FIRST WORLD WAR INQUIRY GUIDE

Conflict
Acknowledgments

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INTRODUCTION

We see conflict in many different ways on personal, local, and global levels. We experience and observe successful and unsuccessful conflict resolution strategies, which can influence how we deal with our own conflicts. This inquiry guide explores some kinds of conflicts and resolutions related to the First World War. The six resource hooks in the first stage of the inquiry guide suggest connections between the ways that conflict can happen in historical situations and in our own lives. They could lead to discussing ways to resolve conflict positively in relation to existing school or community approaches.

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 levels 3 – 4 achievement objectives in the New Zealand Curriculum. These connections should not be viewed as prescriptive or exhaustive.

### Contexts and achievement objectives

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<tr>
<td>A satirical map suggests the levels of tension between European countries at the beginning of the First World War.</td>
<td>A photograph on a journal cover features a family receiving notification that the father’s name has been drawn in a ballot for compulsory enlistment.</td>
<td>Two newspaper articles, published side by side a few days before New Zealand troops captured German Samoa, suggest to New Zealand readers reasons for the action about to be taken.</td>
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#### Social sciences (level 3):
- Understand how groups make and implement rules and laws.
- Understand how people view and use places differently.
- Understand how people remember and record the past in different ways.

#### Social sciences (level 4):
- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.

#### 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.)*

#### Health and physical education (level 3): **Relationships with Other People**
- **Identity, sensitivity, and respect:**
  - Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

#### Health and physical education (level 4): **Relationships with Other People**
- **Identity, sensitivity, and respect:**
  - Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

#### Social sciences (level 3):
- Understand how people make decisions about access to and use of resources.

#### Social sciences (level 4):
- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.

#### 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. *(Indicators: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts; thinks critically about texts with developing confidence.)*
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<tr>
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<td><strong>Hook 3:</strong> “The News in Samoa”</td>
<td><strong>Processes and strategies:</strong></td>
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<td><strong>Listening, Reading, and Viewing</strong></td>
<td><strong>English (level 4):</strong></td>
<td>• Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: identifies particular points of view and begins to recognise that texts can position a reader.)</td>
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**Hook 4: Agreements**

A photograph of the Treaty of Versailles reminds us that this agreement, which formally ended the First World War, can still be controversial today.

**Hook 5: Rules**

A propaganda poster, warning people to prevent the information they have from falling into enemy hands, is an example of rules in wartime.

**Hook 6: The United Nations**

A photograph of New Zealand Prime Minister Peter Fraser signing the United Nations Charter in 1945 leads us to think about the role of the United Nations and New Zealand’s involvement in this organisation.
<table>
<thead>
<tr>
<th>Hook 4: Agreements</th>
<th>Hook 5: Rules</th>
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**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: thinks critically about texts with developing confidence.)

Purpose 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**

Processes and strategies:
- Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: thinks critically about texts with increasing understanding and confidence.)

Purpose 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.)

Structure:
- Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.)

**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: thinks critically about texts with developing confidence.)

Purpose and audiences:
- Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.)

**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: thinks critically about texts with increasing understanding and confidence.)

Purpose and audiences:
- Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.)

Ideas:
- Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

Language features:
- Show an increasing 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: thinks critically about texts with increasing understanding and confidence.)

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- 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 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:

- bit.ly/NLNZ-FWW

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.
bit.ly/1AyeVjt
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 – Causes of war


Context

This cartoon, originally published in England (possibly by the map-publisher Geographia) attempts to show some of the complex relationships between European countries at the start of the First World War. Germany is shown as an eagle, alongside the naïve and clownish Pierrot character of Austria-Hungary. They are being attacked by France on one side and Russia on the other. Other countries show varying degrees of interest and involvement.
Before the war, two groups of countries had already agreed to support each other, and tensions between these two groups were increasing. The final event that caused war to be declared was the assassination of the heir to the Austro-Hungarian Empire, Archduke Franz Ferdinand, in Sarajevo on 28 June 1914. From that point on, one country after the other became involved to support their allies.

Before using this image, it may be useful to start with a more general discussion about what conflict is. A link to a detailed explanation of the cartoon is given below under the heading Supporting resources.

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

**Possible discussion questions**
- What is conflict?
- What can happen when people disagree about something?
- Think about a time that you experienced conflict. How did the people involved react? How was the conflict resolved?
- What types of reactions might people have in conflict situations?
- Why does conflict play an important part in society? Is conflict always negative or can it be positive? What are some reasons conflict might be positive?
- What can you see in the cartoon image? What types of reactions can you notice? What alliances or hostilities can you identify? Which countries are choosing to get involved, and which are not? How was the conflict resolved?
- Consider a recent or current conflict known publicly. Who are or were the individuals or groups involved? What types of reactions can you notice? What alliances or hostilities can you identify? Which individuals or groups are choosing to get involved, and which are not? How was the conflict resolved, or how might it be resolved?
- This image was created in England – how does that affect the portrayal of the different countries? If a similar map had been made in Germany, what similarities or differences might there be?

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**The New Zealand Curriculum**

**Learning areas**

**Social sciences (level 3):**
Understand how groups make and implement rules and laws.
Understand how people view and use places differently.
Understand how people remember and record the past in different ways.

**Social sciences (level 4):**
Understand that events have causes and effects.
Understand how formal and informal groups make decisions that impact on communities.

**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.)

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Processes and strategies:
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**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 New Zealand Curriculum

Learning areas

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.

Key competencies

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

Values

- Innovation, inquiry, and curiosity
- Diversity
- Equity
- Integrity

Themes

Heritage and identity

Ask the students what character might have been used to represent New Zealand if it were on this map. What actions or facial expressions might the character show? Which countries would New Zealand have been allied with?

Citizenship perspectives

Discuss whether New Zealand had particular responsibilities towards any of the countries shown on this map. Why or why not?

Peace and reconciliation

As a class, analyse this image to identify any countries in it that could take a peacemaking role. Discuss what actions they might have taken to resolve this conflict peacefully. Consider a recent or current conflict and discuss who took or is taking a peacemaking role. How did, or how could, their actions lead to a more peaceful resolution?

Learning and teaching ideas

Digital opportunities

You can access a very high-resolution image here:

bit.ly/KillThatEagle. Zoom in to see close details on the map.

Use an application like Google Maps to see what Europe looks like today and where countries’ boundaries are.

Apply social sciences skills

Ask questions about the past.

Compare past and present.

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

Sequence events.

Use the language of history.

Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

Nearly any work of fiction includes an element of conflict between characters. You could use texts, novels, films etc to unpack the concept of conflict.

The websites listed below give you more information about the causes of the First World War.

From an English perspective:

bit.ly/BBC-Cause

From a New Zealand perspective:

bit.ly/NZH-Origins

This map shows how alliances spread across the world:

bit.ly/TA-Alliances

This description of the map explains the symbolism of each country’s depiction.

bit.ly/KTE-description

Paintings by official war artists (such as The charge of the 3rd Light Horse Brigade at the Nek, 7 August 1915, Australian War Memorial, ART07965) and the autobiographical extract below it show the reality of conflict in war more clearly than a cartoon version or an overview can do. They also remind us of the personal, internal conflict that many soldiers must have felt as they were fighting for their country but aware of the reality of what they were doing.

However, to this day I do not like to write or even think about the hand combat situations we found ourselves in during the war as the end result in most cases usually meant death. Fighting a man hand to hand with a bayonet, each knowing that it’s probably a fight to the kill is not a pleasant task for any soldier. I found myself in this situation many a time and to this day I am haunted by it. Killing a man just because he’s wearing a different set of clothes to you doesn’t make sense but you know that if you don’t get him first, he’ll kill you. My commanding officer praised me several times for this work and I even received several medals for such bravery. I never saw it as bravery but survival. I accepted the medals during a grand ceremony honouring the occasion but I didn’t like what they represented; I accepted them for my kids back home to play with.

From The Autobiography of My Grandfather Tupu, Also Known as Harry Johnson by Harry Johnson (Henry Edward Tautari Johnson), page 350. Transcribed by Steven Johnson. (Published by Steven Johnson, 1994.)
Hook 2 – Conflict in New Zealand


Context

This staged photograph shows a family receiving the news that, under the New Zealand Military Service Act, the father’s name has been drawn in the ballot for Class B reservists – those men who were married with one child and were compulsorily enlisted into the New Zealand Expeditionary Force (NZEF) Reserve. Conscription, making going to war compulsory for certain people, began in 1916 when volunteer numbers fell below requirements. Initially, only unmarried non-Māori men aged between 20 and 46 with no children were conscripted. Later this was extended to married men and then to Māori.

The First World War caused many different kinds of conflict between individuals and groups of people in New Zealand. Most people felt a patriotic and moral obligation to support the war effort. Many supported conscription but would have felt internal conflict when their loved ones were called up. There were some people who supported the war but opposed conscription. A number of Maori iwi who had suffered land confiscation during the fighting with the British Crown in the 1860s opposed fighting for that same Crown in the First World War and refused to enlist. People who were opposed to the war for moral, religious, or political reasons were known as conscientious objectors and Wobblies. A number of them were fined, jailed and deported. These conflicting viewpoints created pockets of debate and dissent in communities and in families.

The Auckland Weekly News was a publication that featured pictures of current issues affecting life in New Zealand.
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 on this page? Who are the people in the image, and what are they doing?
- Why do you think this photograph was staged?
- How do you think the different people in the picture might be feeling?
- Why did some people support conscription? How might they have reacted to being chosen in the ballot?
- Why did some people oppose conscription? How might they have reacted to being chosen in the ballot?
- Why did some people become conscientious objectors? How might they have reacted to being selected in the ballot?
- Why do you think The Auckland Weekly News chose to publish this image on their cover?
- What changes would you make to conscription to reduce the amount of conflict it caused?
- How do you think the different people in your family would react if a family member was conscripted?
- Think about a time when you were told you had to do something you didn’t want to do or didn’t think was right. How did you feel? How did you react? How did the other people or person feel? How did they react? Can you think of any different ways you or the other people could have reacted to create a better outcome?
- What are some positive and negative ways people can show that they don’t agree with something? What makes the positive ways more positive? What makes the negative ways more negative?
The New Zealand Curriculum

Learning areas

Social sciences (level 3):
Understand how groups make and implement rules and laws.

Social sciences (level 4):
Understand that events have causes and effects.
Understand how formal and informal groups make decisions that impact on communities.
Understand how people participate individually and collectively in response to community challenges.

Health and physical education (level 3):
Relationships with Other People
Identity, sensitivity, and respect:
• Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Health and physical education (level 4):
Relationships with Other People
Identity, sensitivity, and respect:
• Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Key competencies

• Thinking
• Relating to others
• Participating and contributing

Values

• Innovation, inquiry, and curiosity
• Diversity
• Equity
• Community and participation
• Integrity
• Respect

Themes

Heritage and identity
During the First World War, some people gave white feathers to men who they thought were refusing to fight or avoiding conscription. Discuss whether actions like giving white feathers strengthened or weakened people’s sense of identity.

Citizenship perspectives
During the First World War, many people were conscripted who did not want to fight. These included Māori from Tainui iwi and conscientious objectors. Discuss whether governments should have the right to force men to fight when they do not want to.

Peace and reconciliation
Examine how expressing our diverse perspectives on war and peace can help us to develop greater respect and understanding in our communities. Discuss how these various perspectives would impact on conscription if there was a need for it today.

Learning and teaching ideas

Digital opportunities
Use DigitalNZ or Papers Past to find examples of diverse viewpoints in the media during the war years, especially in cartoons, letters to the editors of newspapers, and other publications. Letters and diaries will also show a variety of perspectives.

Apply social sciences skills
Ask questions about the past.
Compare past and present.
Use the language of history.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

Ballot draw notice sent to James Allan Thomson, 1918. Museum of New Zealand Te Papa Tongarewa. CA000316/001/0007/0004.

The story “King and Country” by André Ngāpō (School Journal, Level 4, June 2014) tells the story of a Waikato iwi and whānau as they debate the issues of going to war. This story can be downloaded here:
bit.ly/SchoolJournals

This extract from the War News television series features an “interview” with Te Puea Herangi (Tainui; Kingitangi leader) and Maui Pomare (Ngāti Mutunga and Ngāti Toa; MP for Western Māori) as they debate Māori recruitment:
bit.ly/WN-MaoriRecruitment

This extract from the War News series features an “interview” with Minister of Defence Sir James Allen about the government’s view of conscientious objectors at the time of the war:
bit.ly/WN-ConscientiousObj
Hook 3 – “The News in Samoa”

These two newspaper articles appeared in New Zealand a few days before the New Zealand Expeditionary Force arrived in German Samoa to seize authority on behalf of the British Crown. The articles outline the situation in Samoa before they arrived and the anticipation of troops who had not been told their destination until after they left New Zealand. You can read the full articles, and see the rest of the paper here bit.ly/PP-Samoa

In 1899, Britain, Germany, and the United States decided to partition Samoa. Germany acquired the western islands, and the United States the eastern islands. German Samoa was an area of concern to Britain during the First World War, so New Zealand agreed to capture it. This was one of New Zealand’s first actions of the war. Germany had instructed the administration not to oppose an allied invasion, so the New Zealanders landed in Samoa peacefully.

For the remainder of the war German Samoa was placed under the control of a New Zealand military administrator. German officials were replaced by New Zealand military officers, civilians, or British residents. In 1920 the League of Nations stripped Germany of all of its colonies and New Zealand was given a League mandate to continue its administration of what was now called Western Samoa.

In 1918, a New Zealand passenger and cargo ship arrived in Samoa carrying passengers with the highly contagious and deadly pneumonic influenza. This disease had already killed hundreds of thousands of people around the world. The resulting epidemic in Western Samoa is estimated to have caused the deaths of 22 percent of the population. Survivors blamed the New Zealand Administrator, Lieutenant-Colonel Robert Logan, for failing to quarantine the ship and for rejecting an offer of medical assistance from American Samoa. This action was one of two that caused conflict between many Samoans and the New Zealand administration – the other being the violence on Black Saturday in 1929, when police opened fire on a Mau parade, killing eight people. Many of Samoa’s inhabitants had joined the League of Samoa, an opposition movement known as the Mau. Samoa gained independence in 1962, and in 2002 New Zealand’s Prime Minister, Helen Clark, formally apologised for the mistakes that were made during the time of New Zealand’s administration of Samoa.
Key questions

• What can we observe?
• What do we already know?
• How might people view these two articles in different ways?

Possible discussion questions

• What are these articles telling us?
• The first article states “They do not like German rule.” Who is meant by “they”? Do you think this statement is correct? Why do you think it was included in the article?
• Do you think Britain had the right to agree to the division of Samoa between Germany and the United States? Why do you think Britain might have agreed to it? Should the Samoan people have participated in that decision? Why weren’t they able to participate?
• Who were these articles written by and for? Does this influence the perspectives given in the articles? How might these events have been written about in a native Samoan newspaper?
• How do you think the influenza epidemic and Black Saturday affected the way New Zealand was viewed in Samoa? In what other ways might events from long ago have an impact on people many years later?
• Why do you think that Helen Clark apologised? Do you think her apology was significant for the Samoan people? How do you think the apology may have changed the way Samoan people feel about New Zealand?
• How can the media influence our understanding of issues today? Can you find examples from the media that give different perspectives on the same issue?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):
Understand how groups make and implement rules and laws.
Understand how people view and use places differently.
Understand how people make decisions about access to and use of resources.

Social sciences (level 4):
Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
Understand that events have causes and effects.
Understand how formal and informal groups make decisions that impact on communities.

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. (Indicators: integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts; thinks critically about texts with developing confidence.)

Purposes and audiences:
• Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: identifies particular points of view and begins to recognise that texts can position a reader.)

English (level 4):
Listening, Reading, and Viewing
Processes and strategies:
• Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicators: integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts; thinks critically about texts with increasing understanding and confidence.)

Purposes and audiences:
• Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: identifies particular points of view and recognises that texts can position a reader.)

Key competencies

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

Values

• Innovation, inquiry, and curiosity
• Equity
• Community and participation
• Integrity
• Respect
Themes

Heritage and identity
Consider how New Zealand’s role in Samoa at the beginning of the war was influenced by the actions of other countries and how this role changed the relationships between those countries.

Citizenship perspectives
Without consulting the Samoan people, Britain, Germany, the United States, and New Zealand all made decisions that had a significant impact on Samoa. Discuss whether this lack of consultation was right and how similar decisions might be made today.

New Zealand in the Pacific
Critically evaluate the events that happened in Samoa and identify the ways that groups of people might have been feeling at different points. Discuss how these different perspectives might have influenced the relationship between New Zealand and Samoa.

Peace and reconciliation
Examine the purpose and outcome of the apology made by Helen Clark and how we use apologies in our own lives to resolve conflict.

Learning and teaching ideas

Digital opportunities
As a class, find different viewpoints about a carefully chosen current issue in social media. Then discuss the impact of social media on the ways that some people express their opinions today. Include a digital citizenship discussion about the rights and responsibilities of using social media.

Apply social sciences skills
Ask questions about the past.
Compare past and present.
Sequence events.
Use the language of history.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
This page on the NZ History website has more information about the capture of Samoa:
bit.ly/NZH-Samoa

This page on Te Ara has more information about the historical and the current relationship between Samoa and New Zealand:
bit.ly/TA-Samoans

This news clip reports on Helen Clark’s apology and captures some responses to it from people who were there:
bit.ly/TVNZ-Apology

1/4-017522-F

This photograph was taken on the day that Colonel Robert Logan assumed responsibility as Administrator in Samoa.

This page on Te Ara has more information about the historical and the current relationship between Samoa and New Zealand:
bit.ly/TA-Samoans

This news clip reports on Helen Clark’s apology and captures some responses to it from people who were there:
bit.ly/TVNZ-Apology
Hook 4 – Agreements


Context

The Treaty of Versailles was an agreement between Germany and the Allied powers (including France, Great Britain, New Zealand, Australia, and others), signed on June 28 1919 to formally end the First World War. It was signed at the Palace of Versailles in France. Fighting had already ended at 11 a.m. on 11 November 1918, when the armistice was signed. The terms of the treaty took months to negotiate, and some of these terms are still controversial. Germany was viewed as being treated especially harshly because the treaty required it to disarm, lose some of its territory, and pay reparations equivalent to about 600 billion New Zealand dollars today. Some people at the time saw these conditions as counterproductive. The Treaty of Versailles did not have the intended outcome and was later renegotiated and revised, along with other treaties written at the end of the war, to improve relations between the countries involved.

Treaties are international laws made to define the agreements between two or more countries about a particular matter. They are similar to contracts, made with carefully written legal terms and the signatures of people chosen to represent the parties involved.

Key questions

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

Possible discussion questions

- What countries signed the Treaty of Versailles? Why didn’t other countries that participated in the war sign it?
- Why might the conditions imposed on Germany be counterproductive? Explore the possible consequences of these conditions, both positive and negative, and short- and long-term.
- Why were aspects of the treaty renegotiated? How did this change the outcomes for Germany? Do you think treaties should be able to change, or should they stay the same as when they were signed?
• What are some other treaties or agreements that you know of? How are they the same as or different to the Treaty of Versailles?
• How do you think people come to agreements?
• How do you think agreements can help to solve or prevent conflict?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):
Understand how groups make and implement rules and laws.
Understand how people make decisions about access to and use of resources.

Social sciences (level 4):
Understand that events have causes and effects.
Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

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: thinks critically about texts with developing confidence.)

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
Processes and strategies:
• Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas. (Indicator: thinks critically about texts with increasing understanding and confidence.)

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.)

Structure:
• Show an increasing understanding of text structures. (Indicator: identifies an increasing range of text forms and recognises and describes their characteristics and conventions.)

Key competencies
• Thinking
• Using language, symbols, and texts
• Relating to others
• Participating and contributing

Values
• Innovation, inquiry, and curiosity
• Diversity
• Equity
• Integrity

Themes

Heritage and identity
New Zealand was a signatory of the Treaty of Versailles. Consider why this was important for the development of a New Zealand identity.
Think about ways that the Treaty of Versailles was similar to or different from the Treaty of Waitangi.

Citizenship perspectives
Analyse the rights and responsibilities of countries that have made an agreement or treaty and consider the different perspectives that should be considered.

Peace and reconciliation
Think about how formal and informal agreements help us to build strong and safe relationships on personal, community, and global levels.

Learning and teaching ideas

Digital opportunities
See and explore the full text of the Treaty of Versailles at bit.ly/TreatyV (PDF).
Create a digital timeline marking some of the main events leading up to the Treaty of Versailles.

Apply social sciences skills
Ask questions about the past.
Compare different types of information, including primary and secondary sources.
Sequence events.
Use the language of history.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
Find out more about the terms of the Treaty of Versailles on the BBC website at bit.ly/BBC-TreatyV

Armistice telegram, 1918. Kete Christchurch.

The armistice, which was signed well before the Treaty of Versailles, halted the fighting while the political conflict continued negotiating.
Hook 5 – Rules

“Beware of Spies!” First World War propaganda poster. Archives New Zealand. AD1 44/283.

Context
Although the war would probably have felt very far away from New Zealand, it was important to be vigilant here about how information was shared to make sure it stayed out of enemy hands. Posters such as this one gave guidelines on how to keep military information safe. About 6,000 Germans and Austrians lived in New Zealand during the war, and there was wariness about where their allegiance might be placed. Some Germans taken as prisoners of war or accused of spying were imprisoned on Matiu (Somes Island) or Motuihe Island.

During times of conflict or increased insecurity, rules or laws are often tightened to try and control people’s behaviour. We also have rules that help us to stay safe on the roads and in our communities or to create a fair and safe environment. We use rules in sports and games to create a common understanding about how to play the game. Rules can be useful.

Key questions
• What can we observe?
• What do we already know?
• How might people view this poster in different ways?
Possible discussion questions

• Who would have read this poster? Why did they need to be reminded of these things? What types of information might they have had that would have been valuable to the enemy?

• What might have been some positive or negative consequences of this type of propaganda poster?

• Why do we have rules?

• What kinds of rules apply to you?

• Are there good rules and bad rules? How do you know if a rule is good or bad?

• What other kinds of behaviour expectations do you have in your family or in your school?

• What are the consequences when rules or expectations aren’t met?

• Do you think the rules in this poster are fair in the environment of wartime?

• Do you think rules should change during times of war or when there is a threat of war? If so, what type of rules might need to change?

• Do you think that creating rules and consequences are a good way of managing people and avoiding conflict?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):
Understand how groups make and implement rules and laws.
Understand how people make decisions about access to and use of resources.

Social sciences (level 4):
Understand that events have causes and effects.
Understand how formal and informal groups make decisions that impact on communities.
Understand how people participate individually and collectively in response to community challenges.

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: thinks critically about texts with developing confidence.)

Purposes and audiences:
• Show a developing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.)

Ideas:
• Show a developing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

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: thinks critically about texts with increasing understanding and confidence.)

Purposes and audiences:
• Show an increasing understanding of how texts are shaped for different purposes and audiences. (Indicator: evaluates the reliability and usefulness of texts with increasing confidence.)

Ideas:
• Show an increasing understanding of ideas within, across, and beyond texts. (Indicator: makes and supports inferences from texts with increasing independence.)

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.)

Health and physical education (level 3):
Relationships with Other People
Identity, sensitivity, and respect:
• Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Health and physical education (level 4):
Relationships with Other People
Identity, sensitivity, and respect:
• Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

Healthy Communities and Environments
Rights, responsibilities, and laws; People and the environment:
• Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.
The New Zealand Curriculum

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

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

Themes

Heritage and identity
Discuss whether posters like this might have strengthened or weakened people’s identity as New Zealanders.

Citizenship perspectives
Explore how all citizens have rights and responsibilities to ensure everyone’s well-being and how these rights and responsibilities might change over time.

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

Peace and reconciliation
Discuss how rules can help us to stay safe and healthy and how different rules apply at different times and for different groups.

Learning and teaching ideas

Digital opportunities
Talk about any rules or expectations that you have to encourage positive digital citizens in the class, and how these rules are similar or different in a face-to-face environment.

Apply social sciences skills
Ask questions about the past.
Compare past and present.
Use the language of history.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources
Many rules and regulations were enforced in New Zealand at the time of the First World War. Here is some further information:

bit.ly/NZH-Rules

The story “Das Piano” by Bernard Beckett (School Journal, level 3, June) shows how strong anti-German sentiment may have been. This story can be downloaded here:

bit.ly/SchoolJournals

This page from Te Ara gives us some further information about Germans in New Zealand:

bit.ly/TA-Germans

German prisoners of war on Somes Island, 1917.
Alexander Turnbull Library. 1/2-091237-F.

The extract below is an example of how some Germans living in New Zealand or Samoa were regarded with suspicion.

SUSPECTED GERMAN SPY.
ARRESTED IN WELLINGTON.

WELLINGTON, February 5.
A sensation was caused yesterday just before the Manukau sailed by the arrest of a man suspected of being a German spy. The man had been making himself particularly agreeable to a number of French reservists from Tahiti, but suspicion was aroused by his speaking of French with a German accent and the question asked of reservists if they suspected they were being taken to Mount Cook barracks. But it is not known whether the military authorities will bring a definite charge against him, or whether he will merely be interned on Somes Island.

Hook 6 – The United Nations

Context
This photo shows New Zealand Prime Minister Peter Fraser signing the United Nations Charter at the end of the Second World War in 1945, following on from the League of Nations after the First World War. The charter was the document that founded the United Nations, and New Zealand was one of the original 51 states to sign it.

The United Nations (UN) is now an international organisation of 193 member states working together to try and keep peace and improve the lives of people who need international support. The League of Nations had a similar purpose but failed to prevent the Second World War. In 2014, New Zealand won a seat on the United Nations Security Council; this has a special responsibility for maintaining international peace. Former Prime Minister Helen Clark is the Administrator of the United Nations Development Programme, so New Zealand has a strong connection with this important organisation.

The United Nations (UN) is best known for its roles in peacekeeping, human rights, health, and providing support in developing nations. The distinctive UN peacekeeper blue berets and helmets are often seen in places where international help is needed.

Key questions
• What can we observe?
• What do we already know?
• How might people view this photograph in different ways?
Possible discussion questions

- What do you know about the United Nations? Who belongs? What does this organisation do? How does it work for human rights and keep peace? What is the relationship between member countries?
- What are some of the positives and negatives about having an organisation like the United Nations?
- What do you think are some of the rights and responsibilities of belonging to an organisation like the UN?
- What does the United Nations Security Council do? What are the benefits for New Zealand of having a seat on the Security Council?
- Where have you seen or heard about peacekeepers at work? What is the role of a peacekeeper? What makes peacekeeping a difficult job to do?
- Can you think of other organisations that are responsible for promoting peace between different groups in your community or overseas?

The New Zealand Curriculum

Learning areas

Social sciences (level 3):
Understand how groups make and implement rules and laws.
Understand how people make decisions about access to and use of resources.

Social sciences (level 4):
Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
Understand that events have causes and effects.
Understand how formal and informal groups make decisions that impact on communities.

Key competencies

- Thinking
- Relating to others
- Participating and contributing

Values

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

Themes

Heritage and identity

When Peter Fraser signed the charter, he intentionally omitted the words “Dominion of” before “New Zealand”. Discuss the impact of this decision on the way New Zealand is viewed as a country.
Consider how New Zealand’s involvement with the United Nations places us, as a relatively small country, in a global environment of building peace and security.

Citizenship perspectives

Analyse the ways that different New Zealanders view the responsibilities of New Zealand in peacekeeping roles.
Discuss why different groups have different perspectives of New Zealand’s role.
Investigate New Zealand’s role in supporting refugees from areas experiencing conflict.

Peace and reconciliation

Analyse and evaluate the different roles taken by an organisation like the United Nations to keep peace around the world.

Learning and teaching ideas

Digital opportunities

Find examples of the UN’s current work on news websites.
Create your own news organisation that tells the stories of United Nations projects in the past.

Apply social sciences skills

Ask questions about the past.
Compare past and present.
Identify and compare diverse perspectives, attitudes, and values.

Supporting resources

The website of the United Nations gives more information about their work and their history:
bit.ly/UN-About
The NZ History website has more information about New Zealand and the United Nations:
bit.ly/NZH-UN
This page on Te Ara has more information about New Zealand’s role as peacekeepers:
bit.ly/TA-Peacekeeping
The UN Youth organisation supports schools and learners to understand the role of the UN and to develop global citizens. Find out more about the programmes it offers here:
bit.ly/UN-Youth or email education@unyouth.org.nz
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 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 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.
**Start of the war**

WAR DECLARED. AUSTRIA-HUNGARY AND SERVIA.

FOLLOWING FORMER'S ULTIMATUM.

OMINOUS OUTLOOK.

CHIEF OF SERVIAN STAFF ARRESTED.

ATTITUDE OF THE NATIONS.

RUSSIAN MILITARY ACTIVE.

(By Telegraph—Press Association—Copyright.)

Ottawa, July 27, 9.30 a.m.

Extract from The Evening Post, 27 July 1914.

Papers Past.

**First farewells**

This section of the NZ History website has more information about the way troops were farewelld from New Zealand. Most of the men in the first ships to leave the country did not know where they were going until after they had sailed for Samoa:


This extract from a letter to the “Dear Dot” column of the Otago Witness describes a troop train’s departure for Christchurch from Greymouth, September 1914:

Hundreds of people were to be seen making their way to the station. At 8.30 the place was just one mass of people but the gates were closed ... After the troops were seated in the train the gates opened and what a rush: all were anxious to get to the front to wish someone “au revoir”... It was really hard work pushing to get to the carriages. At 8.40 a.m. the train moved out on its way to Christchurch. Then came the saddest sight of all, hundreds of mothers and sisters were left sobbing.

*Otrira (30.9.14)*


**Countdown**

The start of the war was a complicated series of events. This BBC timeline captures the countdown in images, interviews, and quotes:


**Personal viewpoint**

![Cover of *Home and Away* by John Marsden](https://bit.ly/cover-home-away)

This powerful and disturbing book depicts the beginning of a fictional war and the impact it has on an Australian family in a modern-day setting as they have to leave their home and deal with all kinds of hardships. This book makes the reality of war more easily understood to both younger and older readers.

The book is held by libraries across New Zealand and also check your school library.

**Conscription and objectors**

**Conscientious objectors**

This section of the NZ History website has more information about conscientious objection, a source of conflict on the home front:

[bit.ly/ww100co](https://bit.ly/ww100co)

**Mark Briggs**

This video tells the story of Mark Briggs, a conscientious objector. Please preview this video before using it, because some of the content is disturbing.


**Māori objection**

Some iwi had objections to serving the British Crown, while others supported doing so from the beginning. This NZ History page has an overview of the issues and outcomes:

Roll of honour
This cartoon shows a woman in the shape of New Zealand as she holds a roll of honour – a list of those who have died at war. The cartoon was drawn in 1917 when major battles such as Passchendaele occurred and New Zealanders at home would have been feeling the impact of war particularly acutely.


Spies and censorship
Spies avoiding the censor
The concern wasn’t just that letters might fall into enemy hands but also that spies would communicate with each other through letters. This newspaper article explains how spies tried to avoid detection:
bit.ly/PP-Censors

Anti-German feeling
Some people took the law into their own hands and attempted to intimidate Germans in New Zealand:

MORE STONE-THROWING.
[United Press Association.]
Hokitika, May 17.
To-night the windows of several business premises in Hokitika were broken by stone-throwers. The owners of the shops are of German origin, and this fact is regarded as the reason for the damage being done. On Saturday night the plate glass windows of a man named Jacobs were broken by the same means, and in the local Press to-day he disclaimed being a German.


Agreements
First World War treaties
Treaties, agreements, and alliances leading up to the First World War were a large reason for its escalation and for the number of countries involved in it. This website explains more about the treaties and armistices that came before, during, and after the war:
bit.ly/FWW-Treaties

Outcome of the Treaty of Versailles
This short video explains how the Treaty of Versailles caused tensions that led to the development of the Second World War:
bit.ly/HistoryTreatyV

Treaty of Waitangi
This website has more information about the Treaty of Waitangi:
bit.ly/TreatyoFWaitangi

International law
This page on Te Ara has more information about how international laws designed to keep us safe, such as the Geneva Convention, apply to us in New Zealand:
bit.ly/TA-InternationalLaw

Cartoon
‘Peace and future cannon fodder’ - a cartoon of 1920 by the Australian artist Will Dyson.

This cartoon from 1920 predicts that there will be another war due to the Peace Treaty that had just been signed:
bit.ly/DysonCartoon
Propaganda

First World War signs and symbols
DigitalNZ has a curated collection of posters and other ephemera used during the First World War. The set includes some useful examples of propaganda:
bit.ly/ww100sas

Recruitment posters
Propaganda was used in New Zealand and in other countries to encourage men to enlist. One tactic was to suggest that women and children wanted men to go so they would be proud of them or that women and children needed protecting.

Peacekeeping

New Zealand Defence Force
New Zealand is involved in supporting peace and resolving conflict in many parts of the world. Read about the NZDF’s current operations here:
bit.ly/NZDF-operations
See photographs of the NZDF’s work here:
bit.ly/NZDF-Photos

United Nations
The United Nations supports peacekeeping operations around the world:
bit.ly/UN-Peacekeeping

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, shelf, 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 further ways you can explore the concepts of conflict and resolution as they apply to the students in your school. Where appropriate, examples that link to the First World War are included. Students may find these resources useful when considering how they can create their own responses to conflict.

The Enemy

The Enemy by Davide Cali (Wilkins Farago Pty Ltd, 2007) challenges the reader to think critically about the concept of an enemy and who that person might be fighting against. There are teacher’s notes available at:
bit.ly/TheEnemyBook

The book is held by libraries across New Zealand and also check your school library.

Aotearoa Youth Declaration

UNYouth Aotearoa runs programmes that introduce young people to the concepts of constitutions, treaties, and the ways that governments create laws. Although aimed at older students, these adaptable resources will have useful ideas for exploring these concepts in a supported setting. You can also contact UNYouth at education@unyouth.org.nz to find out more.

Positive Behaviour for Learning (PB4L)

The PB4L initiatives support schools and their communities to develop and enable positive environments to reduce conflict and promote healthy learning relationships. If your school is already a PB4L school, you can use the PB4L material as a context for exploring wider conflict and resolution issues. If not involved with PB4L, you can find out more from bit.ly/PB4Learning

Resolving conflict

This website has advice for schools and families about supporting young people to solve conflict:
bit.ly/KidsMatterConflict
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 war and how this might have been different to that of other people in their communities.

**Peace and reconciliation**
Consider what we can learn from past global conflicts to apply to our own lives and how we can contribute to global peace through our actions.

**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 create something that is useful for them in managing conflict; others may wish to contribute to social, or even global, issues. They can also tap into existing First World War initiatives that encourage ongoing peace and connections.

Here are four examples of possible actions:

- **Example 1:** Students could create a series of stories that explore multiple ways of dealing with conflict, with different outcomes. Each story could be sensitively approached using something that has been experienced by people in the class, is inspired by a story in a book, or is based on a bigger global issue. Stories could be recreated as written narratives, short films, comic strips, or any other way that can be shared.

- **Example 2:** A resource that reinforces the school rules or behaviour expectations could be created to encourage a fresh look at the importance of these rules or behaviours. If the school doesn’t have resources such as a flow chart or system outlining suggested ways of dealing with conflict, they could be developed with consultation and input from other classes, teachers, and whānau. A restorative justice system could be developed to help reconcile people or groups who have been in conflict.

- **Example 3:** A class treaty or written agreement could be developed that outlines the ways that the class will work together towards a positive outcome. Structured debates and decision-making protocols could be implemented to ensure that the process is fair.

- **Example 4:** A school news channel, in print, in film, or online, could be created to report on current issues in the school and community. Key aspects of conflicts and the ways that resolutions have been found could be identified and highlighted for learning. Alternatively, a historical viewpoint could be taken to report on different parts of the First World War.
Resources

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/ISG-ActionPlan

Wellbeing@Schools
This website provides New Zealand schools with toolkits and surveys to review well-being in schools. The site provides suggestions for School Journal stories and articles that help learners to consider different perspectives on conflict and relationships:
bit.ly/WellbeingResources

WW100 website
This site provides a list of organisations that run events related to the First World War:
bit.ly/ww100Projects

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/WWI-Reflection

Co-operative Learning Assessment Sheet:
bit.ly/CooperativeAssessment