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| **Anzac Theme Level 2 Social Sciences and English**  |
| Level 2 June 2014http://103.6.213.18/journal_images/2014L2June.jpg | **First World War Mascots** Pgs 8-15Phillippa WerryThis article describes the range of mascots used by New Zealand soldiers in World War one. They were often seen as morale boosters, companions and sometimes symbols of good luck. |
|  **Social Sciences learning goal** | **Literacy Goal** |
| To build an understanding that animals were used during World War 1, to help people meet their needs and wants. | To locate and evaluate key information that enables students to use to explain their findings. |
| **Vocabulary:**mascots”, “wounded”, “homing pigeons”, “represent”, “symbol”, “companion”, “conditions”, “terrier”, “brass band”, “conductor”, “Great Dane”, “able sea dog”, |
| Task purpose To explain why animals were used during World War 1 and how they helped soldiers to meet their needs. |
| This article reports on how animals served as mascots during WW1. Animals also held many other roles during World War 1.View some of the links provided and devise a question to help you select information. (Your questions may focus on one particular animal or a range of animals.)eg *How were dogs used during the war?* *How did animals improve conditions for soldiers during the war?**Should animals have been used during war?***Possible tasks****1.Create a graphic organiser that shows the kinds of animals used during WW1. Outline how each animal or group of animals helped soldiers meet their needs and wants during war-time.** You may want to create a table and use photographs and your notes to illustrate your graphic organiser.**A ) List the important needs of the soldiers.** You might want to reference other material to add to your listEg provided communication, kept down pests, transported heavy loads and soldiers, provided emotional support.*How did animals help?**What was it like for the animals*?**2.Using the information from the graphic organiser write a letter or postcard home from the point of view of a soldier explain:** **- how the animals in your regiment helped during the war.** **-describe some of the animals’ attributes and why they were useful to the soldiers****-the kinds of conditions the animals endured?**The letter or postcard could be shared on your school intranet for students and parents to read. | Links <http://www.nzhistory.net.nz/war/mascots/first-world-war-mascots>This site discusses 4 dogs that were mascots during WW1<http://ww100.govt.nz/pigeons-of-war>This site explains how pigeons were used as messengers during the war.Pt2 No1 2006 Pigeon PostThis report includes an explanation of why and how the world’s first airmail service was set up in NZ and describes the use of pigeons in both world wars.<http://www.nzhistory.net.nz/media/video/bess-horse-great-war-story>This contains a video and article detailing how horses were involved in the war. It also gives information about Bess one of four horses that returned to NZ after the war. NB. The images show some dead horses.<http://www.historylearningsite.co.uk/dogs_in_world_war_one.htm>This site describes the many uses of dogs during the war. They were involved as messengers, sentries, casualty support and scouts.**To find out more about soldiers needs on the front line during WW1 read :**Level 2 June 2014 **First World War Mascots** Pgs 8-15Level 4 June 2014 **Lest We Forget** Pg 22-30(*This text is levelled at Year 8. It may be too difficult for some students to read by themselves . This may be used as a shared book instead*.) The main part of the article gives insights from servicemen about their involvement in the war.  An example of a possible graphic organiser

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| **Soldiers need or want** | **Animals**  | **Attributes** | **How did the** **animals help?** **Under what c****onditions?** |
| Communication | Pigeons  | They were able to reach people and places that were other -wise inaccessible | Often flew during a battle to carry messages. Many were killed |
| Messenger dogs |  |  |
| Killing pests | Cats  |  |  |
| Transport |  |  |  |
| Emotional comfort |  |  |  |

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| **Review:**How effective was I in achieving my **literacy goal**?*What did I do well?* *What do I still need to work on?* | * I was able to find and use the most **important ideas** from the resources to help me answer my question.
* My **note-taking** helped me to add information to the table
* I was able to **combine** the key ideas together effectively
* I used a useful form of **planning** to achieve my purpose
* I effectively **order**ed the important information that best answered my question
* I achieved my intended **purpose** in a way that engaged the audience
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| How effective was I in achieving my **social sciences learning goal**? | How did I extend my knowledge and skills about how soldiers meet their needs and wants by using animals during WW1? |