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| **Anzac Theme Level 4 Social Sciences and English** | |
| **Level 4 Jun 2014**  School Journal L4 June 2014. | **Underground Soldiers**  by Mark Derby  In a straightforward report (supported with period photographs, a map, and a detailed diagram), this article shows the huge risks that were taken by New Zealand tunnellers during the First World War. The job of the tunnellers was to attack German positions from underground and so reduce the risks to Allied soldiers in no-man’s land. The tunnels also provided areas where wounded soldiers could be treated. |
| **Level 4 October 2013**  http://journalsurf.co.nz/journal_images/2013L4Oct.JPG | **War in Waihi** (for further reference)  By Mark Derby  Recounts the events that took place in Waihī in 1912. The article places the “war” in context, providing background to the conflict that happened when miners demanded safer working conditions. The mining company, supported by police and politicians, resisted the demands of the miners’ union and ultimately used violence to break the strike. This is an adult-focused text, and students may be challenged by the concepts around workplace safety and the role of government in business. |
| **Social Sciences learning goal**  Understand that events such as war have causes and effects. | **Literacy learning goal**  To infer meaning and make connections as they synthesise and evaluate information about the risks involved and impacts of tunnelling during WW1. |
| **Vocabulary :**  New Zealand Tunnelling Company, Arras tunnels, history, geophones, Battle of Arras, underground soldiers,  artillery, counter mining, trenches, | |
| **Task purpose:**  To learn about the roles and risks undertaken by underground soldiers and the contributions they made. | |
| Read *Underground Soldiers* and for further insights read “War in Waihi”  The soldiers who volunteered for the New Zealand Tunnelling company were mostly miners from Waihi or Reefton.  *What were the qualities of the men who joined the New Zealand Tunnelling company?*  Make a list.  Record any information you locate that identifies what the tunnellers did.  **Write a job description for an Underground soldier who belonged to the New Zealand Tunnelling Company.**  *2.* Create a cross-section of one part of the underground city built by the tunnellers.  Locate and record the information that will help you visualise what the underground city may have looked like.(See tips for Creating across-section)  3. Consider the benefits of creating the tunnels versus the risks involved.  *Do you think tunnelling underground to the front-lines was worth the effort?* **Create a dialogue between yourself and one of the tunnellers**.  Start by creating a PMI. What are the plus, minus and interesting ideas for creating the tunnels for the soldiers to use?  Use this information to develop your short dialogue.  Create a drama, which you can present to others in your class, that captures this dialogue. | <http://www.tunnellersmemorial.com/tunnelling-companies/>  This site is about British tunnellers. It provides a lot of detail about the work involved.  <http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&d=ODT19170727.2.79>  A newspaper article describing the interior of the underground city under Arras  <http://www.nztunnellers.com/history/inside-the-arras-underground-quarries.html>  This website shows more photos and provides information about the work on the caverns.  Also check in SJL4 Jun 2014 “**Sky High”**  **Tips for creating a cross-section of the Caverns and Tunnels**  A cross-section is a slice or cutaway of something. There is a good example of a cross-section on P33 *Underground Soldiers*. It enables the viewer to see what is inside.  1.Gather information from a range of sources about what was located in the caverns and tunnels under Arras.  2. Assemble your notes. Identify all the parts that you will need to draw.  (Remember for this work we do not know the exact position of the facilities. It is more important to think about what was included underground. Here are some photos which will help you visualise.)  <http://www.nzhistory.net.nz/media/photo/map-showing-the-tunnels-at-arras> Larger scale map showing the positions of the caverns  <http://www.nzhistory.net.nz/media/photo/cavern-under-arras> photo showing the Wellington cavern  3. Draw all the parts of the cavern city that you have read existed.  4. Label all the parts of your cross-section.  5. Include smaller tunnels coming off the bigger caverns  Draw men still excavating one of the smaller tunnels so you are able to show how they worked. (You could add to the cross-section on P33)  6. Give your cross-section a title. |
| **Review:**  How effective was I in achieving my **literacy goal**?  *What did I do well?*  *What do I still need to work on?* | How effective was I in locating clues in the text and drawing on my background and text experiences to make an inference?  How well did I make thoughtful judgments about the materials I selected to achieve my tasks?  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 war having causes and effects on individuals and communities? |