during the war:

<http://bit.ly/BBC-Messengers>

This site provides images of animals used in the First World War.

*Note that this site contains a number of images of dead animals, which children may find disturbing.*

<http://bit.ly/FWWAnimals>

A photograph of Simpson with his donkey “Murphy” is available here:

<http://bit.ly/ImageSimpson>

*The Bantam and the Soldier* by Jennifer Beck and Robyn Belton (Scholastic, 2014).

This book describes a friendship between a soldier and a bantam hen in the First World War. Arthur finds the bantam hen trapped in a hedge after an explosion. When Arthur returns to New Zealand after the war, he struggles to describe his experiences but is able to share the story of Bertha the bantam.

This video describes the tasks and responsibilities of the New Zealand Army medics:

<http://bit.ly/NZA-Medics>

This site provides background information about the Red Cross:

<http://bit.ly/InfoRedCross>

## The New Zealand Curriculum

### Learning areas

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

Understand how time and change affect people's lives

#### **English (level 2):**

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

### Key competencies

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

### Values

- Innovation, inquiry, and curiosity
- Diversity
- Respect

## Learning and teaching ideas

### Digital opportunities

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

### Apply social sciences skills

Sequence events.

Use the language of history.

Ask questions about the past.

Compare the past and the present.

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

Identify different points of view.



# MAKE MEANING

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

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

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

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

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

### **Key questions**

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

### **Resources**

The following resources provide examples of the ongoing impact of the First World War on our lives and communities. Students may find these resources useful when exploring links between the focus of their inquiries and the present day.

#### **Service dogs**

This site provides information about assistance dogs in New Zealand:

<http://bit.ly/ADTrust>

#### **Mobility dogs**

This site explains how dogs are used to support people with physical disabilities:

<http://bit.ly/MobDogs>

#### **Modern-day communication for soldiers**

This site explains how soldiers in the First World War communicated with their families:

<http://bit.ly/StuffCommunication>

#### **Memorial register**

This register documents all of the memorials in New Zealand:

<http://bit.ly/MemorialsRegister>

## The New Zealand Curriculum



### Key competencies

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



### Values

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

## Themes



### Peace and reconciliation

Encourage students to explore the similarities and differences between life during the First World War and life in a peaceful society.



### Making connections

Encourage students to make connections with learners in other places as they explore the significance of the First World War to their own lives.

## Learning and teaching ideas



### Digital opportunities

Encourage the students to find out whether any of their relatives went to war. If so, students can look for information about them on the New Zealand History website:

<http://bit.ly/NZHResearch>

Have students use a storytelling tool like Puppet Pals to retell a story from the First World War.

Have students use storytelling tools such as VoiceThread to explain what they have been learning about. You could share the files with your community via your class blog.



### Apply social sciences skills

Ask questions about the past.

Compare the past and the present.

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

Identify different points of view.

# TAKE ACTION

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

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

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

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

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

## Key questions

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

## Possible outcomes

There are lots of actions that students can take to share their learning. Some students may want to stage an event; others may want to create an artwork or object that informs people about a way that the First World War has influenced the present. They can also tap into existing First World War initiatives, for example, competitions and commemorative events.

Here are four examples of possible actions:

**Example A:** Students work together to create a “remix presentation” that combines the past, the present, and a possible future. For example:

- a film presentation that links footage from the First World War with film from the present and an imagined future
- a Readers’ and Writers’ event that presents poetry and prose involving flashbacks and time travel
- an art exhibition with artworks that depict the past, the present, and a possible future
- a musical performance with music from the time of the First World War, rewritten with a new ending.

**Example B:** Students plan a “Day Back in Time” for their school community. They could do this to show what they have learned about:

- daily life 100 years ago, including what schools were like, what games children played, and what types of food people ate
- events that took place in their community during the First World War
- what it was like to be a young person during the First World War.

Students could design activities that encourage other students to compare life in New Zealand 100 years ago with the present day and to make and record predictions about what life might be like in New Zealand in the future.

**Example C:** Students recreate a trench in the classroom. The trench could be set up as a learning experience with information on foods at the Front, soldiers’ clothing, and methods of communication. The trench could also include references to local history, for example, stories of people from your region. Related activities could include:

- baking hardtack and writing a menu of daily rations typical in the First World War trenches

- knitting socks
- building a periscope
- planning ways to communicate with others further back from the front line
- singing songs from the First World War
- displaying rules that were applied in the trenches.

**Example D:** Students could contribute a story about a local person who served during the war to the Walking With an Anzac 100 000 Stories website:

<http://bit.ly/wwAnzac>

## Resources

### *Planning an action*

This template can help students to plan their outcomes. See the inquiry support guide for more resources like this.

<http://bit.ly/PlanforAction>

### *Examples of creative ways to show connections between the past and the present*

#### **Huffington Post**

This website gives examples of images that can be created by remixing past and present:

<http://bit.ly/FWWRemix>

#### **Remixing the work of Mark Powell**

An example of remixing images to tell a new story:

<http://bit.ly/MPRemix>

#### **Mix and Mash competition**

The 2013 entries on this site gives examples of stories created about the past and present:

<http://bit.ly/MixandMash>

### *Using content, such as images, music, and video, without breaking copyright laws*

#### **DigitalNZ**

Use the filter to limit the content to what you can modify:

<http://bit.ly/DigitalNZ>

#### **Free to Mix Guide**

A guide to help students find reusable content, such as images, music, and video, and use it without breaking copyright laws.

<http://bit.ly/CC-FreetoMix> (PDF download)

### **First World War events**

#### **WW100 website**

This website provides a list of organisations commemorating the First World War:

<http://bit.ly/ww100GetInvolved>

## 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

Discuss with the students ways to undertake an action that demonstrates connections between the past and the present. Encourage them to think about how the past and present can influence our future.

## Learning and teaching ideas



### Digital opportunities

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

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



### Apply social sciences skills

Compare the past and the present.

Create stories about the past.

# LET'S REFLECT

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

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

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

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

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

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

### **Key questions**

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

### **The New Zealand Curriculum**

#### **NZC Key competencies**

- Managing self

#### **NZC Values**

- Excellence
- Integrity

### **Learning and teaching ideas**

#### **Digital opportunities**

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

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

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

<http://bit.ly/FWW-Reflection>

<http://bit.ly/CooperativeAssessment>



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