A vintage-style illustration for ANZAC Day. In the foreground, a silhouette of a soldier in a helmet stands with his back to the viewer, holding a flagpole in his right hand and a sword in his left. Behind him, a large Union Jack flag is flying. The background shows a landscape with a rising sun, a body of water, and a building. A large, ornate frame in the center contains the title and a dedication.

Ceremony of
Remembrance
AT DAWN
ANZAC DAY

1940

To the GLORY OF GOD
and to the Memory of
OUR COMRADES
who fell in the GREAT WAR
1914-1918

FIRST WORLD WAR INQUIRY GUIDE

Commemoration

Acknowledgments

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First World War Inquiry Guide: Commemoration: Years 5-8

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INTRODUCTION

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

This guide is based on a student-centred approach to inquiry in which students and teachers work together to co-construct learning. The table below provides a brief description of each hook and suggests possible connections to the learning areas and level 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: The poppy	Hook 2: Town memorials	Hook 3: 'ie tōga
<p>A cartoon challenges the viewer to take action on Poppy Day. The symbol of the poppy and the role of the RSA in commemoration are key to the image.</p>	<p>This hook is an image of a town memorial. It has an interesting history and commemorates the First World War. A visit to your local town memorial would be an excellent alternative hook.</p>	<p>A historic 'ie tōga gifted to Helen Clark on the occasion of her apology to the people of Samoa challenges us to think about the role of gift giving and of how we commemorate different events.</p>
<p>Social sciences (level 3): Understand how people remember and record the past in different ways.</p> <p>Understand how cultural practices vary but reflect similar purposes.</p> <p>Social sciences (level 4): Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</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 remember and record the past in different ways.</p> <p>Understand how people make decisions about access to and use of resources.</p> <p>Social sciences (level 4): Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</p> <p>Understand how formal and informal groups make decisions that impact on communities.</p> <p>English (level 3): Listening, Reading, and Viewing <i>Purposes and audiences:</i></p> <ul style="list-style-type: none"> Show a developing 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>Social sciences (level 3): Understand how people remember and record the past in different ways.</p> <p>Understand how cultural practices vary but reflect similar purposes.</p> <p>Social sciences (level 4): Understand that events have causes and effects.</p> <p>The arts (levels 3 and 4): Visual arts:</p> <ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Hook 1: The poppy	Hook 2: Town memorials	
<p>English (level 4):</p> <p>Listening, Reading, and Viewing</p> <p><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>Language features:</i></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 (levels 3 and 4):</p> <p>Understanding the Arts in Context</p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. 	<p>English (level 4):</p> <p>Listening, Reading, and Viewing</p> <p><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>The arts (levels 3):</p> <p>Understanding the Arts in Context</p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. <p>Communicating and Interpreting</p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> Describe the ideas their own and others' objects and images communicate. <p>The arts (level 4)</p> <p>Understanding the Arts in Context</p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. <p>Communicating and Interpreting</p> <p><i>Visual arts:</i></p> <ul style="list-style-type: none"> Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work. 	

Hook 4: Shared remembrance	Hook 5: Ceremony of remembrance	Hook 6: Art and performance
<p><i>Three different memorials in three different countries share the same words of tribute and commemoration.</i></p>	<p><i>A programme for a ceremony of remembrance at dawn on Anzac Day helps us to think about the traditions we observe on this day every year, and those that have changed.</i></p>	<p><i>A waiata composed by Sir Āpirana Ngata (Ngāti Porou) that welcomed home returning Māori soldiers is still sung today.</i></p>
<p>Social sciences (level 3):</p> <p>Understand how people remember and record the past in different ways.</p> <p>Understand how cultural practices vary but reflect similar purposes.</p>	<p>Social sciences (level 3):</p> <p>Understand how people remember and record the past in different ways.</p> <p>Understand how cultural practices vary but reflect similar purposes.</p>	<p>Social sciences (level 3):</p> <p>Understand how people remember and record the past in different ways.</p> <p>Social sciences (level 4):</p> <p>Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.</p>

Hook 4: Shared remembrance

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Health and physical education (level 3):

Healthy Communities and Environments

Community resources:

- Participate in communal events and describe how such events enhance the well-being of the community.

Health and physical education (level 4):

Healthy Communities and Environments

Community resources:

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

The arts (levels 3 and 4):

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Hook 5: Ceremony of remembrance

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Health and physical education (level 3):

Healthy Communities and Environments

Community resources:

- Participate in communal events and describe how such events enhance the well-being of the community.

Health and physical education (level 4):

Healthy Communities and Environments

Community resources:

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

Hook 6: Art and performance

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: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.)

Ideas:

- Show a developing understanding of ideas within, across, and beyond texts. (Indicator: recognises that there may be more than one reading available within a text.)

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.)

Ideas:

- Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: recognises that there may be more than one reading available within a text.)

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 (levels 3 and 4):

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the context in which they were or are made, viewed, and valued.

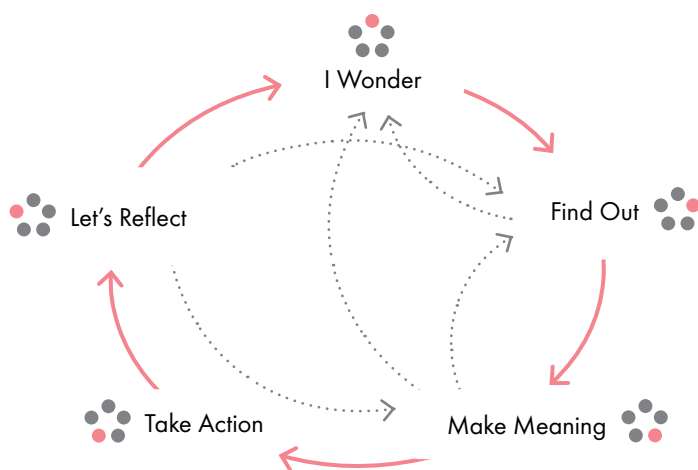
Music – sound arts:

- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

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

 **Values**

 **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. Resources can also be requested/borrowed from the National Library via this page:

bit.ly/FWW-NLNZ

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 Trust

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

www.fieldsofremembrance.org.nz

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.

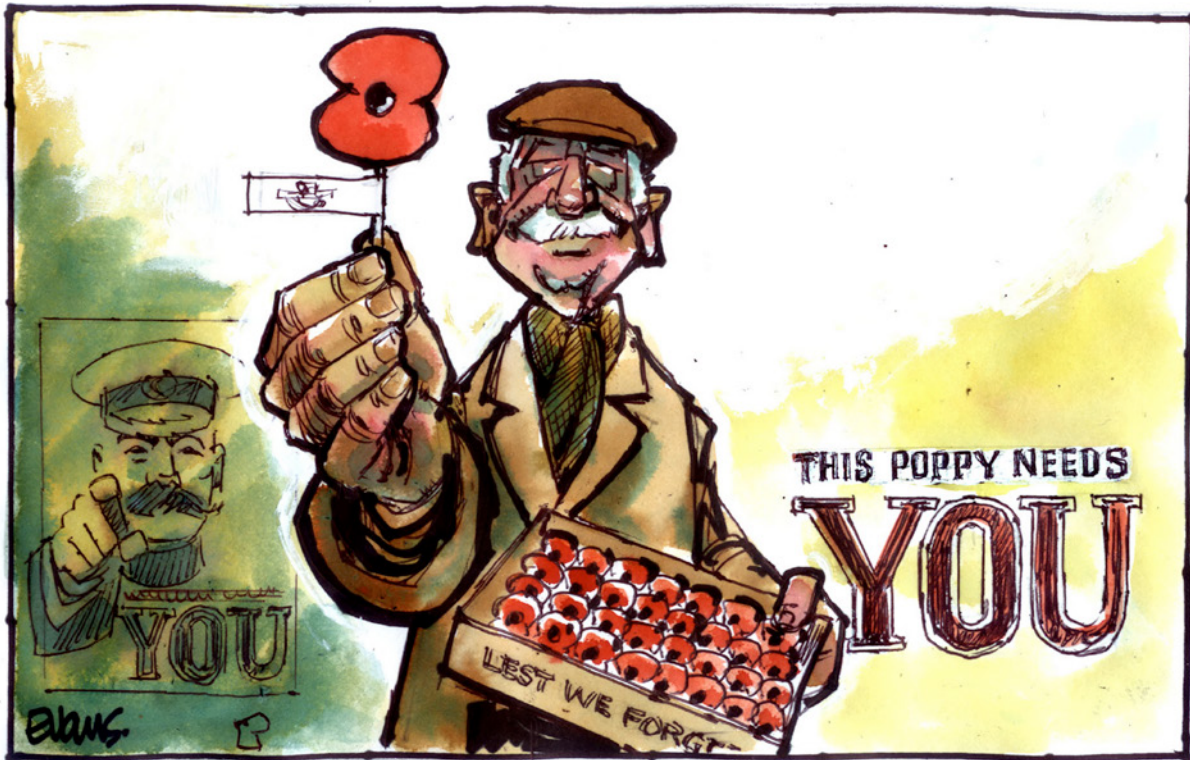
The I Wonder stage forms the basis of the preliminary investigations used at the start of the Find Out stage.

For more information about the I Wonder stage of the inquiry, see the inquiry support guide.

Key questions at this stage

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

Hook 1 – The poppy



"This Poppy Needs You" by Malcolm Evans, 20 April 2012. Alexander Turnbull Library. DCCL-0020988.

Context

This cartoon appeared in *The Press* shortly before Anzac Day in 2012, when there would have been many collectors out on the streets, seeking donations for the Royal New Zealand Returned Services' Association (RSA). New Zealand is the only country to hold its Poppy Day Appeal for Anzac Day. People in other countries wear a poppy on Armistice Day (11 November), but the boat carrying poppies to New Zealand for the first appeal in 1921 was delayed, so, in New Zealand, the appeal has been held to coincide with Anzac Day ever since.

The poster depicted in the background of this cartoon was used for recruitment in Britain in 1914 and has become one of the most iconic images of the First World War. It features Lord Kitchener (who was then the British Secretary of State for War) challenging people to join their country's army.

Key questions

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

Possible discussion questions

- What can you see in this cartoon?
- What is similar and what is different about the two characters?
- What do you think Malcolm Evans is trying to tell the viewer?
- What does the symbol of the poppy mean to you?
- Why do you think this poppy needs you so long after the end of the war?
- Where else have you seen poppies used?
- Do you know of other symbols related to war or peace?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

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

Understand how cultural practices vary but reflect similar purposes.

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

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.)

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 (levels 3 and 4):

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

NZC Key competencies

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

NZC Values

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

Themes



Peace and reconciliation

The symbol of a white poppy is also used around Anzac Day; organisers suggest it carries a greater emphasis on peace than remembrance. Explore the history of this symbol and different views on its appropriateness and importance.



Making connections

Prompt the students to observe and note where and how the poppy is worn by people in New Zealand and some other countries. Notice the other symbols that are used such as the blue cornflower in France.

Learning and teaching ideas



Digital opportunities

Have the students research news items from other countries about Armistice Day and Anzac Day to see how the red and white poppies are used in commemorative artworks and ceremonies. Consider some other symbols that might be used today.



Apply social sciences skills

Identify and compare diverse perspectives, attitudes, and values.

Ask questions about the past.



Supporting resources

The RSA describes the background to the poppies and Poppy Day:

bit.ly/RSAPoppyAppeal



Kitchener First World War recruitment poster by Alfred Leete, 1914. Wikimedia Commons.

Learn more about the poppy and the poem *In Flanders Fields*:

bit.ly/proadams

Hook 2 – Town memorials



Merger War Memorial by kiwinz, 2008. Flickr. CC-BY. [bit.ly/MergerMemPhoto](https://www.flickr.com/photos/kiwinz/1234567890/)

Context

First World War memorials exist in most New Zealand towns and come in many different kinds and styles. This war memorial, in the Waikato town of Mercer, is partly made from the gun turret of a ship called the *Pioneer*. British forces used the *Pioneer* to invade the Waikato in 1863 and the ship played a key role in the British attack against Waikato Māori.

This hook raises questions about why so few war memorials in this country commemorate those who fought in the New Zealand Wars; most focus on the First and Second World Wars. How might local iwi feel about the gun turret being used in this way? What comment is being made by commemorating two entirely separate conflicts with a single memorial? Whose views and values does this memorial represent?

Key questions

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

Possible discussion questions

- What do you notice about this war memorial site? Is it clear what is being remembered?
- How do you think the history of the Mercer memorial impacts on the way people feel about it?
- Have you visited or noticed any other war memorials? Have you noticed any differences between First and Second world war memorials?
- Where is your local war memorial? When was it built, and is there a story behind its construction?
- Do you recognise any of the names on the war memorial in your town?
- If a memorial in your town needed to be replaced, who should decide what the new memorial should say and/or look like?
- Most First World War memorials commemorate soldiers who died in the war. What types of memorials could be created to commemorate those who bravely refused to fight, those who contributed to the war effort at home, and the families who lost their loved ones?

NZC Learning areas

Social sciences (level 3):

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

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

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

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

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: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.)

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.)

The arts (levels 3):

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Communicating and Interpreting

Visual arts:

- Describe the ideas their own and others' objects and images communicate.

The arts (level 4)

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Communicating and Interpreting

Visual arts:

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

NZC Key competencies

- Thinking
- Participating and contributing

NZC Values

- Respect
- Innovation, inquiry, and curiosity
- Diversity

Themes

Heritage and identity

The war memorials erected in towns and cities across New Zealand are everyday reminders of the impact of war on our communities. These memorials can also be functional: some towns have memorial halls or gates or bridges or parks. A class visit to your local memorial may inspire a new perspective on a community landmark that can sometimes be taken for granted. Researching and understanding the stories behind these memorials, and the names written on them, will help the students build strong connections to local histories.

Discuss why there are more memorials to the First and Second World Wars in New Zealand than to the New Zealand Wars. What does this say about how our society views each of these conflicts?

Learning and teaching ideas

Digital opportunities

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

Apply social sciences skills

Ask questions about the past.

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

Sequence events.

Identify and compare diverse perspectives, attitudes, and values.

Research from print and digital text and visual sources.

Supporting resources

Have the students find town memorials around the country and learn a little more about their history through the New Zealand History Memorials Register: bit.ly/MemRegister

The students could research the biographical and service records of the men and women named on their local war memorial, using the Cenotaph Database: bit.ly/CenotaphDatabase

Walking with an Anzac is a website that will help students find out more about the names listed on many local memorials. The students could research the stories of their local Anzacs, using the research ideas and prompts offered on this website: bit.ly/wwAnzac

The poem "Dawn Service" by Ashleigh Young (*School Journal*, Level 4, June 2014) reminds us about the richness of individual lives behind the names on the memorials.

Memorial by Gary Crew and Shaun Tan (Lothian, 1999). A book about memorials and remembrance. This book is available from libraries and bookstores.



Hook 3 – 'ie tōga



'ie tōga (cloth for tōga). Le ageagea o Tumua, 1800s. Museum of New Zealand Te Papa Tongarewa. bit.ly/ClothForToga

Context

One of New Zealand's first international acts of the First World War was to capture German Samoa, on behalf of Britain, on 29 August 1914. The occupation itself is remembered as relatively peaceful, but later events resulted in deaths and injustice for many Samoans.

This highly valued, historic 'ie tōga was gifted to the then Prime Minister of New Zealand, Helen Clark, on the occasion of her apology to the people of Samoa for events that occurred during New Zealand's occupation of Samoa. For example, the way that the 1918 influenza epidemic was handled (8,500 Samoans died in the epidemic, which was over one-fifth of the population) and the shooting of eleven Samoans in Apia in 1929. The apology was made during the fortieth anniversary of Samoan Independence, in 2002. Helen Clark presented the people of Samoa with a waka hui to symbolise the relationship of mutual respect.

Key questions

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

Possible discussion questions

- What do you know about 'ie tōga (fine mats)?
- Do you have taonga in your family that are treasured because of their stories or because someone special has taken care of them before you?
- Why do you think this gift was given to Helen Clark?
- Why is it important to apologise after you have done something wrong?
- Why and how does a country apologise to another country?
- What is significant about an apology for something that happened long ago?
- How do you think this apology is perceived in Samoa?



The New Zealand Curriculum

Learning areas

Social sciences (level 3):

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

Understand how cultural practices vary but reflect similar purposes.

Understand how people use and view places differently.

Social sciences (level 4):

Understand that events have causes and effects.

The arts (levels 3 and 4):

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

Key competencies

- Thinking
- Relating to others

Values

- Equity
- Community and participation
- Integrity
- Respect

Themes

Heritage and identity

Encourage your students to find out about New Zealand's role in Samoa during and after the First World War.

Encourage your students to discover what role Samoan and other Pacific Islands soldiers played in the First World War.

Citizenship perspectives

Discuss whether New Zealand had a right to invade Samoa. Begin by discussing how the students would expect/want to be treated if New Zealand were occupied by another nation.

New Zealand in the Pacific

Discuss with the students how the events in this occupation of Samoa changed New Zealand's role in the Pacific. Research how Samoan independence is commemorated in Samoa and discuss the significance of this commemoration.

Peace and reconciliation

Encourage the students to consider how differences can be reconciled during the commemoration of important events.

Learning and teaching ideas

Digital opportunities

The students could use a digital tool, such as Movenote (www.movenote.com), to present their observations and ideas in a video presentation.

Apply social sciences skills

Ask questions about the past.

Sequence events.

Identify and compare diverse perspectives, attitudes, and values

Supporting resources

There is more information about the capture of Samoa on the New Zealand History website:

bit.ly/NZH-Samoa

Historical and contemporary information about the people of Samoa and their relationship with New Zealand is available on Te Ara:

bit.ly/TA-Samoans

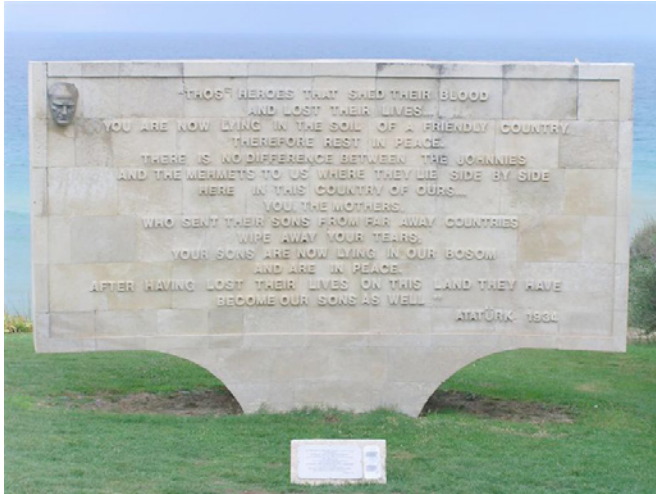
The *New Zealand Herald* has archived the full text of Helen Clark's 3 June 2002 speech of apology to Samoa:

bit.ly/HCSpeech

The Museum of New Zealand, Te Papa, has more information about the significance of 'ie tōga (fine mats):

bit.ly/TP-FineMat

Hook 4 – Shared remembrance



Left image: The Ari Burnu Memorial at Gallipoli in Turkey – Attaturkwords5 by Robtobbi, 2005. Wikimedia Commons. Public domain.

Right image: The Atatürk Memorial in Wellington, New Zealand – Atatürk Memorial Park and Monument by Aiden, 2007. Flickr. CC-BY.

Context

These two memorials, as well as a third in Canberra, symbolise the ongoing relationship between Turkey, Australia, and New Zealand in remembering the soldiers who fought and died at Gallipoli. The Ari Burnu Memorial is very close to the Ari Burnu Cemetery, at Gallipoli, where there are 34 known graves of New Zealand servicemen. The Wellington and Canberra memorials both have samples of soil from Anzac Cove placed nearby. The Wellington memorial is at Tarakena Bay, chosen because its landscape is similar to that found at Gallipoli.

The memorials carry the same message, words written by Kemal Atatürk, the president of the Republic of Turkey, who had been a Turkish commander on the battlefields at Gallipoli. In 1934, he wrote this tribute to the Anzacs killed at Gallipoli:

Those heroes that shed their blood and lost their lives ...you are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehments to us, where they lie, side by side here in this country of ours ... You, the mothers who sent their sons from faraway countries, wipe away your tears; your sons are now lying in our bosom and are in peace.

After having lost their lives on this land, they have become our sons as well.

Kemal Atatürk

Key questions

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

Possible discussion questions

- What are the similarities and differences between the memorial in your town and these three memorials?
- How does the link between the memorials in Turkey, Australia, and New Zealand make the nature of this commemoration different to that of other commemorations?
- Can you think of other ways that Turkey, New Zealand, and Australia commemorate together?
- Why do you think that these countries commemorate together and not other countries such as Germany?
- What do you think Kemal Atatürk was trying to achieve with his tribute?
- Do we commemorate German soldiers who died in the First World War?

- How do you think people at the time felt about those who died at war being buried overseas?
- Do you think we would show a similar degree of respect to soldiers from overseas if they died while invading New Zealand?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

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

Understand how cultural practices vary but reflect similar purposes.

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Health and physical education (level 3):

Healthy Communities and Environments

Community resources:

- Participate in communal events and describe how such events enhance the well-being of the community.

Health and physical education (level 4):

Healthy Communities and Environments

Community resources:

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

The arts (levels 3 and 4):

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.

NZC Key competencies

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

NZC Values

- Diversity
- Respect
- Innovation, inquiry, and curiosity

Themes



Heritage and identity

Encourage the students to consider how the events at Gallipoli and the shared commemoration between the three different nations continue to have an effect on our identity as New Zealanders.



Peace and reconciliation

Discuss how the text that appears on all three memorials creates a bond between those three nations that contributes to ongoing peace and reconciliation.



Making connections

Have the students research links between the way we commemorate the First World War in New Zealand and the way people commemorate it in other countries. Have them share their observations with others and other schools.

Learning and teaching ideas



Digital opportunities

Have the students use Google Earth (www.google.com/earth) to navigate to and view the locations of significant places on the Gallipoli Peninsula. They will also be able to see images of sites of interest in the area.



Apply social sciences skills

Ask questions about the past.

Compare past and present.

Sequence events.

Identify and compare diverse perspectives, attitudes, and values.



Supporting resources

More information about the Wellington memorial can be found at:

bit.ly/AtaturkWellington

More information about the Ari Burnu Cemetery can be found at:

bit.ly/AriBurnu

More information about the Canberra memorial can be found at:

bit.ly/AtaturkCanberra



Atatürk in 1923. Wikimedia Commons. Public domain.

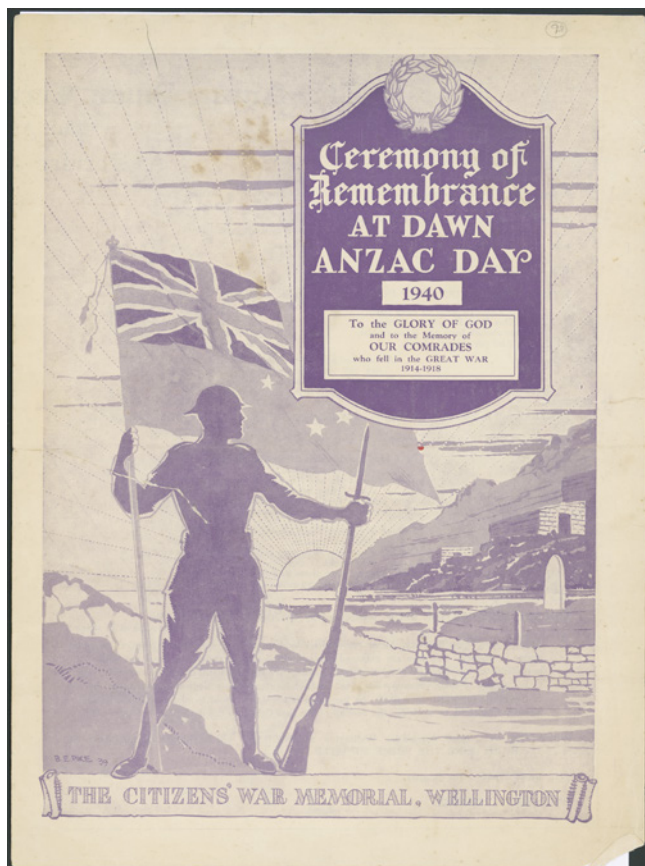
More information about Mustafa Kemal Atatürk can be found at:

bit.ly/BioAtaturk

More information about the battles at Gallipoli can be found at:

bit.ly/NZH-Gallipoli

Hook 5 – Ceremony of remembrance



Ceremony of Remembrance at Dawn, Anzac Day, 1940, by B. E. Pike. Alexander Turnbull Library. Eph-B-ANZAC-1940-01-cover.

Context

This image is the cover of a programme of events for Anzac Day in 1940.

Every year, on 25 April and also on 11 November, we commemorate those who have served in wars, especially those who have died or suffered as a result of their service. To do this, we follow ceremonies and traditions, which in some cases have been used for many years. There are other types of events that many of us also commemorate with our own traditions – whānau events, such as births and weddings, or national events, such as Waitangi Day.

Key questions

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

Possible discussion questions

- What symbols in this image do you recognise?
- What is the purpose of the image?
- Why might Anzac Day commemorations have been particularly poignant at the time this programme was published?
- Do you have any Anzac Day traditions?
- What are some other things that you and your family or community commemorate? How?
- What are some other events that we commemorate annually? Why?
- How do we as a community or a family decide what to commemorate and how? Do you think this is a good process?

The New Zealand Curriculum

NZC Learning areas

Social sciences (level 3):

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

Understand how cultural practices vary but reflect similar purposes.

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

Health and physical education (level 3):

Healthy Communities and Environments

Community resources:

- Participate in communal events and describe how such events enhance the well-being of the community.

Health and physical education (level 4):

Healthy Communities and Environments

Community resources:

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

NZC Key competencies

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

NZC Values

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

Themes



Heritage and identity

Discuss the history and relevance of other days of national importance, for example, Waitangi Day and Labour Day.



Citizenship perspectives

Have the students consider how different groups of people commemorate different events and commemorate the same events in different ways. Discuss how we can respectfully support these different ways of commemorating different events of importance.



Peace and reconciliation

Discuss how peaceful remembrance contributes to a healthy community.

Learning and teaching ideas



Digital opportunities

Have the students use DigitalNZ (www.digitalnz.org) to find the commemorative events that took place on Anzac Day in other years to see what events in have in common.



Apply social sciences skills

Compare past and present.

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

Identify and compare diverse perspectives, attitudes, and values.



Supporting resources

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

bit.ly/MTV-AnzacDay

The RSA provides a brief history of Armistice Day – 11 November:

bit.ly/RSA-ArmisticeDay



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

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

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

bit.ly/NZH-AnzacDay

Hook 6 – Art and performance

Karangatia Rā (waiata)

bit.ly/KarangatiaRa



MAORIS COMING HOME

PIONEER BATTALION EMBARKS.

It is officially announced that the Pioneer Battalion; New Zealand Division, which was made up almost wholly of members of the Maori Contingent, and which did such excellent service in France and Flanders, left the United Kingdom by the Westmoreland on 28th February. The ship's complement comprises 50 officers, 3 women, and 978 other ranks. The Westmoreland is expected to reach New Zealand about the second week in April.

Āpirana Ngata by Stanley Polkinghorne Andrew, 1914. Alexander Turnbull Library. 1/1-014489-G.

Return of the Māori Pioneer Battalion, Pūtiki Pā, Wanganui District by Alfred Martin, Frank Denton, and Mark Lampe (Tesla Studios), 1918. Alexander Turnbull Library. 1/1-020991-G.

The Evening Post, volume XCVII issue 54, 6 March 1919. Papers Past.

Context

People commemorate in many different ways, including through a variety of artistic expressions. “Karangatia Rā” is a waiata written by Sir Āpirana Ngata (Ngati Porou) to welcome home returning Māori soldiers. This song, and other waiata, are still used today in performances that remember people and events.

Songs in English that became popular during the war are also still heard and sung today, and can provoke strong memories and emotions. “It’s a Long Way to Tipperary” is one example of such a song.

The arts often play an important role in commemoration, for example, through paintings, drama, poetry, dance, sculpture, and other creative productions.

Key questions

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

Possible discussion questions

- When you listen to this song and read the lyrics, how do you feel and what images come to your mind?
- What songs do you know that commemorate people or events?
- How can music make you feel?
- How can other kinds of art make you feel?
- How can artworks tell stories?
- How might official and unofficial art about war be different?
- How might artworks created by artists at the time tell different stories from those created today to commemorate war?
- Do you think the importance of music has changed in the last 100 years?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):

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

Social sciences (level 4):

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

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: recognises and understands how texts are constructed for a range of purposes, audiences, and situations.)

Ideas:

- Show a developing understanding of ideas within, across, and beyond texts. (Indicator: recognises that there may be more than one reading available within a text.)

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.)

Ideas:

- Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: recognises that there may be more than one reading available within a text.)

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 (levels 3 and 4):

Understanding the Arts in Context

Visual arts:

- Investigate the purpose of objects and images from past and present cultures and identify the context in which they were or are made, viewed, and valued.

Music – sound arts:

- Identify and describe the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.

Key competencies

- Thinking
- Using language, symbols, and texts

Values

- Innovation, inquiry, and curiosity
- Diversity
- Respect

Themes



Heritage and identity

Have the students consider how visual arts and music can shape the ways we remember the First World War.



Citizenship perspectives

Discuss the impact of the First World War on Māori communities, including those that chose not to go to war.

Learning and teaching ideas



Digital opportunities

The students could find and listen to commemorative music, poetry, and drama online.

The students could research and study international artistic events and creations that mark the centenary of the First World War.



Apply social sciences skills

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.



Supporting resources

“E Pari Rā” is a waiata poroporoaki (eulogy) written by Paraire Tomoana (Ngati Te Whatu-i-apiti and Ngati Kahungunu) in 1918. The waiata commemorates the departure and loss of soldiers during the First World War. You can learn more about its development and significance by watching this video:

bit.ly/EPariRa

“The Last Post” is another piece of music that is often used in commemorative ceremonies related to war. You can listen to it here:

bit.ly/NZH-LastPost

You can listen to more war time music here:

bit.ly/FWW-Music

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

bit.ly/ANZ-WarArt

Mike Subritzky is a well-known New Zealand war poet. You can access his poetry here:

bit.ly/MS-WarPoet

This New Zealand History site includes some background information about Māori and the First World War:

bit.ly/NZH-Maori



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 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 inquiry support guide.

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.

Print, and further digital, resources can be ordered from the National Library Services to Schools: bit.ly/ISG-NLResources.

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 5–8.



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.

Commemorating individuals

Anzac Day

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

bit.ly/FacesVideo

Researching New Zealand soldiers

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

bit.ly/NZHResearch

Commemorating as a nation

In parliament

On 29 July 2014, there was a motion in the New Zealand Parliament to recognise the centenary of when the First World War began. Different Ministers discuss ways this commemoration is important to them and how a nation can commemorate the war. Te Ururoa Flavell (Ngāti Rangiwewehi/Ngāpuhi), co-leader of the Māori Party, speaks specifically of waiata:

bit.ly/ParliamentCommemoration

Peace in our time

The article "Peace in Our Time" from Heritage New Zealand gives us information about the different ways that communities have created memorial places and spaces and tells some interesting stories. It is available through the EPIC databases (www.tki.org.nz/epic2) or your local libraries:

"Peace in Our Time" by Bette Flagler. Heritage New Zealand, Winter 2014.

Royal New Zealand Returned and Services' Association

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

bit.ly/RSA-Remembrance

Other events

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

bit.ly/TA-Holidays

bit.ly/ParihakaPF

bit.ly/ChchCommemoration

International commemoration

Poppies

Poppies are an international symbol of war commemoration. This newspaper article from the Hawera and Normanby Star tells of the significance of Poppy Day in 1922, a few years after the war ended:

bit.ly/PoppyDay1922

War graves

Cemeteries and the graves of those who died in the two world wars are looked after by the Commonwealth War Graves Commission. The commission works in 153 countries so that these important commemorative places are cared for permanently. The New Zealand History website has further information about the war cemeteries in Europe:

bit.ly/NZH-WarCemeteries

Anzac Day

Anzac Day is a day of commemoration that creates a strong tie between the people of Australia, New Zealand, and other Pacific nations. This page has more information about how Anzac Day is commemorated in the Pacific:

bit.ly/NZH-PacificAnzac



Tomb of the Unknown Warrior

Many nations have a Tomb of the Unknown Soldier, where a monument represents those who have been killed during war but remain unidentified. In 2004, New Zealand repatriated the remains of an unknown New Zealand soldier from France. This page explains the significance and programme of the event:

bit.ly/UnknownWarrior

Commemorating through art and performance



Resurrection by Dadou Roche, 2008. Kete Waimakariri.

Colouring images

Many black and white images have been coloured recently in order to give them a new lease of life and present them afresh to a new audience. This video explains the process:

bit.ly/Colourisation

Contemporary popular music

The song "Pipes of Peace" by Paul McCartney tells the story of a specific event that took place during the First World War:

bit.ly/PipesofPeace

Inspired by an interview with the last UK veteran of the First World War, Radiohead performed the song Harry Patch (in memory of):

bit.ly/RadioheadHPatch



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

This photo shows *The Blood Swept Lands and Seas of Red* exhibition by Paul Cummins. Each ceramic poppy represents a British and colonial death during the First World War. By the end of the exhibition, there will be 888,246 poppies on display. The display provoked some controversy about the nature of art as commemoration: bit.ly/TolPoppies

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 inquiry support guide.

Key questions at this stage

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

Resources

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

Walking with an Anzac

Walking with an Anzac is a website that supports New Zealand students to find out more about the names listed at commemorative locations. The students could research the stories of their local Anzacs, using the research ideas and prompts offered on this website:

bit.ly/wwAnzac

Royal New Zealand Returned and Services' Association

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

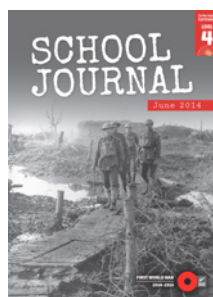
bit.ly/RSAContact

Heritage New Zealand

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

bit.ly/HeritageNZ

Oral histories



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

bit.ly/SchoolJournals



Local and national activities and projects

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

bit.ly/ww100Projects

Fields of Remembrance

The Ministry of Education and the Fields of Remembrance Trust are providing opportunities for schools to create their own Field of Remembrance.

bit.ly/FieldofRemembrance

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



Citizenship perspectives

Encourage students to consider what their own response might have been to the war.



Peace and reconciliation

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



Making connections

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

Learning and teaching ideas



Digital opportunities

Use 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 inquiry support guide.

Key questions at this stage

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

Possible outcomes

There are lots of actions that students can take to share their learning. Some students may want to stage an event; others may want to create a commemorative art work or object. They can also tap into existing First World War initiatives run by local or national organisations, or there may be a different local event that would be appropriate to commemorate.

Here are five examples of possible actions:

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



Resources

Oral History Guide

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

bit.ly/NZH-OralHistories

Share ideas

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

bit.ly/ww100ideas

Planning template

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

bit.ly/PlanforAction

The New Zealand Curriculum

Key competencies

- Participating and contributing
- Relating to others
- Managing self

Values

- Excellence
- Community and participation
- Respect
- Integrity

Themes

Peace and reconciliation

Encourage students to reflect on the benefits of living in a peaceful society.

Making connections

Encourage students to make connections with students from other schools, within and beyond New Zealand, to collaborate on creating authentic outcomes.

Encourage students to join a network of schools sharing First World War learning outcomes online.

Learning and teaching ideas

Digital opportunities

Encourage your students to share their hard work and outcomes with their community and beyond using your class blog. 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.

History Pin bit.ly/FWW-HP enables the sharing of historic images and stories through places on a map. You could share your students' inquiries here if they relate to a specific place or see what other people have shared.

Apply social sciences skills

Compare past and present.

Identify and compare diverse perspectives, attitudes, and values.

Create original stories about the past and acknowledge sources.

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 inquiry support guide.

Key questions at this stage

- What went well and what did not?
- What would we do differently next time?
- Where to from here?

The New Zealand Curriculum



Key competencies

- Managing self



Values

- Excellence
- Integrity

Learning and teaching ideas



Digital opportunities

Share your reflections in the group in Pond, and offer support to other classes who are going to do similar things.

Review images and video created during the inquiry and annotate them with comments.

Use the Inquiry Self-reflection sheets.

Individual Reflection in stages:

bit.ly/FWW-Reflection

Co-operative Learning Assessment Sheet:

bit.ly/CooperativeAssessment

New Zealand Government

