FIRST WORLD WAR INQUIRY GUIDE

Friendship and Community
Acknowledgments

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INTRODUCTION

This First World War inquiry guide suggests ways for students to explore the theme Friendship and Community by considering how people’s sense of identity and purpose affects them during times of challenge and adversity. To do this, students explore how the First World War impacted on relationships within and between local, national, and international communities. The six “hooks” presented in the initial I Wonder stage of the guide introduce students to a range of information about individuals, communities, and countries involved in or impacted by the First World War.

The emphasis of the guide is on supporting students and teachers to co-construct knowledge through student-centred inquiry.

Each hook in the I Wonder stage of the guide comes with a range of related key concepts. Although the concepts have been taken from the Senior Secondary Teaching and Learning Guides, they are still useful for year 9 and 10 students exploring the First World War.

Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school and have forgotten much of the detail. Key concepts sit above context but find their way into every context. Students need time and the opportunity to explore these concepts; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

Senior Secondary Teaching and Learning Guides, bit.ly/1DOJINSp

As well as key concepts, each hook suggests New Zealand Curriculum achievement objectives that can contribute to the development of these conceptual understandings. The key concepts and related achievement objectives should not be viewed as either prescriptive or exhaustive.

This year 9–10 First World War inquiry guide supports teachers to:

• develop learning programmes that are on First World War themes and include student inquiry and collaboration
• build knowledge and understanding about the First World War as experienced on the battlefields and at home
• select and evaluate resources that are inspiring, appropriate, and relevant for learners
• connect learning to curriculum achievement objectives and to assessment in a range of learning areas
• guide students through an inquiry process with meaningful outcomes, driven by their interests and abilities.

Using a conceptual approach supports students to view the First World War within a wider context. This enables them to use what they have discovered as a springboard for exploring the relevance of concepts such as war, peace, citizenship, propaganda, censorship, and protest to their own lives and world.
hook 1: A sense of adventure

This hook provides examples of why people chose to enlist in the First World War.

Key concepts that relate to this hook include:

- Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)
- For example, by exploring the different reasons people went to war (the focus of this hook), students can develop their understanding of:
  - how the ideas and actions of people in the past have had a significant impact on people’s lives (Social studies, level 5)
  - ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

hook 2: Hurrah for the King

This hook explores a group of young leaders who encouraged Māori men to enlist in order to make New Zealand a more equitable society.

Key concepts that relate to this hook include:

- Rights: Entitlements relating to fair treatment and equity for all. (Social studies)
- Values: Deeply held beliefs about what is important or desirable. (Social studies)
- Social justice: An outcome of social action taken to develop fair treatment and equity for all. (Social studies)
- For example, by exploring the impact of the First World War on Māori communities (the focus of this hook), students can develop their understanding of:
  - how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system (Social studies, level 5)
  - how people define and seek human rights (Social studies, level 5)
  - how the Treaty of Waitangi is responded to differently by people in different times and places (Social studies, level 5).

hook 3: The Kiwi takes flight

This hook explores how the concept of being “a Kiwi” rather than “a lion cub” contributed to a sense of national identity and belonging.

Key concepts that relate to this hook include:

- Society: An interdependent collection of communities or cultures. (Social studies)
- Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change. (History)
- For example, by exploring what it means to be “Kiwi” (the focus of this hook), students can develop their understanding of:
  - how cultural interaction impacts on cultures and societies (Social studies, level 5)
  - ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

hook 4: The ANZACs

This hook explores the shared heritage of New Zealanders and Australians as expressed through the notion of the Anzac spirit.

Key concepts that relate to this hook include:

- Culture: The common characteristics and behaviours associated with a group. (Social studies)
- For example, by exploring the shared heritage of Australia and New Zealand (the focus of this hook), students can develop their understanding of:
  - how cultural interaction impacts on cultures and societies (Social studies)
  - Ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

hook 5: Good sport

This hook explores the ways that sport contributes to a sense of comradeship.

Key concepts that relate to this hook include:

- Movement and its connection with hauora: Movement is integral to the well-being of self, others, and society. (Physical education)
- Hauora: Hauora is a Māori philosophy of well-being that includes four dimensions: taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. (Health and physical education)
- For example, by exploring the relationships between sports and the military (the focus of this hook), students can develop their understanding of:
  - how varying levels of involvement affect well-being and lifestyle balance (Health and physical education, level 5).

hook 6: New Zealand Samoans

This hook explores the changing relationship New Zealand has with Samoa.

Key concepts that relate to this hook include:

- Continuity and change: History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes. (History)
- Rights: Entitlements relating to fair treatment and equity for all. (Social studies)
- For example, by exploring the relationship between New Zealand and Samoa (the focus of this hook), students can develop their understanding of:
  - how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system (Social studies, level 5)
  - how the ideas and actions of people in the past have had a significant impact on people’s lives (Social studies, level 5).
The structure of the inquiry guide

This inquiry guide is divided into six stages: I Wonder, Find Out, Make Meaning, Take Action, Share, 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 recognize that the inquiry process is not linear. For example, students may need to “find out” new information at any point in the process and should be reflecting and evaluating at each stage.

Reflection is central to the process. Self-regulated learners “think about their thinking” (metacognition) with a view to improving the strategies and tools they use. Questions for reflection at the end of each stage support students to critically evaluate both their progress and the process they have used.

The companion First World War Inquiry Support Guide: Years 9–13 provides 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 9–13 inquiry guides.

School-related outcomes developed using this guide might be: an extracurricular school-wide focus; a cross-curricular exploration; or a project in one learning area. The learning programme developed might last for a few lessons, a term, or a school year.

Key themes

Five key themes are highlighted throughout this resource:

- **Heritage and identity**: Explore the role of our military heritage in shaping New Zealand identity, using existing and yet-to-be-developed media representations - moving image, digital media and online resources, as well as local community resources.

- **Citizenship perspectives**: Explore different perspectives (including iwi perspectives) on the First World War and responsibilities of New Zealand citizens in peacetime and during conflicts.

- **New Zealand in the Pacific**: Engage students in critical thinking about how New Zealand’s relationship with Samoa (and other Pacific nations) has been shaped by the First World War and subsequent events.

- **Peace and reconciliation**: Discover and explore how individuals, groups, and nations can reconcile differences and build safe and healthy communities (local, national and global).

- **Making connections**: Facilitate the sharing of different perspectives on the events of the First World War with teachers and students in New Zealand and overseas either through Communities of Schools (Clusters) actively participating through the Virtual Learning Network and/or by facilitating new clusters in English and Māori medium schools and by connecting with overseas schools through their networks.

These themes are referred to with varying emphasis in each guide.
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.

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**The following icons are used to further help navigate your way through the guide.**

**The New Zealand Curriculum**

Key concepts and related achievement objectives from the New Zealand Curriculum

**Supporting resources**

Digital resources, videos, books, images, and templates

**Themes**

- Heritage and identity
- Citizenship perspectives
- New Zealand in the Pacific
- Peace and reconciliation
- Making connections

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**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.

**Digital resources**

**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](http://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:


**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:


**National Library, Services to Schools**

This website provides a schools’ guide to First World War digital and print resources. Resources can be requested from the National Library via this page:


**DigitalNZ database**

This service allows students to find historic and contemporary pamphlets, posters, cartoons, propaganda, photographs, videos, and letters relating to the myths and symbols of the First World War.


**EPIC**

EPIC, a venture between New Zealand libraries and the Ministry of Education, gives schools free access to a worldwide range of electronic resources. EPIC allows you to search for information on the First World War that is suitable for students.

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

This section of the WW100 website includes daily quotes from diaries, letters, and newspapers written exactly 100 years ago. These are available as a Tweet: bit.ly/Lifeya

The Fields of Remembrance Trust and the Ministry of Education partnered to support all schools and kura to set up their own Field of Remembrance: bit.ly/FoRinSchools

This website has more than three million pages of digitised newspapers and periodicals, many of which are from the First World War period (1914–1918): bit.ly/NZlpp

This TV series features First World War-related videos screened on TV3 as part of the Great War Stories series: bit.ly/1Gnm5wx

This TV series is described as a WW1-era gothic adventure and the television series that the book is based upon won four Listener TV awards.

This fiction book is described as a historical romance between a teen who runs away to fight in the First World War and his sweetheart back home.

This book reveals the grim realities of war through the story of Douglas Stark, a bomber in the Otago Regiment, N.Z.E.F.

Each of these School Journals has a First World War theme. Although designed for younger readers, their rich content makes them useful at any level. PDFs of the stories, articles, and poems they contain can be downloaded from: bit.ly/SchoolJournals

Pond
Pond is a central hub for online resources validated by New Zealand educators and providers of content and services: www.pond.co.nz

Te Papa – Gallipoli Exhibition
The physical exhibition in Wellington is accompanied by a collection of multimedia resources available at: bit.ly/TePapaGallipoli

Pukeahu National War Memorial Park
The Pukeahu National War Memorial Park has a variety of events and projects commemorating New Zealand’s participation in the First World War.

For more information see: bit.ly/1fDa3qR

The Great War Exhibition

The Great War Exhibition, created by Sir Peter Jackson, commemorates the role played by New Zealand in the First World War, at the Dominion Museum Building, Pukeahu National War Memorial Park. For more information see: bit.ly/1A1bliT

Video

Great War Stories (TV series)

War News (on Prime)

This current-affairs-style show reports on the First World War as experienced by New Zealanders:

bit.ly/ww100wn

Books

Non-fiction


Nice Day for a War by Matt Elliot (HarperCollins, 2011). This graphic novel and history book describes the experiences of New Zealand soldier Corporal Cyril Elliot, using excerpts from his war diaries.

Fiction

The Fire-raiser by Maurice Gee (Puffin, 2008). This book is described as a WW1-era gothic adventure and the television series that the book is based upon won four Listener TV awards.

Letters from the Coffin-trenches by Ken Catran (Random House, 2002). This fiction book is described as a historical romance between a teen who runs away to fight in the First World War and his sweetheart back home.


School Journal, Levels 2, 3, and 4, June 2014 (Ministry of Education). Each of these School Journals has a First World War theme. Although designed for younger readers, their rich content makes them useful at any level. PDFs of the stories, articles, and poems they contain can be downloaded from:

bit.ly/SchoolJournals
I WONDER

Purpose: For inspiring students’ curiosity, generating discussion, and supporting students to identify a focus for their own inquiry

In the I Wonder stage, students are presented with an interesting hook such as a painting, photo, poem, newspaper article, or transcript of a speech. The purpose is to stimulate discussion and evoke curiosity. An essential goal at this stage is for each student 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. Students may need support constructing questions of enough depth and complexity. Take your time working with each one to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process. (See bit.ly/ISG-Questions for practical ideas about developing questioning skills with students; and for further discussion, bit.ly/ISGEssentialQuestions.)

Your role during this stage is to ask questions to help students share their initial responses, encouraging them to make connections to their prior knowledge and experience. As they make these connections, areas of personal interest will begin to emerge. During the I Wonder stage, the most important goal is student engagement. The questions require students to differentiate between objective and subjective statements; to investigate the vested interests and viewpoints behind communications; and to reflect on the emotional impact of people’s actions.

The supporting resources section broadens the scope or context of the topic to appeal to a wider range of student interest and prior knowledge. However, these resources are not exhaustive, and it is expected that students and teachers will source additional examples, particularly from the local community.

For more information about the I Wonder stage of the inquiry, see First World War Inquiry Support Guide: Years 9–13.

Hook 1 – A sense of adventure

Excerpt 1:

Four of us joined up together. We went round together, the four of us, everywhere. There were private telephones in those days. We’d rung up and decided we were going. We went to the parade to join up and that was that … It was adventure, a new adventure. Partly that and partly patriotism, I suppose. We were frightened that we wouldn’t get there before it finished.

An Awfully Big Adventure: New Zealand World War One Veterans Tell Their Stories by Jane Tolerton (Penguin New Zealand, 2013), pages 8–9

Excerpt 2:

Shortly before the Battle of Passchendaele, [Dougie] Harle and two old school friends, Norman Shrimpton and Ken Luke, went on leave to Boulogne. For many New Zealanders, the war was a great adventure. The very real possibility of being killed or maimed was often pushed to the back of the mind as these young men lapped up their first taste of overseas travel. The opportunity to visit places such as Boulogne, with its famous port and Roman-walled old town, was one of the reasons these old school friends had enlisted in the first place. The food, wine, sights and smells would have been a welcome diversion for young men who were about to participate in what has been described as New Zealand’s greatest disaster.

From www.nzhistory.net.nz/media/photo/dougie-harle

Excerpt 3:

For many who volunteered, the motivation may not have been a desire to fight. The sense of adventure or the promise of overseas travel were also important; for others, joining up was an alternative to unemployment or a way of escaping an unpleasant situation at home. But for all of these people war had become an acceptable risk, one which few dared to resist because to do so threatened their male identity. A generation of propaganda had drummed home the lesson that fighting for Empire was essential to manhood.

Context

Young men enlisted in the First World War for a wide range of reasons, such as patriotism; peer pressure; naivety; or a desire for adventure, employment, or escape. Like all who travel, they carried their idiosyncrasies, illusions, and ideals with them.

The experiences of those who fought were as varied as the reasons for choosing to enlist. Many soldiers experienced intense feelings of camaraderie during the war; others felt isolated and alone. For some soldiers, the death of their friends added fuel to their hatred of the “enemy”; for others, it merely revealed the futility of war. Many soldiers fought for each other more than for the “greater cause” of King and country.

Comradeship played an important role in helping servicemen and -women endure the horrors, and sometimes boredom, of war. Friends and brothers who had enlisted together often ended up fighting side by side; others were thrown together by war. The dependence soldiers had on each other meant that many formed close bonds that were hard to replicate once they returned home.

“One of the positive things that emerged from the war was the feeling of comradeship, supporting one another through the bitter and difficult times, and sharing such humour and fun as we could find or made for ourselves. When we returned home (from the war) we really missed our mates, and felt as if we were living in a vacuum.”


If the First World War was a forger of incredible friendships, it was also a destroyer. Of the three young friends in the second excerpt above, Ken Luke was the only one to survive the war.

Possible discussion questions

• How would you and your friends respond if you were all old enough to enlist in a conflict situation? How and why might your responses have been different if you had all lived in New Zealand 100 years ago?
• Why did some returned soldiers remember the First World War with nostalgia, despite its horrors?
• How universal do you think the experience of camaraderie among soldiers was? Why do we seldom see accounts of soldiers who struggled to form strong bonds with their fellow soldiers?
• How have New Zealand concepts of manhood changed and/or stayed the same since 1915?

The New Zealand Curriculum

Key concepts that relate to this hook:

Change: The cause or effect of human actions and interactions, which may be positive or negative, short term or long term. (Social studies)

For example, by exploring the different reasons people went to war (the focus of this hook), students can develop their understanding of:

• how the ideas and actions of people in the past have had a significant impact on people’s lives (Social studies, level 5)
• ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

Themes

Peace and reconciliation
Explore the repatriation of soldiers after the war.

Supporting Resources

Three Wellington boys at the war
This NZHistory page provides further information about Dougie Harle, Norman Shrimpton, and Ken Luke: bit.ly/1CJHEP

German perspective
These short films tell the stories of two young Germans who were 17 when the war broke out: bit.ly/1DYBu99

The brotherhood of camp and trench
This 1917 article in The ANZAC Returned Soldiers Association Recorder provides an example of the rhetoric around returned service men: bit.ly/1U16JFK

New Zealand soldier’s attitudes towards war (1914–1918)
This web page from the International Encyclopedia of the First World War describes changing attitudes of New Zealanders during the First World War: bit.ly/1Nqm5z9
Hook 2 – Hurrah for the King

![Image of Māori soldiers]


bit.ly/1aN8LqA

Context

The Young Māori Party comprised a group of young leaders dedicated to improving the welfare of their communities. They used their knowledge of Pākehā systems to address issues related to health and land ownership.

The first Māori unit, Te Hokowhitu a Tū, officially known as the Native Contingent, left New Zealand in February 1915. Although a number of the unit’s junior officers were Māori, the senior positions were all occupied by Pākehā. The group was sent to the Mediterranean island of Malta for garrison duties in order to free up Pākehā soldiers to fight. The Māori soldiers protested about being assigned to non-combat roles, but promoters of imperial policy opposed the idea of Māori being given weapons to fight against Europeans. The high casualty rate at Gallipoli changed this policy, and on 3 July 1915 the Māori contingent landed at Gallipoli as reinforcements. Fifty members of the Māori contingent lost their lives there. After Gallipoli, the Māori contingent returned to a non-combat role as the Pioneer Battalion.

In many ways, some goals of the Young Māori Party leaders were realised through Māori participation in the First World War. Although the battle to fight alongside Pākehā soldiers was hard won and carried a tragic cost, Māori participation in the war did cause a shift in perception among Pākehā New Zealanders towards Māori. Of course, not all Māori echoed the call of “Hurrah for the King”, or at least not the British King. For example, Kingitanga leader Te Puea Herangi, guided by her grandfather’s call for peace which forbade Waikato iwi to take up arms again, asserted that Waikato “had its own King” and didn’t need to fight for the British King. This was an understandable response from a community still bearing the brunt of aggressive land confiscations just a few decades earlier.

Possible discussion questions

- How might Māori participation in the First World War have impacted on Māori–Pākehā relationships?
- How did other Māori communities respond to the call to enlist in the First World War? What were some reasons for their different perspectives?
- Many Māori were willing to sign up to fight in the South African War (1899–1902) but were generally not permitted to enlist. What may have influenced the change in policy at the time of the First World War?
- The leaders of the Young Māori Party encouraged Māori to enlist to serve a greater purpose than supporting the British Empire. What were some other motivations for Māori to enlist?
The New Zealand Curriculum

Key concepts that relate to this hook:

**Rights:** Entitlements relating to fair treatment and equity for all. (Social studies)

**Values:** Deeply held beliefs about what is important or desirable. (Social studies)

**Social justice:** An outcome of social action taken to develop fair treatment and equity for all. (Social studies)

For example, by exploring the impact of the First World War on Māori communities (the focus of this hook), students can develop their understanding of:
- how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system (Social studies, level 5)
- how people define and seek human rights (Social studies, level 5)
- how the Treaty of Waitangi is responded to differently by people in different times and places (Social studies, level 5).

Key Themes

**Citizenship perspectives**

Explore different iwi perspectives on the First World War. Explore the way conscription was applied to Māori communities and the reasons for different approaches and responses to this conscription.

**New Zealand in the Pacific**

Explore why Māori soldiers were not sent to Samoa to participate in capturing it at the start of the war.

Supporting Resources

**Māori units of the NZEF**

This NZHistory chapter outlines the role Māori played in the New Zealand Expeditionary Force:
bit.ly/NZHM-MaoriUnits

**The departure of Te Hokowhitu a Tū**

This WW100 webpage provides photographs and text about the departure of the Māori contingent on 14 February 1915:
bit.ly/1aN984u

**State Authority, Indigenous Autonomy: Crown–Māori Relations in New Zealand/Aotearoa 1900–1950 by Richard Hill**

This digitalised text, particularly the section on the First World War, is useful background reading for teachers:
bit.ly/1FEgsRy

**Speech by Te Ururoa Flavell (then leader of the Māori Party) about Te Hokowhitu a Tū**

This speech was delivered in Parliament on 29 July 2014 as part of a parliamentary debate on how to mark the centenary of the ANZAC landing at Gallipoli:
bit.ly/1ya7K2X

**Māori and the South African “Boer” war**

This NZHistory webpage outlines the response to Māori willing to enlist in the South African war:
bit.ly/1aZczFY

**“King and Country” by André Ngāpō (School Journal, Level 4, June 2014)**

This story is about a young man who decides to join the Māori contingent of the NZEF, despite his mother’s views on Māori fighting to support the British Empire.
bit.ly/1JNdC3

**A lasting impact**

This excerpt from the article “Te Hokowhitu-a-Tū: What Did They Come Home To?” by Monty Soutar (Turnbull Library Record, number 42, 2009, pages 34–47, ISSN 0110-1625) describes the impact that participation in the First World War had on some Māori communities:

The Māori soldier’s participation in the war also led to the economic growth of a large section of their people, particularly among those iwi whose voluntary enlistments had been strongest. In their rural and remote communities, the returned men were able to help their kinsmen understand and appreciate the opportunities presented by the world beyond the village. They felt education was the pathway to opportunity for their children, and they became the staunchest supporters of their local schools.

The camaraderie resulting from the shared experiences of the training camps and battlefields allowed men of different tribes, some of whom were to become leaders among their people, to form networks that might otherwise not have been made. After the war, photographs of these men in their khaki uniforms were hung in homes and in wharenui (meeting houses) throughout the country. Stone monuments, dining halls and a church were built as memorials to those who served, and returned-soldier organisations and Anzac Day commemorations helped to keep memories alive. The names and places where relatives had fought or been killed were passed down to children. Mothers and grandparents who registered the children at native schools took great pride in placing the names in the register for they understood the cause for which the men had fought and to which the children were now committed.

**Letters from Māori soldiers**

This Listener article draws on research conducted by historian Monty Soutar on the experiences of Māori soldiers during the First World War.
bit.ly/18Bb1HN

**Kua Whewhe Matou! Breaking up the Māori Contingent by Monty Soutar**

This web page provides an edited extract from an essay by Monty Soutar from How We Remember: New Zealanders and the First World War, courtesy of publisher Victoria University Press.
bit.ly/1eA4iKg

**Māori units in the WWI New Zealand Expeditionary Force**

This Digitalnz set provides content related to Māori service and action in the First World War. All of the material can be reused.
bit.ly/1TFpiDq
Hook 3 – The Kiwi takes flight


bit.ly/1JmU1dD

Context

It may seem strange to a modern viewer that the cartoonist who created the image above needed to write N.Z. on the kiwi, but at the time of the First World War the kiwi was only just emerging as a symbol of the New Zealand national identity.

The kiwi had been used as a trademark for various New Zealand products since the 1850s and in 1898 was also included in the first set of New Zealand pictorial stamps. In the early 1900s, cartoonists began to use the kiwi as a symbol for New Zealand, for example in a New Zealand Free Lance cartoon celebrating a rugby victory of 29–0 over an Anglo-Welsh team. The cartoon shows a kiwi growing in size after the victory. Cartoonist Trevor Lloyd, who worked for the Auckland Weekly News and the New Zealand Herald, also used a kiwi to represent a New Zealand rugby team but not as often as a moa. Other symbols of New Zealand from that time include a fern, a small boy, and a lion cub. The lion cub symbol reflects a belief then held by many Pākehā New Zealanders that New Zealand was a child of Britain (the lion).

It was not until after the First World War that the term kiwi was used to refer to New Zealanders. In fact, until 1917, New Zealanders were often referred to as diggers or Pig Islanders. Other names for New Zealanders were Enzidders, Maorilanders, colonials, and fernleaves.

By identifying themselves as kiwis rather than lion cubs, Pākehā New Zealanders began to develop a sense of national identity separate to that of Britain. The question remains whether the seeds of an independent national identity were forged on the battlefields of Gallipoli or on the rugby fields of Britain in the early 1900s.

Possible discussion questions

• What does it mean to be Kiwi?
• Is a national identity important? Compare what the consequences of a weak and a strong national identity might be.
• What has influenced the evolution of the New Zealand national identity? How might it be different 100 years from now?
• Which has had the bigger impact on New Zealand identity: rugby or the First World War?
The New Zealand Curriculum

Key concepts that relate to this hook:

Society: An interdependent collection of communities or cultures. (Social studies)

Significance: Historians weigh the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decisions about what is significant change. (History)

For example, by exploring what it means to be “Kiwi” (the focus of this hook), students can develop their understanding of:
- how cultural interaction impacts on cultures and societies (Social studies, level 5)
- ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

Themes

Heritage and identity
Explore the concept of national identity and ways that it is expressed.

Citizenship perspectives
Discuss the responsibilities that come with New Zealand’s appointment to the United Nations Security Council.

Peace and reconciliation
Explore the roles New Zealand soldiers have played in international peacekeeping initiatives.

Supporting Resources

The Bulford Chalk Kiwi
At the end of the war, a group of New Zealand soldiers stationed at Sling Camp in England were becoming disorderly due to their frustration at being delayed from returning home straight away. To keep them occupied, their officers instructed them to carve an enormous kiwi into the chalk of a nearby hill. The kiwi is still visible today.
Photographs of the giant kiwi near the barracks at Sling Camp, Salisbury Plain, England can be found here:
bit.ly/1FJER4a and here: bit.ly/1IHm71r

“WW1: Kiwis chalked it up to experience” by Andrew Stone
This New Zealand Herald newspaper article provides background information on how the actions of the New Zealand soldiers stationed at Sling Camp after the war resulted in their task of carving out the giant kiwi:
bit.ly/1aZ4EIL

“The un-licked cub”
This Punch cartoon from 1905 depicts the New Zealand rugby team as a lion cub punching the old lion of Britain:
bit.ly/1JFONKD

bil.ly/1crk0WM

First World War Signs and Symbols
This set of images illustrates the range and use of national (and other nations) symbols and propaganda devices in posters, postcards and other ephemera during the First world War.
bit.ly/1U3oVnJ

Iwi/Kiwi campaign
In 2006, a controversial election campaign played on the words Iwi and Kiwi. The campaign attempted to tap into the views of conservative Pākehā voters who felt that Māori were being given special privileges.
bit.ly/1apXps6
Information about the people who created the campaign is available here:
bit.ly/1FEqQ2f

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bit.ly/1FEqQ2f

Flag Consideration Project Gallery
This gallery provides examples of flags New Zealanders have suggested as part of the Flag Consideration Project.
bit.ly/1K3TlnF
Hook 4 – The ANZACs


bit.ly/1ymlE5K

Context

Anzac Day, Anzac biscuits, and the Anzac Cup: the word Anzac is culturally significant for both New Zealanders and Australians. Its significance means that it is not allowed to be used commercially. The term “Anzac spirit” is associated with “endurance, courage, ingenuity, good humour, larrikinism and mateship.” This definition contributes to a sense of national identity for both countries.

The term ANZAC (Australian and New Zealand Army Corps) was coined early on in the First World War. In 1914, the New Zealand Expeditionary Force and the Australian Imperial Force in Egypt were both under the command of a British lieutenant general, William Birdwood. The group needed a collective name, but neither the New Zealanders nor the Australians were happy with the suggestion of the Australasian Corps. It is likely that the acronym ANZAC was first used by a clerk at Birdwood’s headquarters as shorthand to be written in the imprint of a rubber stamp.

Initially the term ANZAC was reserved for New Zealand and Australian soldiers who had fought on the Gallipoli Peninsula in 1915, but the name was later applied to all New Zealand and Australian First World War soldiers.

“Anzac” has also been used in other conflicts. For example, in 1941 an ANZAC Corps was formed in Greece, and during the Vietnam War there was an ANZAC Battalion.

More recently, Australian Prime Minister Tony Abbott has referred to “obviously historical parallels” between the deployment of Australian and New Zealand troops to Iraq and the Gallipoli campaign of 1915: “I am very pleased and proud that in this centenary of Anzac year Australia and New Zealand will be contributing to this important mission.” (See “The joint training mission to Iraq” under Supporting resources below.)

The killing of around 40 male inhabitants in the Arab village of Surafend, in Palestine in December 1918 represented a darker side of the Anzac tradition. Trooper Leslie Lowry had been shot dead after disturbing a thief in his tent prompting a large group of Australians and New Zealanders to exact vigilant justice by burning the Surafend to the ground. The ANZACs refused to cooperate with the subsequent British investigation, leading General Allenby to condemn them as ‘a lot of cowards and murderers.’ The men responsible were never charged for the incident and it remains a dark stain on Anzac history.

1 This is a common form of a quote originally used by Charles Bean in his book Anzac to Amiens (Penguin Australia, 1983). This version of the quote is taken from: bit.ly/1HpnN4a
Possible discussion questions

- What is meant by the term “Anzac spirit”? How, when, and why is this term used?
- Why are the events at Anzac Cove (Gallipoli) considered to be so significant for New Zealanders?
- How would you describe our relationship with Australia today? What has influenced this relationship?
- What parallels are there between the recent deployment of Australian and New Zealand troops to Iraq and the Gallipoli campaign?
- What other countries share a close bond with New Zealand? How do these relationships compare with that of New Zealand and Australia?

The New Zealand Curriculum

Key concepts that relate to this hook:

**Culture:** The common characteristics and behaviours associated with a group. (Social studies)

For example, by exploring the shared heritage of Australia and New Zealand (the focus of this hook), students can develop their understanding of:

- how cultural interaction impacts on cultures and societies (Social studies)
- Ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people (Health and physical education, level 5).

Themes

**Heritage and identity**
Discuss whether the qualities associated with the “Anzac spirit” (for example, endurance, courage, ingenuity, good humour, and mateship) are still part of the New Zealand national identity. Discuss whether these attributes are distinctly New Zealand and/or Australian or whether they could be applied to any nation.

**Peace and reconciliation**
Explore the relationship between New Zealand and Turkey. Read the words on the Atatürk memorial and discuss whether New Zealanders would show a similar degree of respect and generosity to a force that had invaded this country.

**Making connections**
Investigate how Anzac Day is commemorated in Australia. Discuss whether New Zealand is sufficiently recognised in their commemorations and whether Australia is sufficiently recognised in New Zealand commemorations.

**Citizenship perspectives**
Investigate the massacre at an Arab village by New Zealand and Australian troops in Palestine just after the end of the First World War. Discuss why this event challenges the concept of the “Anzac spirit”.

Supporting Resources

**Australian response to the 2011 Christchurch earthquake**
Drawing on newspaper articles from Australia and New Zealand, this 2011 Stuff webpage describes the friendship between the two countries as revealed in the Australian response to the 2011 Canterbury earthquake:

[bit.ly/1aZ4VLG](bit.ly/1aZ4VLG)

**“Aussies forget the NZ in Anzac”**
This 2009 Stuff article explains why some New Zealand historians claim that New Zealand is not sufficiently recognised in Australian Anzac commemorations:

[bit.ly/1aNaVXn](bit.ly/1aNaVXn)

**Anzac Day is not the Big Day Out**
This Sydney Morning Herald article from 2013 challenges some of the ways that Australians and New Zealanders commemorate Anzac Day:

[bit.ly/1ymlMCt](bit.ly/1ymlMCt)

**New Zealand Embassy, Ankara, Turkey**
The New Zealand Embassy in Ankara, Turkey explains how the Gallipoli campaign has resulted in an international friendship between New Zealand and Turkey:

[bit.ly/1FJGyi2](bit.ly/1FJGyi2)

**The joint training mission to Iraq**
This March 2015 article from The Guardian describes Tony Abbott’s and John Key’s responses to the call to send troops to Iraq:

[bit.ly/1CE1pwT](bit.ly/1CE1pwT)

**The Anzac atrocity**
This article provides background information on the Surafend massacre in which ANZAC soldiers murdered at least 40 innocent men in Palestine at the end of the war:

[bit.ly/1SYsYuJ](bit.ly/1SYsYuJ)

**Anzac Day 1916–1922**
This RSA webpage describes how Anzac day became a full statutory holiday:

[bit.ly/1S1sYu](bit.ly/1S1sYu)

**Anzac Day 1916–1922**
This RSA webpage describes how Anzac day became a full statutory holiday:

[bit.ly/1LrRnVd](bit.ly/1LrRnVd)

**Anzacary**
This TV3 video critiques the obsession New Zealanders and Australians have with the concept of Anzacs:

[bit.ly/1UoNbvc](bit.ly/1UoNbvc)
Hook 5 – Good sport

Wood-chopping competition at New Zealand Base Depot Sports, Etaples, by Henry Sanders, 1918. Alexander Turnbull Library. 1/2-013428-G
bit.ly/1CE1oZW

Context

At the beginning of the First World War, soldiers were discouraged from playing sport because it was viewed as distraction. By 1916, the benefits of sport as a way to foster camaraderie, help maintain soldiers’ fitness, and boost morale were widely recognised. Although there were few opportunities to play sport at Gallipoli, at the Western Front sport was actively encouraged by the authorities. Some games were impromptu, but there were also organised competitions that included events common in New Zealand rural areas at the time: wood chopping, boxing, tugs of war, horse racing, athletics, and above all, rugby. One advantage of these types of activities was that they needed little additional equipment.

Back at home, there was considerable debate about whether domestic games should continue during the war. Before the war, sport was perceived as a way to keep young men in shape so that they would be ready to defend the British Empire. During the war, some people felt that sportsmen eligible for service should sign up rather than continue to play sport. One rugby administrator of the time, Edgar Wylie, summed it up at the national union’s annual meeting in 1915: “The plums of rugby should not be open to those who remain behind. While the men were fit to play rugby, they were fit to go to the front.” In many instances, entire school sports teams enlisted after leaving school. Some sports players refused to play against “shirkers” who had chosen not to enlist. When conscription was introduced in 1916, these debates became redundant.

Possible discussion questions

• What might have been the benefits of holding a sports competition during a time of conflict?
• Why does the New Zealand military continue to place a high priority on involvement in sport?
• What are some similarities between the attributes of a good sportsperson and the attributes of a good soldier?
• Why does sport have such a high profile in New Zealand society in general?
The New Zealand Curriculum

NZC

Key concepts that relate to this hook:

Movement and its connection with hauora: Movement is integral to the well-being of self, others, and society. (Physical education)

Hauora: Hauora is a Māori philosophy of well-being that includes four dimensions: taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. (Health and physical education)

For example, by exploring the relationships between sports and the military (the focus of this hook), students can develop their understanding of:

• how varying levels of involvement affect well-being and lifestyle balance (Health and physical education, level 5).

Themes

Heritage and identity

Discuss the roles that war and sport play in establishing a sense of national identity in New Zealand.

(For more information, see bit.ly/1CE1Abv)

Citizenship perspectives

A hundred years ago, New Zealand schools supported the development of potential young soldiers through drills, marches, and shooting clubs. In what ways do (or should) schools prepare New Zealand students to be active citizens in their communities today?

Making connections

Find out about the First World War Centennial Field Hockey Youth Tournament organised by the Douai Hockey Club and Le Coquelicot. bit.ly/1aNbM HM

Supporting Resources

An Australian recruitment poster encouraging sportsmen to enlist:


This poster positions the First World War as “THE game [of all games]” and the Victoria Cross as the “medal of medals”. The words “Play up, play up and play the game” are quoted from a then-famous poem, “Vital Lampsado” (1892) by Henry Newbolt, which explicitly links schoolboy sport with subsequent fighting as soldiers for the British Empire. (The capitalisation of “the” isn’t used in the poem.) bit.ly/1GFWM31

Rural organised recreation 1850–1900

This Te Ara Encyclopedia of New Zealand page outlines popular recreational events in New Zealand before the First World War:

bit.ly/1OuSF3L

New Zealand Divisional rugby team versus a French Army team, Paris, 17 February 1918

This short silent film shows the pre-game haka of the New Zealand Divisional rugby team and the arrival of the French team onto the field. The American referee got confused with the timing of the match – the first half was 30 minutes long and the second half 45 minutes.

bit.ly/1oNciB3

Turning boys into soldiers

These NZHistory pages outline the way New Zealand schools supported the development of potential young soldiers through drills, marches, and shooting clubs:

bit.ly/1ExSV90 bit.ly/1IZiCVv

Rugby match at Fontaine-au-Pire, October 1918

This photo shows an impromptu game of rugby away from the firing line:

bit.ly/1PGtNro

A cricket game at Gallipoli

This New Zealand Herald article describes a cricket match staged at Gallipoli two days before the ANZAC forces were evacuated:

bit.ly/1ExSJiJ

Sport and war

This free podcast from the Imperial War Museums (UK) describes a range of leisure activities from the First World War:

bit.ly/1ymmEHd

“This is not the time to play Games”

This 1915 London recruitment poster claims that 90 percent of rugby union players have enlisted and challenges other British athletes to follow their example:

bit.ly/1zcm6Pf

New Zealand Army sports

This New Zealand Army webpage explains why participation in sport is still highly valued within the New Zealand military:

bit.ly/1KE6COa
Hook 6 – New Zealand Samoans

Context

The capture of German Samoa, on behalf of Britain, on 29 August 1914 was New Zealand’s first international act of the First World War. The occupation itself is remembered as relatively peaceful, but later events resulted in deaths and injustice for many people. New Zealand maintained its control over Samoa for 40 years after the First World War had ended, a role mandated by the League of Nations in 1920.

During this period, the New Zealand administration mishandled several important events, most significantly the outbreak of influenza in Samoa. The global influenza pandemic reached Samoa through the arrival of the SS Talune in November 1918. If the boat had been quarantined, the influenza epidemic could have been contained. Through poor decision-making, including rejecting an offer of medical assistance from neighbouring American Samoa, one-fifth of the population of Samoa died.

Another act of incompetence was the forceful way the New Zealand administration responded, in 1929, to a group of protesters peacefully asserting Samoa’s right to self-determination. New Zealand military police fired at the crowd, and at least nine people from Samoa were killed.

Samoa achieved full independence in 1962, becoming the first Pacific state to shrug off colonial rule. As part of the process, a Treaty of Friendship between Samoa and New Zealand was signed. This treaty guarantees that New Zealand will support Samoa with foreign affairs and defence if needed. In 2002, the New Zealand Prime Minister formally apologised to Samoa for actions taken by the New Zealand Administration between 1918 and 1929.

The photograph above shows Falema’i Lesa, a woman who fought and won a legal battle to be granted New Zealand citizenship on the basis that Western Samoa was under New Zealand administration between 1920 and 1962. As a result of her struggle, on 28 July 1982 the Privy Council ruled that people born in Western Samoa between 1924 and 1962, and their children, were entitled to New Zealand citizenship.

In response, in 1982 the New Zealand government fast-tracked the Citizenship (Western Samoa) Act, which allowed only those born in Samoa who were in New Zealand on 14 September 1982, or those granted permanent resident status after that date, to be eligible for New Zealand citizenship. As part of the new law, people born in Samoa before 1949 and their children were no longer eligible. The law change affected around 100,000 people and remains a source of contention for many people from Samoa who would like to be able to move freely between Samoa and New Zealand.
Possible discussion questions

- What was the basis for Falema’i Lesa’s claim for citizenship?
- What challenges might Falema’i Lesa have had to overcome to win her legal battle?
- How have her successful legal battle, and the political changes that followed, impacted on communities from Samoa?
- How might the New Zealand occupation of Samoa be perceived by people from Samoa today?
- What are the implications of the 1918 influenza outbreak, and of the 1929 death of the protestors, on New Zealand–Samoa relations?
- In what ways have the obligations of the Treaty of Friendship between Samoa and New Zealand been met since 1962?

### Supporting resources

- **Samoa mo Samoa (Samoa for Samoans)**
  This feature on the NZHistory website provides an overview of New Zealand’s administration of Samoa, including the rise of the Mau movement:
  [bit.ly/1CTmOkY](http://bit.ly/1CTmOkY)

- **How Samoa became independent**
  In this TV3 video, Dr Toeolesulusulu Damon Salesa (Associate Professor for Pacific Studies at the University of Auckland) discusses the Mau peace movement and the obstacles Samoans faced in gaining independence.
  [bit.ly/1MWTD7g](http://bit.ly/1MWTD7g)

- **Samoans protesting outside parliament in 2003**
  This Te Ara Encyclopedia of New Zealand webpage shows people protesting about the Citizenship (Western Samoa) Act, which limited the rights of Samoans to New Zealand citizenship:

- **Samoans in New Zealand**
  This Te Ara story explores the history of Samoan migrants in New Zealand, including the many ways that Samoans have contributed to New Zealand society:
  [bit.ly/1aZ6kSp](http://bit.ly/1aZ6kSp)

- **Samoans and Māori reunited**
  This Journal of Pacific History article explores the friendship between Samoan nationalist leader Ta’isi Olaf Frederick Nelson and Sir Māui Pōmare during the early period of New Zealand’s administration of Samoa:
  [bit.ly/1FEzsTg](http://bit.ly/1FEzsTg)

- **Prejudice towards Pasifika migrants**
  This excerpt from a 1975 National Party election campaign advertisement was a response to increased immigration from the Pacific Islands:
  [bit.ly/1DYukS1](http://bit.ly/1DYukS1)

### The New Zealand Curriculum

#### Key concepts that relate to this hook:

- **Continuity and change:** History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes. (History)

- **Rights:** Entitlements relating to fair treatment and equity for all. (Social studies)

  For example, by exploring the relationship between New Zealand and Samoa (the focus of this hook), students can develop their understanding of:
  - how systems of government in New Zealand operate and affect people’s lives, and how they compare with another system (Social studies, level 5)
  - how the ideas and actions of people in the past have had a significant impact on people’s lives (Social studies, level 5).

#### Themes

- **Citizenship perspectives**
  Investigate how members of the Mau movement sought to liberate Samoa from colonial rule, how their actions were responded to and by whom.

- **New Zealand in the Pacific**
  Explore the many ways that Samoans contribute to New Zealand society and the relationship that exists between the two nations.

- **Peace and reconciliation**
  Read about the apology Helen Clark made to Samoa on behalf of the New Zealand government in 2002 and discuss the significance of an official apology.
Reflection on the I Wonder stage of the inquiry

It’s important for students to reflect on their process of becoming curious and identifying an inquiry focus question. Reflection and discussion with peers also helps students relate the hooks to their current lives, interests, fears, and hopes. It helps them to clarify their prior knowledge and can generate an emotional attachment to the topic being explored. The following questions can be used for prompting students to reflect on their values, feelings, and beliefs about the resources and topics and on their chosen inquiry focus question.

**Suggested questions to prompt reflection**

- What did I feel as I investigated the hooks?
- How did my own values, beliefs, experiences, and knowledge influence how I responded to the resources?
- How might events of the First World War be relevant now to me, my friends, and my family?
- How were my prior knowledge and experiences useful as I investigated the resources?
- How were my own values and beliefs challenged by the resources I’ve investigated?
- What feedback did I receive from peers and teachers when I shared my inquiry focus questions with them?
- What have I learned about truth and fiction since investigating the resources?
- What have I learned about war and about myself that I didn’t know before investigating the resources?
FIND OUT

Purpose: For students to seek, validate, and record information relevant to their inquiry focus questions

In the Find Out stage, students explore a range of sources (primary and secondary) to broaden and deepen their understanding of their chosen area of focus. They also need to determine the relevance of the information they gather, evaluate its accuracy and validity, and determine whether it is sufficient for their purposes. Initially, a student’s focus question (rich question) guides their information gathering. As they become better informed about their context for inquiry, they may refine their thinking and generate a different question.

This stage of the process encourages students to gather different types of information from a range of sources. You can use the suggested questions below to prompt your students to consider a range of issues related to research and data gathering. The questions require them to reflect on the effectiveness of their processes and to think critically about the appropriateness, sufficiency, and value of their outcomes. Providing students with a structured process will help to keep them focused and support them as they filter the information they may find.

Key questions at this stage

• Have I considered what information I need, and how I might gather it?
• Do I need primary sources, such as original transcripts, or are secondary reports sufficient?
• How can I confirm the reliability of my sources?
• What are the constraints on my research (time, money, location, contacts, skills, support) and how can I best work within these constraints?
• What systems will I use to record the information I gather and the references to any sources I use?
• What will I do with interesting information not specifically related to my inquiry focus question?
• Given what I’ve started to discover, shall I change my original inquiry focus question?

Resources

November Learning
This website, developed by Alan November, provides a wide range of useful resources on digital and information literacy. As well as outlining the skills of digital literacy, the website supports teaching why and how to validate online information, how to discover the origins and owners of websites, and how to assess the likely accuracy of online information.

Information Gathering
This student guide by Loughborough University on effective information gathering strategies is available here:

bit.ly/ig-r

Student Learning in the Information Landscape
This ERO report (2005) on the information-gathering support provided to students in New Zealand schools is available at:

bit.ly/sliil
Reflection on the Find Out stage of the inquiry

It’s important for students to reflect on their information-gathering process and on the quality of its outcomes. Although further information may be required, reflection and discussion with peers helps to identify what went well, what might be improved, and whether the purpose was achieved. The following questions can be used to prompt students to reflect on their process and its results.

**Suggested questions to prompt reflection**

- In what ways was I successful in gathering information to answer my inquiry focus question?
- What opportunities and constraints did I encounter in the information-gathering stage?
- When I described my information gathering to peers, what feedback and ideas did they provide?
- Did I follow my plan regarding what information I needed, and how I might gather it?
- How might my own opinions and values have influenced how I received, interpreted, or responded to the information I gathered?
- Why am I confident that the information gathered is valid, accurate, and “true”?
- Am I satisfied with the range of sources and types of information used in my inquiry?
- What aspects of my process would I improve next time I gather and record information?
MAKE MEANING

Purpose: For students to develop their conceptual understanding of an aspect of the First World War

In the Make Meaning stage of the inquiry process, students sort, collate, evaluate, and/or synthesise the information they gathered in the Find Out stage. They also identify similarities and differences, and they evaluate and present information in a structured and cohesive way. Each student thinks critically about the information they have gathered, relating it to their inquiry focus question and making links to their own life, interests, or similar.

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, and compare, 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.

Key questions at this stage

- How can I organise and collate the information I’ve gathered into categories or groupings? For example, will I organise it chronologically, geographically, or politically?
- What similarities and differences exist in the information, and are there any surprises, conflicts, or inconsistencies?
- Have I identified common themes and issues, key stakeholders, and vested interests?
- Am I clear about my own prior knowledge, values, beliefs, bias, and prejudices relating to the information?
- Am I clear what information is objective or factual and which is subjective, opinion, or interpretation?
- How can I evaluate the relative importance or significance of the different information I’ve gathered?
- How can I present the information in a structured and cohesive way?
- Can I develop an overall model, hypothesis, or generalisation that adequately summarises the situation?

Resources

Some resources have dynamic content and we cannot accept liability for the content that is displayed. We recommend you visit the websites before using them with your students.

TKI English Online

This site provides support for developing research reporting as formal writing: [bit.ly/tkiryr](bit.ly/tkiryr)
Reflection on the Make Meaning stage of the inquiry

It’s important for students to reflect on how they have gained understandings of the information they have gathered. Although further information may be required, reflection and discussion with peers helps to identify what went well, what might be improved, and whether the purpose was achieved. The following questions can be used to prompt students to reflect on their process and its results.

**Suggested questions to prompt reflection**

- Do I have a good understanding and overview (“big picture”) of the topic I investigated?
- How fully have I answered my inquiry focus question?
- What things did I do, or strategies did I use, to help me understand the wide range of information I gathered?
- What aspects of my process would I improve next time I try to understand a large quantity and variety of information?
- In what ways have my understandings, views, and opinions been changed by my investigation? How can I relate what I have learned to my own life and to the lives of people around me?
- What new questions has my investigation raised?
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, students produce an authentic outcome for their inquiry. This involves identifying an aim or purpose, planning a strategy, implementing the plan, and then reviewing the event or action. The purpose acts as a touchstone for decisions and provides direction and focus. Carefully planning and documenting the chosen event or action enables it to be specific, measurable, achievable, relevant, and timely. The implementation will require: time and resource management; collaboration and negotiation; teamwork and conflict resolution; and persistence and resilience. Review is supported by the reflection questions provided in this resource.

The personalised nature of inquiry leads students to follow their interests, passions, or preferences, so they may wish to undertake a wide range of events or actions. Initial brainstorming may generate ideas that are impractical or “too big”, although the process of narrowing down options should naturally lead to a more achievable final outcome. The aim is that the students’ final chosen outcome is authentic, tangible, and related to their wider learning.

Key questions at this stage

• What aspects of what we have learned disturb, interest, upset, inspire, anger, or confuse me? What actions might we take in response to these emotions?
• What do we want to accomplish? Why? Who benefits? Who might also want this? Where might this occur? What problems might we face?
• How will we manage our time? How shall we delegate roles and responsibilities?
• How achievable are our goals, given skills and time?
• How can we measure the success of our action?

Possible outcomes

• A digital artefact about different perspectives on a conflict
• A school news channel with war reports of real events, identifying key aspects of conflicts and resolution
• An article about propaganda for a contemporary or historical conflict
• A debate on the ethics of war
• A design for a new memorial for your community to commemorate a historical event.

Resources

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Fiction

The Best Christmas Present in the World by Michael Morpurgo (Egmont UK Ltd, United Kingdom, 2006).

This book brings to life Christmas in the trenches in 1914. It centres around a letter that was found in a desk and brings to life a soldier’s experience. Michael Morpurgo is a former Children’s laureate and award winning author of War Horse.

Free to Mix

This webpage provides information on how to mix and mash images, music, and video without breaking copyright laws: bit.ly/ccftm

Plan for Action

A planning template: bit.ly/gd-pfa
Reflection on the Take Action stage of the inquiry

It’s important for students to reflect on how they planned and implemented an action that was based on their research and aimed at benefiting their community. This involves evaluating their performance against success criteria. Evaluation of their actions can also help to elicit feedback from other students. It can be helpful for students to maintain a reflective learning journal (for example, a blog) so they can note their reflections over time during the project, rather than writing them as a one-off activity after finishing the inquiry. The following questions can be used for prompting students to reflect on both their process and its results.

**Suggested questions to prompt reflection**

- How well did I draw on the expertise, skills, and time of others to achieve my goals?
- How well did I collaborate and cooperate with others in the tasks?
- How did I adapt my action plan during the process? How did I manage my time and resources?
- What aspects of my process would I improve next time I perform an extended task?
- What strategies did I use to help me achieve my tasks?
- Whose lives did I impact by organising this event or action? How long will these effects last?
- How have my actions changed me?
SHARE

Purpose: For students to publish their inquiry outcome to a wider audience

In the Share stage of the inquiry, students look for opportunities to bring the results of their inquiries to their wider school communities, local communities, and national and international audiences. Digital content can easily be shared on individual, school, or local community websites, wikis, and blogs. Students can present at community events or institutions and submit written articles for publication in local newspapers. This stage also offers further opportunities to gather evidence for learning.

The suggested questions below imply that effective communication involves a sender, receiver, message, and medium. Students are encouraged to consider each of these factors as they plan how to share their inquiry. Effective sharing depends on the sender’s and the audience’s attitudes, assumptions, attention, and motivation. Sharing is more effective when the message does not contain wordy content, inappropriate vocabulary, unclear explanations, or illogical progressions of ideas. Effective sharing depends on the chosen medium complementing the content, the message, and the audience’s preferences.

Key questions at this stage

• What groups of people are potential audiences? Why might this group be interested in my inquiry and/or its outcome?
• Have I identified the key points, information, or messages that I want to convey to my audience?
• What media would most effectively communicate my messages to my audience?
• What elements of my presentation will capture the attention or imagination of my target audience?
• How will I ensure that the members of my audience are clear about my purpose and are not left thinking “So what?”

Possible outcomes

• A digital artefact uploaded to a school or local community website
• A speech presented at a community event or local competition
• A podcast, class blog, or wiki
• An article submitted to a local newspaper
• A community/shared project such as the Shared Histories Project – an international First World War commemorative school programme involving France, New Zealand, and Australia: www.sharedhistories.com

Reflection on the Share stage of the inquiry

It’s important for students to reflect on their process of sharing their learning, actions, and/or events to a wider audience. This involves: analysing their planning, drafting, rehearsing, and presentation; determining whether the intended outcomes of their sharing were achieved; and reviewing feedback from the audience. The following questions can be used to prompt students to reflect on their preparation and on the sharing itself.

Suggested questions to prompt reflection

• How accurately did I understand the interests and expectations of the audience?
• How effectively did I identify the key messages that I wanted the audience to take away?
• How can I measure the attention, interest, learning, enjoyment, and appreciation of the audience?
• What strategies helped me prepare effectively for the sharing?
• Did I successfully address the elements of effective communication (sender, receiver, message, medium)?
LET’S REFLECT

Purpose: For students to evaluate their progress at each stage of the inquiry process

Reflecting on the process involves metacognition (thinking about thinking) and should occur throughout the inquiry process. Reflection often leads to further actions. For example, in the Find Out stage students might decide to change the focus of their inquiries, or in the Make Meaning stage they may realise that the information they have gathered is insufficient or unreliable and decide to look for more. Guided reflection can help students to identify gaps in their thinking, for example, by being asked to evaluate the extent to which their inquiry reflects a range of perspectives. At the end of the process, students can identify strengths and weaknesses of their approach throughout the inquiry. This can help students to tackle their next inquiry with more self-awareness.

Questions to prompt reflection on the entire inquiry process

• What things did I do to maintain focus and motivation throughout the entire learning process?
• How effectively did I work with other people? What skills and attributes did I bring to my team?
• What strategies and tools do I prefer to use to plan, structure, and organise my thinking?
• In what areas of my learning might I improve my effectiveness? What steps could I take to address these?