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First World War Inquiry Guide: Looking Back, Looking Forward: Years 9–10

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INTRODUCTION

This First World War inquiry guide suggests ways for students to explore the theme Looking Back, Looking Forward on the basis of the First World War. Students are invited to consider how the past has influenced the present and to reflect on people’s ability to interpret predictable patterns from the past in order to create new possibilities for the future. To do this, students explore the nature, purposes, messages, and relevance today of the First World War and other historic events. They compare and contrast decisions and actions made in the past with those made more recently in similar situations, assessing what has changed and what remains constant. The six “hooks” presented in the initial I Wonder stage of the guide introduce students to a range of information about the First World War and make connections to current events.

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/1DOJNSp

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: Israel/Palestine
This hook investigates events during the First World War that have influenced the current situation in Israel/Palestine.

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)
- **Perspective**: There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives. (History)
- **Cause and effect**: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring the changes to the Ottoman Empire since 1914 (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)
- how cultural interaction impacts on cultures and societies (Social studies, level 5).

Hook 2: Counterfactual history
By asking “What if?” questions, this hook invites students to explore how today might have been different if the First World War had had alternative outcomes.

Key concepts that relate to this hook include:
- **Cause and effect**: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)
- **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 would have happened if various First World War events had not occurred (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)
- [how to] select, develop, and communicate purposeful ideas on a range of topics (English, level 5).

Hook 3: The greater good
This hook suggests how the First World War led to the creation of the League of Nations and then the United Nations: two organisations formed to promote world peace.

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)
- **Cause and effect**: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring people’s changing ideas of nationalism and globalism, and finding out about organisations that promote peace (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)
- how cultural interaction impacts on cultures and societies (Social Studies, level 5)
- how people define and seek human rights (Social studies, level 5).
<table>
<thead>
<tr>
<th>Hook 4: Technological development</th>
<th>Hook 5: Refugees</th>
<th>Hook 6: The changing face of the military</th>
</tr>
</thead>
<tbody>
<tr>
<td>This hook provides examples of technological development in the First World War and examines how the further development of these technologies has impacted life today.</td>
<td>This hook suggests how events of the First World War led to a legal definition of “refugee”, how this definition has changed, and how it may change in the future.</td>
<td>This hook shows how the military forces in New Zealand have changed from being exclusively Pākehā males to having increasing ethnic and gender diversity today.</td>
</tr>
</tbody>
</table>

**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)
- **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)
- **Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring technological advancement (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)
- how people’s perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified (Technology, level 5)
- that technological outcomes are fit for purpose in terms of time and context; the concept of malfunction and how “failure” can inform future outcomes (Technology, level 5).

**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)
- **Rights:** Entitlements relating to fair treatment and equity for all. (Social studies)
- **Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring the changes in the legal definition of a refugee (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)
- using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets (Mathematics and statistics, level 5).

**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)
- **Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring how the composition of the NZDF regular force has changed (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)
- using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets (Mathematics and statistics, 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 recognise 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

The inquiry guides incorporate five themes that help to make the context of the First World War relevant for students:

- **Heritage and identity:** understanding how New Zealand’s military history has shaped our identities
- **Making connections:** connecting teachers and students in New Zealand and overseas who are learning about the First World War
- **Citizenship perspectives:** exploring rights and responsibilities of New Zealand citizens in peacetime and during conflict
- **New Zealand in the Pacific:** examining 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:** exploring how individuals, groups, and nations can reconcile differences and build safe and healthy communities (local, national, and global).

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.

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

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

- Supporting resources
  - Digital resources, videos, books, images, and templates

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

- 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/FWW-NLNZ

- 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.
  bit.ly/DigitalNZ

- 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.
  bit.ly/1G-Epic
**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

**Life 100 years ago**
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/Lifeaya

**The Fields of Remembrance in schools and kura project**
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

**Papers Past**
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

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

**Exhibitions and memorials**

**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

**Video**

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

**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/ISG-EssentialQuestions.)

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 – Israel/Palestine

Armoured Peace Dove mural painted by Banksy and finished by local children at the site where over 40 people were killed in the First Intifada. Photograph by Eddiedangerous, 2007, bit.ly/1GQKpro Creative Commons (attribution, share, adapt).
Context

Modern day Israel/Palestine lies in a region formerly occupied by the Ottoman Empire. When the First World War ended in 1918, fighting ceased between the Ottoman Empire and the Allies. During the war, Britain had made different commitment to different groups. For example, in 1917 a declaration called the Balfour Declaration expressed support for the Jewish people to return to Palestine. However, in 1915, letters between the Sharif of Mecca and the British High Commissioner in Egypt had led Arab people to believe that they would be given back Turkish-occupied land in the same region. In the end, it was the British who assumed control over Syria, Palestine, and Mesopotamia (Iraq).

The conflicting promises made by Britain during the First World War have contributed to the ongoing conflict in Israel/Palestine today.

Graffiti artist Banksy created this mural of an armoured peace dove in Palestine at a site where over 40 Palestinians were killed during a Palestinian uprising against Israeli oppression. The uprising is called the First Intifada (intifada means to “shrug off”) and took place between 1987 and 1991. Many young Palestinians participated in the struggle by throwing stones or rocks at Israeli soldiers.

Banksy also painted several images along a wall Israel is constructing around the occupied Palestinian territories. On his website he raised the question whether it is illegal to vandalise a wall that the International Court of Justice has deemed to be unlawful.

Possible discussion questions

• What do you know about the situation in Israel/Palestine today? How do you think historical events should be considered when choosing how to respond to the situation there?
• What are the implications of changing boundaries in a region? What might happen if New Zealand was divided into two countries, with one country far more powerful than the other?
• Why do you think Banksy painted the mural of the armoured dove? How effective is this type of response to a complex political situation?
• How and why might Bansky’s artwork be viewed in different ways?
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)

**Perspective:** There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested — historians base their arguments on historical evidence and draw from a variety of perspectives. (History)

**Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring the changes to the Ottoman Empire since 1914 (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)
- how cultural interaction impacts on cultures and societies (Social studies, level 5).

### Themes

#### Heritage and identity

Explore how the creation of new states affects people’s sense of identity and heritage.

#### Peace and reconciliation

Explore ways that young Israelis and Palestinians are working to create peace in their region.

#### Making connections

Explore different perspectives on how the division of the Ottoman Empire has impacted the world today.

### Supporting Resources

#### The Ottoman history

This NZHistory chapter provides an overview of the Ottoman Empire: [bit.ly/1QbkBdI]

#### The Palestine campaign

This NZHistory chapter provides an overview of the British invasion of Ottoman-held Palestine in 1917–18. [bit.ly/1QbkI9k]

#### “Hope Comes from the Younger Generation on Both Sides”

Many young Israelis and Palestinians today are working towards peace in their region. This essay was written by Zain Masri, one of two Palestinian second-prize winners of the Simcha Bahiri Youth Essay Contest organised by the Palestine-Israel Journal. [bit.ly/1IBchlp]

#### The Balfour Declaration

A portrait of Lord Balfour (left); the Balfour Declaration (right). Photographer and date of portrait unknown. Both images public domain and sourced from Wikipedia: [bit.ly/1bQflNE]

The Sykes-Picot Agreement map was enclosed with a letter from Paul Cambon to Sir Edward Grey, 9 May 1916. The map relates to a secret agreement between Britain and France to place Eastern Turkey in Asia, Syria, and Western Persia under the control of France and Britain should the Ottoman Empire be defeated. [bit.ly/1PfsnkH]

A BBC webpage describes the impact of the Sykes-Picot agreement on the Arab world. [bbc.in/1EZ9mn1]
Hook 2 – Counterfactual history

New Zealand and the First World War
A timeline of events relating to New Zealand’s participation in the First World War, 1914-1919

Interactive timeline of WW1  bit.ly/ww100Timeline

Listen to the Story
All Things Considered 9:58

This is an audio clip from an All Things Considered series that imagines a counterfactual history of World War I.  http://n.pr/1I3q6sh

Context

What might have happened if the Allies had won the Battle of Gallipoli? What would life be like in Samoa if it had remained a Germany colony? Questions like these are sometimes called counterfactuals. Exploring what might have happened if history had played itself out differently is an interesting and useful way to explore the cause and effect of actual historical events. Counterfactual history can be used to evaluate the contribution of an incident to an historic event. Some writers have used this as the basis of an essay or novel, for example, imagining what might have happened if Nelson had been chosen as the capital of New Zealand instead of Wellington. Not all historians think that counterfactuals are useful. This is because reality is complex and historical events are seldom the result of a single event. However, counterfactuals can still be an engaging tool for debate.

The assassination of Archduke Franz Ferdinand set off a chain of events that led to the First World War: for example, Austria–Hungary blamed Serbia for the archduke’s assassination. The audio clip above explores what might have happened if the assassination had not occurred.

Possible discussion questions

• Tensions were high when Archduke Franz Ferdinand was assassinated. How might these tensions have been resolved (or not) if the assassination attempt had been unsuccessful?
• If Archduke Franz Ferdinand had not been assassinated, what other events might have been the spark that led to the outbreak of the First World War?
• What would New Zealand society be like if New Zealand had chosen not to participate in the First World War? In what ways has New Zealand’s participation in the First World War influenced our society?
• How might counterfactual history help us learn more about the First World War? How might it hinder our understanding?
### The New Zealand Curriculum

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

**Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

**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 would have happened if various First World War events had not occurred (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)
- [how to] select, develop, and communicate purposeful ideas on a range of topics (English, level 5).

### Themes

**Heritage and identity**

Explore how our national identity could have been different if New Zealand had chosen not to participate in the First World War.

Discuss what New Zealand might now be like if Britain had lost the First World War and New Zealand had been passed over to German control as a war trophy.

**New Zealand in the Pacific**

Explore how the relationship between New Zealand and Samoa could be different today if New Zealand had not occupied Samoa during and after the First World War.

**Peace and reconciliation**

Explore the possible consequences of peaceful resolution to the tensions in 1914.

### Supporting Resources

- This counterfactual hypothesis considers the consequences of Germany winning the First World War: [bit.ly/1JJxz1K](bit.ly/1JJxz1K)

- **Averting the crisis**
  This BBC iWonder webpage explores ways in which the onset of war in 1914 could have been averted: [bbc.in/1GRRB9m](bbc.in/1GRRB9m)

- **What if Germany had won the First World War?**
  This commentary on the Guardian website explores what might have happened if Germany had won the war: [bit.ly/1zonzyb](bit.ly/1zonzyb)

- **Counterfactual essays**
  Both of these books contain a counterfactual essay related to the First World War:
  

Hook 3 – The greater good

Still image from an animation of the changing number of United Nations member states, starting from 1945. Wikimedia, sourced from Wikipedia Commons.


Context

The concept of collective security is based on the idea that peaceful resolution of conflicts is beneficial for everyone and that states should act collectively to address threats to peace. Many people today consider that working towards “the greater good” is self-evidently worthwhile. However, at the time of the First World War, nationalism often took precedence over international issues. Countries could work together but only to further their own goals, and often alliances were tenuous. The idea of helping another country in a conflict that didn’t affect New Zealand was not as strong as it is today, although sentiment towards “poor little Belgium” inspired large fundraising efforts throughout the country.

The League of Nations, created in 1919 as part of the Treaty of Versailles, represented a huge shift in such mindsets. The league was established with the goal of preventing another great war. Its main aims were: disarmament; global welfare through improved working conditions and reduced disease; diplomacy; and an end to war. The League of Nations was revolutionary for its time because it emphasised global peace rather than national advancement. League mandates were put in place to help govern new countries or countries that had been under German control in an attempt to ensure collective security. For example, Samoa was given to New Zealand under a league mandate to reduce the German influence in the Pacific. However, the league struggled. Not all countries were members, and the United States, Germany, Japan and Italy left in the 1930s. It was disbanded in 1946, mainly because it had failed to prevent the Second World War. The League of Nations had several weaknesses, which were addressed in the creation of the United Nations.
The United Nations was created in 1945. New Zealand was one of the original 51 member states, and there are currently 193 members. The most recent addition was Southern Sudan in 2011. The United Nations takes action on international issues such as peace and security, climate change, and humanitarian emergencies. It also enables dialogue between its members through various assemblies, committees, and councils. New Zealand continues to have an important role within the United Nations, including winning a non-permanent seat on the Security Council in 2014 and former New Zealand Prime Minister Helen Clark is head of the United Nations Development Programme (UNDP).

Possible discussion questions

- What factors may have influenced the timeline of when different countries joined the United Nations?
- What weaknesses might have made the League of Nations unable to prevent the Second World War? How did the United Nations address the problems that the league could not?
- The First World War was fought between great powers. Who are the great powers of today, and what role do they have in the United Nations? Is this fair? Is this useful?
- If the United Nations had existed in its current form in the 1910s, do you think it could have prevented the First World War?
- If the United Nations had existed in its current form in the 1930s, do you think it could have prevented the Second World War?
- What do you know about various countries’ perceptions of the United Nations currently? How might these perspectives impact the United Nation’s ability to prevent war?
- Do you think the United Nations can prevent a third world war?
- What other international organisations work to promote peace? How successful do you think they are?
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)

Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring people's changing ideas of nationalism and globalization, and finding out about organisations that promote peace (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)
• how cultural interaction impacts on cultures and societies (Social Studies, level 5)
• how people define and seek human rights (Social studies, level 5).

Themes

Heritage and identity

Explore the roles New Zealand has taken, is taking, and may take in the future as part of its membership of the United Nations.

Citizenship perspectives

Explore how ideas of citizenship have shifted from local to global and how that shift has changed the way New Zealanders perceive their responsibilities.

New Zealand in the Pacific

Explore New Zealand's role in peacekeeping and global welfare in the Pacific (past, present, and future).

Peace and reconciliation

Discover and explore how the United Nations works with countries to achieve peaceful outcomes.

Supporting Resources

New Zealand's involvement in the League of Nations and the United Nations

This NZHistory chapter provides information on New Zealand's involvement in the League of Nations and the United Nations: bit.ly/NZH-UN

EPIC


The United Nations

The United Nations website gives information about the history and current operations of the organisation. bit.ly/1Awt1Jx


NZDF peacekeepers

In many locations, New Zealand Defence Force personnel operate as United Nations peacekeepers, such as in this medical centre set up by a peacekeeping patrol in Mbaramba Village, Solomon Islands. Photograph by New Zealand Defence Force, bit.ly/1dLC1Qf Creative Commons (share, adapt, attribution).

UN Truce Observers in Palestine: The forerunner to peacekeepers

A group of military observers with the United Nations Truce Supervision Organization (UNTSO), headed by Major Dannemiller, United States Army, and Major Loheac, French Army, conferring in the no man's land between Merdy (Arab lines) and Nabi Yusha (Israeli lines), 1948. United Nations Photos: bit.ly/1KDZ1LR
Hook 4 – Technological developments

Context

War often stimulates technological developments. Some technologies, such as weaponry, are designed specifically for military purposes; others, such as aircraft, radio, and RADAR, were invented by civilians and then further developed by the military. The First World War provided many technological firsts. For example, the Austro-Hungarian declaration of war was the first such declaration to be delivered by telegram.

New Zealand ear, nose, and throat specialist Harold Gillies worked with dentist Henry Pickerill to develop plastic surgery techniques used during the First World War. In trench warfare, soldiers’ heads were often exposed, which led to significant facial injuries and burns. Gillies and Pickerill’s new technique involved reconstructing patients’ faces with skin grafts. After the war, Gillies applied the techniques he had learned to civilians and developed multidisciplinary teams in which many specialists would work on one patient together. Specialists came from around the world to train under him. His techniques were used in the Second World War and in civilian practices for many years.

The First World War was the first in which aircraft played a significant role. At the start of the war, aircraft were mainly used for reconnaissance, for example, locating friendly and enemy forces. As the war progressed, however, aircraft began to be used in aerial warfare, with planes and German Zeppelins armed with machine guns and bombs. Combat aircraft played a vital role in the Second World War due to the introduction of long-range bombers, intercept and ground attack fighter planes, paratroopers and air raids that destroyed many European cities. In the two world wars combined, tens of thousands of airmen were killed.

Today some military aircraft are unmanned aerial vehicles (UAVs or drones). The benefits of drones include reduced cost, reduced flight times, and the absence of risks to flight crew. However, some people are concerned that the use of UAVs may make war more likely by removing their risk to the user’s own forces. UAVs have also been responsible for many civilian deaths, despite claims that they will reduce so-called “collateral damage” (unintentional destruction near military targets).

Possible discussion questions

• What factors led to Gillies and Pickerill developing plastic surgery?
• What does plastic surgery imply for civilian life?
• How have aircraft changed between 1914 and now? What consequences for war have these changes had? How have these changes impacted civilian life?
• How do you predict that aircraft might change in the future? How might these changes impact on the way wars are fought? How might these changes impact civilian life?
• The development of UAVs has led to concerns about their use. Do you think these concerns are justified? Why or why not?
• What other technologies were developed by the military and are used today?
• What are the causes of technological development? How does conflict influence it? Could some areas of technological development be negatively impacted by war?
• What other functions and activities do civilian and military drones carry out?
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)

**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)

**Cause and effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring technological advancement (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)
- how people’s perceptions and acceptance of technology impact on technological developments and how and why technological knowledge becomes codified (Technology, level 5)
- that technological outcomes are fit for purpose in terms of time and context; the concept of malfunction and how “failure” can inform future outcomes (Technology, level 5).

Themes

**Citizenship perspectives**

Explore how technological developments can introduce ethical or moral dilemmas.

Explore how technological developments that originate in the military can be used to help civilians.

**Peace and reconciliation**

Explore how technological developments can impact on peace and conflict.

Supporting Resources

- **Do wars drive technological advancement?**
  This How Stuff Works webpage explores the relationship between military goals and technological advancements:
  [bit.ly/1K2u8Qq](bit.ly/1K2u8Qq)

- **Biography of Harold Gillies**
  This Te Ara Encyclopedia of New Zealand webpage provides a biography of plastic surgeon Harold Gillies:

- **Pilotless missiles**
  This article describes the first attempts of unmanned flight:
  [bit.ly/1PfAL3m](bit.ly/1PfAL3m)

- **US drone strikes in Pakistan**
  This report from Amnesty International looks at the controversial use of drones in North Waziristan, Pakistan, between January 2012 and August 2013:
  [bit.ly/1zoqgca](bit.ly/1zoqgca)

- **Technological developments quiz**
  This NPR webpage offers a quiz about technological developments that relate to the First World War:
  [http://n.pr/1EJiqsS](http://n.pr/1EJiqsS)

- **EPIC**
  The databases Opposing Viewpoints in Context and Global Issues in Context provide information on the use of drones in warfare. School log on and password required.
  [bit.ly/1M7xfLV](bit.ly/1M7xfLV)
Hook 5 – Refugees

Armenian: Any person of Armenian origin formerly a subject of the Ottoman Empire who does not enjoy or who no longer enjoys the protection of the Government of the Turkish Republic and who has not acquired another nationality.


The 1951 Refugee Convention spells out that a refugee is someone who, “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion”, is outside the country of his nationality and unable or, owing to such fear, unwilling to avail himself of the protection of that country. bit.ly/1AwAMcv

Context

The First World War created many displaced persons. The German occupation of Belgium led to 250,000 Belgians leaving for Britain, and the Russian occupation of East Prussia in 1914 caused many Germans to flee. 500,000 Serbians fled to Albania after Serbia’s defeat by Austria; it is estimated that 200,000 died on the way. Around 6 million refugees (from many countries) ended up in Russia alone. It is estimated that the war displaced more than 10 million people either internally or across borders. The size and abruptness of this displacement caused significant problems for countries that were ill-equipped to deal with the influx of people. Many refugees were poorly treated, and many died. A legal framework for the treatment of refugees was proposed by the League of Nations to ensure that this situation was not repeated.

The original legal definition of a refugee only applied to certain people of Armenian or Russian origin. They needed protection because of the Russian Revolution or persecution within the Ottoman Empire. This definition was widened over the years to include people of other backgrounds who required refuge and then, in 1951, the current legal definition was created, which removed any reference to particular people groups.

Recently, some people have considered whether the definition of a refugee should be further widened to include those whose homes or livelihoods are at risk because of climate change. Rising sea levels may cause the displacement of some groups, particularly people from low-lying islands in the Pacific, such as Tuvalu and Kiribati.

Possible discussion questions:

• What groups do you know that may fit into the current (1951) definition of a refugee?
• Do you think the definition should be changed to include those displaced by climate change? Why or why not? If not, how might New Zealand help our Pacific neighbours deal with rising sea levels?
• Do you think New Zealand has a responsibility to accept refugees?
• How has New Zealand helped refugees in the past?
• How does New Zealand help refugees today?
• How might New Zealand best help refugees in the future?
• How might young people support refugees in their communities?
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)

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

Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring the changes in the legal definition of a refugee (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)
• how people define and seek human rights (Social studies, level 5)
• that people move between places and how this has consequences for the people and the places (Social studies, level 5).

Themes

Citizenship perspectives
Explore the rights and responsibilities of refugees and of the countries that provide them refuge.

New Zealand in the Pacific
Explore how New Zealand has responded to those seeking asylum from Pacific countries and how it might respond in the future.

Peace and reconciliation
Explore how refugees returning home might help with reconciliation.

Supporting Resources

The Armenian situation
Approximately 1.5 million Armenians died during the First World War. After the Ottoman Empire joined the Central Powers in 1914, the Christian Armenian population were accused of siding with Russia, one of the Allied Powers. Read more at:
bit.ly/1Fv0Zu1

Refugees resulting from the First World War
This article gives a detailed account of the First World War refugee crisis:
bit.ly/1Pnk8TC

The United Nations and refugees
This webpage from the United Nations High Commissioner for Refugees (UNHCR) describes how refugees are helped by the organisation:
bit.ly/1GXR9DZ

Climate refugees
This article describes a family from Tuvalu who were granted New Zealand residency on humanitarian grounds (but not refugee grounds) because they will be affected by climate change if they return home:
bit.ly/1ILoGDv
Hook 6 – The changing face of the military


Soldiers of the Māori Battalion training in the Western Desert, Egypt, by unknown photographer, ca. 1943. Alexander Turnbull Library, DA-02101-F. [bit.ly/1IdUkJ9]
**Female officer cadet, 2013. Photograph from the New Zealand Defence Force, [bit.ly/1EP0FbB](http://bit.ly/1EP0FbB), Creative Commons (share, adapt, attribution).**

**Context**

In 1914, the New Zealand Army had 578 members in the permanent forces and 25,902 in the New Zealand Territorial Force. The Navy had only 60 members in the New Zealand Royal Naval Reserve. Today the New Zealand Defence Force, which includes the army, navy, and air force, has 9086 members in the regular force, 2264 in the reserve force, and 2785 in the civilian force. Of these three groups together, 3004 members are women.

Compulsory military training occurred from 1911 until 1930 and again from 1949 until 1959.

<table>
<thead>
<tr>
<th>Ethnic group and gender breakdown of the regular force as at 31 March 2015</th>
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<tbody>
<tr>
<td>NEW ZEALANDER</td>
</tr>
<tr>
<td>NZ EUROPEAN</td>
</tr>
<tr>
<td>MĀORI</td>
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<tr>
<td>OTHER EUROPEAN</td>
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<tr>
<td>PACIFIC ISLANDER</td>
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<tr>
<td>NO ETHNICITY DECLARED</td>
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<td>FEMALE</td>
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<td>MALE</td>
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<td>TOTAL</td>
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**Possible discussion questions**

- How would you react if compulsory military training were introduced in New Zealand? Why?
- Why might the regular forces of the NZDF originally have been restricted to Pākehā males?
- What might have influenced the changes in the ethnic and gender breakdown of the regular forces?
- How does the ethnic and gender breakdown of today’s NZDF regular force compare with that of the civilian population? What might be some causes of any differences? Do you think it is important that the New Zealand Defence Force address any differences? Why or why not?
- How do you predict the New Zealand Defence Force might change in the future? What evidence do you have for your predictions?
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)

Cause and effect: Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people’s lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration. (History)

For example, by exploring how the composition of the NZDF regular force has changed (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)
- using multiple displays, and re-categorising data to find patterns, variations, relationships, and trends in multivariate data sets (Mathematics and statistics, level 5).

Themes

Citizenship perspectives

Investigate how the entry requirements for the armed forces in New Zealand have changed over time and discuss the impact of these changes.

New Zealand in the Pacific

Investigate the role the New Zealand Defence Force plays in the Pacific.

Supporting resources

Gender and ethnicity of New Zealand Defence Force personnel by gender and ethnicity

This Te Ara Encyclopedia of New Zealand webpage shows the breakdown of the New Zealand Defence Force personnel by gender and ethnicity at 1 January 2012:
bit.ly/1Qkqohl

Military women in the New Zealand Defence Force

This review examines the treatment of women in the New Zealand Defence Force:
bit.ly/1zyQn00

Response to female soldiers during the Second World War

The following article published in The Evening Post, 13 December 1944, shows how female soldiers were perceived in 1944. bit.ly/1HJgawP

TRAINING BY GERMANS

LONDON, December 12.

The Germans show a clear intention to send women to the battle zones, says “The Times” Stockholm correspondent. One authoritative explanation published in Berlin that training has already removed all traces of sex differences between male and female soldiers, and that a long time ago a large proportion of German women were called up in their year classes and trained in ordinary barracks by male n.c.o.s.

German women serving in the forces are now said to fall into three main categories. Those in the first category are said to have markedly warlike qualities and to find in military service their natural occupation, having developed into a manly type of soldier and temporarily discarded those feminine attributes usually connected with the nursery and the home.

The women’s battalion of death

During the First World War, Russia began to enlist women combatants to create all-female military units.
bit.ly/1TATBGh

EPIC

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:


**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:

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
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**

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.

**Free to Mix**

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

**Memorial**

Memorial by Gary Crew, illustrated by Shaun Tan (Thomas C Lothian Pty Ltd., 1999).

This sophisticated picture book tells the story of a fictional tree planted in 1918 to commemorate the First World War. Generations later, the tree has become a traffic hazard and is dislodging the statue next to it. The local council decides to chop the tree down. The story raises questions about how and why we commemorate the First World War and what is meant by the saying “lest we forget”.

This picture book is a useful starting point for students designing a new memorial for their community to commemorate a historical event.

**Plan for Action**

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?