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| **Anzac Theme Level 3 Social Sciences and English** | |
| **Level 3 June 2014**  **http://103.6.213.18/journal_images/2014L3June.jpg** | **Grey Angels** P 32-39  by Anna Rogers.  This article describes the work of New Zealand nurses who travelled to Africa and Europe during the First World War. It describes their dedicated work in difficult and sometimes dangerous conditions. |
| **Social Sciences learning goal**  To identify how WW1 affected the lives of nurses and their patients. | **Literacy learning goal**  To synthesise key information from more than one information source. |
| **Vocabulary :**  patriotic, active service, Western Front, active service, Gallipoli dysentery, pneumonia, shrapnel, antibiotics. | |
| **Task purpose**  To track the life of a nurse on active service during WW1. | |
| **Possible task**  **Create a timeline of Edna’s life as a nurse during World War 1.**  -Include key information but also any supporting details that makes the timeline interesting to the reader.  -include what the conditions were like for nurses and their patients  -Decide on the time intervals. NB. There are big gaps in time as well as periods of time of intense activity.(see No 7 on Tips for creating a timeline)  -Refer to other information sources such as the school journal: **Level 3 June 2014 *New Zealand at War*** to fill in significant happenings during the war  - Provide further interest on or around the time line by cropping images from the down-loaded on-line journal articles  (Click the pencil (far right) on the tool bar to reveal the selection tools.)  When you have finished the time-line, compare it with others who have completed the same task.  Do they have similar information to you?  Is there anything they have in their timelines you have omitted?  Review your timeline and think about   * *What things were difficult for nurses during the war?* * *What things that made it easier?*   **Imagine that you are a nurse at this time .**  **Write 2 entries into your diary capturing the thoughts and feelings of a nurse on active duty either in England or on a hospital ship.**   * Include the vocabulary that a nurse would have used to describe her patients. * Think about the setting and the sights and sounds that nurses were exposed to. ( Draw on other information sources to help you) * How did they feel? * How did they cheer themselves up? | **Tips for creating a historical life-line**  1.Give your timeline a title.  2. Choose the most relevant information. If you include too much it will make the time-line difficult to read.  3. Include historical information to give a sense of when important events have happened. Use other sources to inform your timeline  4. Sequence your information in time order  5. Choose how you will present your time line (vertically or horizontally).  6. Choose useful time intervals. This could be days, months or years. Draw a line with evenly spaced dashes to mark the time intervals.  7 If you find you do not have information for a period of time you might decide to show the reader this time has been contracted by using several lines similar to earthquake recordings on a seismograph.  8. Consider using images to illustrate your timeline. These can be selected /cropped from the on-line journal resource. You could use one image as the background.  <http://www.anzacsite.gov.au/5environment/nurses.html>  This website gives an insight into the lives of Australian nurses with short extracts from their diaries also provided. |
| **Review:**  How effective was I in achieving my **literacy goal**?  *What did I do well?*  *What do I still need to work on?* | Was I able to reflect on the information I read and consider how it linked to other information and ideas?  Was I able to locate similarities in ideas across texts to reach a conclusion?  Did I use this conclusion to inform my thinking and generate new information? |
| How effective was I in achieving my **social sciences learning goal**? | How did I extend my knowledge and skills about how nurses and their patients’ lives were affected by WW1? |