What's on at Waikato Museum – Education 2015

Learn about World War I and it’s impact on our region and country

Opening 25 April 2015

Years 9-13 Teacher Resource Booklet

For Us They Fell
Waikato WW1 Centenary Exhibition

Our programmes

All our education programmes explore and develop the curriculum through classroom based sessions, exhibition tours and activities. Bookings are essential.

1 Grantham Street Hamilton 07 838 6830 waikatomuseum.co.nz
For Us They Fell is an exhibition about the men and women of the Waikato during World War 1. This faraway event took more than 100,000 New Zealanders overseas, claiming the lives of 18,000 and wounding another 41,000.

For Us They Fell gives us a glimpse of Waikato men and women whose lives were touched by the war. It is a fascinating and powerful combination of still image, video, music and artefacts that is a tribute to the courage, strength and resilience of Kiwis.

Students will learn some of the background and events leading up to World War 1 and the impact of the war on New Zealand and the Waikato. Their visit consists of a classroom presentation, exhibition tour and practical activity, giving them a small momento to take home.
Managing Your Visit

Before you arrive
- We will confirm your booking. Health and safety guidelines and RAMS forms are available to download through our website.
- Please discuss with the Education Manager your timetable and organisation for your visit.
- Please arrange for your group to leave their bags at school or on the bus as we have limited storage in the Museum.
- Discuss with the Museum educators whether photographs or video may be taken in exhibitions as there are different conditions for every exhibition.
- If you require disabled parking and access, discuss this at the time of your booking and we can ensure we meet your needs.

When you arrive
- Bring your group to the School Entrance at the top right of the Museum. Your educator will meet you at that door.
- Bus parking is available near the school entrance on Grantham Street. Three hour paid parking is situated in the Museum car park off Victoria Street, or in the Knox Street car park building.
- We supply any pencils, paper or other equipment that you may need for your visit however students, teachers and supervisors are encouraged to bring I.T. devices to support their learning.

Late arrivals
- We regret that in most cases we cannot extend your lesson time beyond the time that has been booked as our educators may have multiple commitments throughout a day.

At the conclusion of your visit
- Please sign off the numbers of children in your group and details of payment with the your educator and/or Front of House staff.
- We appreciate knowing what we are doing well and to hear any suggestions you may have for improvement so we request that you complete the on-line evaluation form http://waikatomuseum.co.nz/education/evaluation-form/. We encourage students to communicate with us about their learning and experiences of their visit and we will attempt to reply to any mail received. The email link is available through our website.

Key Competency Outcomes

People use these competencies to live, learn, work, and contribute as active members of their communities. They are the key to learning in every learning area.

<table>
<thead>
<tr>
<th>Thinking:</th>
<th>Using Language, Symbols and Text</th>
</tr>
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<tbody>
<tr>
<td>Use creative and critical thinking to make sense of the information, experiences and ideas explored in the Museum.</td>
<td>Students will make meaning of the language, symbols, text and specific terminology of the Museum.</td>
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<tr>
<th>Relating to Others</th>
<th>Participating and Contributing</th>
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<tbody>
<tr>
<td>Interact effectively with a diverse range of people in different and new contexts.</td>
<td>Understand the role of the museum in the local and wider community.</td>
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<tr>
<td>Listen actively and share ideas in the Museum</td>
<td>Develop a sense of belonging and confidence to participate within new contexts.</td>
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<td></td>
<td>Make connections between exhibitions and their relevance to local, national and global environments.</td>
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<tr>
<th>Managing Self</th>
<th>Museum learners will become confident, connected, actively involved, life-long learners.</th>
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<tbody>
<tr>
<td>Students will see themselves as capable learners who develop strategies for meeting challenges.</td>
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<tr>
<td>Students develop a can-do attitude with increasing independence.</td>
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The New Zealand Curriculum Directions for Learning

- Vision
  - Young people who will be confident, connected, actively involved, lifelong learners.

- Key Competencies
  - Using language, symbols, and text. Participating and contributing.

- Learning Areas

- Achievement Objectives
  - High expectations. Trust of Waitangi, Cultural diversity, Inclusion, Leadership, Learning, Coherence, Future focus.
Visit Focus: WW1 - The people, places and stories

Specific Learning Experiences

Students will...

- Develop some knowledge of the issues that led to WW1 and facts about 'The Great War'
- Explore various aspects of life of soldiers, nurses and those left behind during and after WW1
- Understand the impact of WW1 on the Waikato and wider New Zealand and begin to make connections to current international events that impact our country and region

Curriculum Web

Visiting Focus.

English:

- Diaries, story writing, poetry, articles, charts, timelines and mood-banks
- Visual language of newspapers, posters and propaganda
- Advertising and media of the time, speech making

Science:

- Famous scientists of the era, written science (ANZAC biscuit), military use of physical phenomena such as light, sound waves etc.

Social Science:

- Historical exploration of the war, why did people act as they did? What events were impacting on our country? Cause and effect charts, Why did we go to war?

For Us

They Fell

Health and Physical Education:

- How people tried to stay healthy in extreme circumstances, rating for health, spreading disease etc.

Learning Languages:

- Opportunities for Toi Pōho and other language and cultural knowledge

Technology:

- The technology of war, comparing technology of the past (e.g., daily inventions that are modern day inventions from WW1) and another war
- Military technology (how military technology has changed since then)

Mathematics & Statistics:

- Mapping, graphs, tables, and charts, reading statistical data, weight and measurement
- (cooking, how much did men carry etc.)

Our Specific Learning Outcomes

Web Based Resources

Web Based Information - Recommended by The Ministry Of Education

Pacific Islanders in the New Zealand Expeditionary Forces (NZEF)
This site provides information about Pacific Islanders in the NZEF, along with images: http://bit.ly/PacificSoldiers

Telecommunications
The way people communicate is constantly changing. This article provides background information on telecommunications in the First World War and beyond: http://bit.ly/TeAra-Communications

First World War postal service
This site provides information and images about services that kept soldiers and their families connected: http://bit.ly/NZH-Post

Wartime parcels
This Many Answers topic explains how letters and diary entries tell us about the past. The focus of this topic is parcels sent to soldiers during the First World War: http://bit.ly/MA-Parcels

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

Conscientious objection
This webpage contains information and images about conscientious objectors: http://bit.ly/NZH-Conscientious

Māori and the First World War
New Zealand History Online has further information about experiences of Māori during the First World War: http://bit.ly/NZH-Maori

New Zealanders awarded a Victoria Cross medal
This site identifies New Zealanders who were awarded a Victoria Cross and explains why each medal was awarded: http://bit.ly/NZ-VCWinners

Kiwi Soldiers in World War One
This link provides a three-minute introduction to the role Kiwi soldiers played in the First World War: http://bit.ly/KiwiSoldiers

Fast Facts – World War One: Trench Life

The lasting impact of the First World War
This Wall Street Journal page lists 100 legacies of the First World War that still impact our own lives today: http://bit.ly/WW1-legacies

Impact of the war
This site explains the impact of the war on New Zealand society: http://bit.ly/TA-impact
**Web Based Information—Recommended by The Ministry Of Education**

**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: [http://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: [http://bit.ly/FWW-NZHistory](http://bit.ly/FWW-NZHistory)

**Te Ara Encyclopaedia of New Zealand – First World War section**

**National Library, Services to Schools**
This website provides a schools’ guide to First World War digital and print resources. Resources can also be requested/borrowed from the National Library via this page: [http://bit.ly/1EOBFi9](http://bit.ly/1EOBFi9)

**School Journal, Levels 2, 3, and 4, June 2014 (Ministry of Education)**
Each of these School Journals has a First World War theme. PDFs of the stories, articles, and poems they contain can be downloaded from: [http://bit.ly/SchoolJournals](http://bit.ly/SchoolJournals)

**WW100 website**
This website provides links to commemorative First World War events along with a wide range of excellent First World War resources, including images, timelines, and diary entries: [http://bit.ly/ww100site](http://bit.ly/ww100site)

**War News**

**Modern-day communication for soldiers**

**Memorial register**

**The Royal New Zealand Returned and Services’ Association**
Your local RSA can provide you with information about the impact of the First World War in your own community. You can find details of your local RSA here: [http://bit.ly/RSAContact](http://bit.ly/RSAContact)

**Heritage New Zealand**
By using the advanced search option, you can use this website to find heritage sites related to the First World War: [http://bit.ly/HeritageNZ](http://bit.ly/HeritageNZ)

**Cenotaph Database**

**Suggested Pre Visit- Focus Activities**
- Brainstorm what students know/understand about the WW1— make a KWI chart or similar
- Exposure to ideas via a shared novel, photographic images, news items, a movie/ documentary etc., interacting with the various web based material available through the Ministry of Education web page [http://www.firstworldwar.tki.org.nz](http://www.firstworldwar.tki.org.nz)
- Create a vocabulary list of words they encounter, such as - Alliance, trench, conscription, imperialism, empire, conscientious objector, Gallipoli, assassination, armistice, treaty, Central Powers, Triple Entente
- On a world map, colour in the two ‘sides’ and label some of the places larger battles took place. Show students where the NZ soldiers first were sent and trained etc.
- Explore the concept of allies (one group agreeing to support another if threatened etc.) and the domino effect once one party is threatened
- Visit a local war memorial— encourage students to ask questions about what they see
- Find out if any soldiers from your local area fought in the war, where did they serve and if they returned
- Invite someone from a local RSA to talk with the students about being a soldier and what it means to serve ones’ country – What is the RSA and why it was created?
- Investigate Poppy Day and find out the significance of the poppy and when Remembrance Day first began
- Think about the impact of so many young men leaving NZ, who was left behind – What was the standing of women in the early 1900s? How and why did this change?
- Make some ANZAC biscuits and explore where the term started and its relevance to us today

**Our Possible Learning Activities: (What we will do to prepare students for the visit)**
Ministry Of Education Inquiry Support Guides

The For Us They Fell exhibition is an excellent compliment to the Ministry Of Education Senior Secondary NCAA learning resources. The exhibition provides opportunities for you to explore the contexts for learning and work towards meeting the achievement objectives. When planning your visit, let us know which Level and area you are working towards and we will ensure we include material your students will be able to work with.

From TKI– Senior Secondary NCAA Web Site

History examines the past to understand the present.

The history curriculum: What has changed?

Senior history is part of the wider curriculum. It reflects the vision, principles, values, and key competencies described on pages 8–13 of The New Zealand Curriculum.

History is part of the learning area of social sciences

It has its own achievement objectives in The New Zealand Curriculum. The achievement objectives inform teaching, learning, assessment, and programme design – all contexts taught need to relate to them. There are no prescribed topics.

Why are we learning this?

Teachers and students need to see the relevance of the programme. Teachers may choose to invite their students’ input when choosing learning contexts that have significance to New Zealanders and, most immediately, to the students in the history class.

New Zealand history is seen within wider global contexts

Where possible, history encompasses events occurring in New Zealand and/or global events involving or influencing New Zealanders. Historical scholarship encourages students to look for points of connection and for similarities and differences, and to focus on research that transcends the boundaries of nation states.

History places more emphasis on thinking critically

Students are encouraged to question accepted interpretations of the past and to consider contesting theories of historians and commentators. This emphasis reflects contemporary historical scholarship. There is also a more holistic approach to understanding concepts of identity.

Recommended Reading for Children

Where The Poppies Now Grow - Hilary Robinson (Shortlisted for the Education Resources Award 2015) - 7-9 years

True Stories from World War 1 - Peter Hepplewhite 9-12 years

The Bomber Balloon - Terry Deary 7-10 years

The Pigeon Spy - Terry Deary 7-10 years

The Best Christmas Present in the World - Michael Morpurgo 8-12 years

War Horse - Michael Morpurgo 9-12 years

The Amazing Tale of Ali Pasha - Michael Foreman 8-12 years

One Boy’s War - Lynn Huggins-Cooper 8-12 years

Soldier’s Friend - Megan Rix 9-12 years

The Silver Donkey - Sonya Hartnett 9-12 years

Stay Where You are and Then Leave - John Boyne 9-12 years

Secondary

The Trenches - Jim Eldridge 11-14 years

Soldier Dog - Sam Angus 11-14 years

Road to War A First World War Girl’s Diary, 1916-1917 - Valerie Wilding 11-13 years

Brother’s Keeper - Tom Bradman, Tony Bradman 12-16 years

Remembrance - Theresa Breslin 13-16 years

Poppy - Mary Hooper 13-16 years

War Girls—Adele Geras, Melvin Burgess, Berlie Doherty, Mary Hooper 13-16 years
Suggested Post-Visit Activities

Our Possible Post-Visit Learning Activities:

1. Create a classroom war memorial that reflects their feelings and observations about the war (such as memorials, statues, etc.).
2. Write a letter or diary entry from the point of view of someone whose life was touched by the war (soldier, nurse, mother/father of a soldier, woman left behind, conscientious objector, etc.).
3. Reflect on what life would have been like for a young New Zealander off to war, what might they have felt? What would they have missed? (TV and radio, local events, etc.)
4. Explore some of the interesting inventions and discoveries made during the war (such as meatless sausages, etc.).
5. Investigate people who did not go to war – what was the conscientious objection?
6. Develop cause and effect maps of WW1
7. Investigate propaganda of the era – what is it and how does it work?
8. Do we still have examples of propaganda today?
9. Create a poem or an artwork that reflects their feelings and observations about the war.
10. Carry out a letter or diary entry from the point of view of someone whose life was touched by the war (soldier, nurse, mother/father of a soldier, woman left behind, conscientious objector, etc.).

NCAA History Matrix Levels 1 to 3

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>AS91001</td>
<td>AS91229</td>
<td>AS91434</td>
</tr>
<tr>
<td>Carry out investigation of an historical event, or place, of significance to New Zealanders.</td>
<td>Carry out an inquiry of an historical event or place that is of significance to New Zealanders.</td>
<td>Research an historical event or place of significance to New Zealanders, using primary and secondary sources.</td>
</tr>
<tr>
<td>4 credits</td>
<td>4 credits</td>
<td>5 credits</td>
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<tr>
<td>Internal</td>
<td>Internal</td>
<td>Internal</td>
</tr>
<tr>
<td>AS91002</td>
<td>AS91220</td>
<td>AS91435</td>
</tr>
<tr>
<td>Demonstrate understanding of an historical event, or place, of significance to New Zealanders.</td>
<td>Examine an historical event, or place, of significance to New Zealanders.</td>
<td>Analyse an historical event, or place, of significance to New Zealanders.</td>
</tr>
<tr>
<td>4 credits</td>
<td>5 credits</td>
<td>5 credits</td>
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<tr>
<td>Internal</td>
<td>Internal</td>
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<tr>
<td>AS91003</td>
<td>AS91221</td>
<td>AS91436</td>
</tr>
<tr>
<td>Interpret sources of an historical event of significance to New Zealanders.</td>
<td>Examine sources of an historical event that is of significance to New Zealanders.</td>
<td>Demonstrate evidence relating to an historical event of significance to New Zealanders.</td>
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<td>4 credits</td>
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<tr>
<td>External</td>
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</tr>
<tr>
<td>AS91004</td>
<td>AS91222</td>
<td>AS91437</td>
</tr>
<tr>
<td>Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.</td>
<td>Interpret different perspectives of people in an historical event that is of significance to New Zealanders.</td>
<td>Analyse different perspectives of a contested event of significance to New Zealanders.</td>
</tr>
<tr>
<td>4 credits</td>
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<td>5 credits</td>
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<tr>
<td>Internal</td>
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<td>Internal</td>
</tr>
<tr>
<td>AS91005</td>
<td>AS91223</td>
<td>AS91438</td>
</tr>
<tr>
<td>Describe the causes and consequences of an historical event.</td>
<td>Examine causes and consequences of a significant historical event.</td>
<td>Analyse the causes and consequences of a significant historical event.</td>
</tr>
<tr>
<td>4 credits</td>
<td>5 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>External</td>
<td>External</td>
<td>External</td>
</tr>
<tr>
<td>AS91006</td>
<td>AS91224</td>
<td>AS91439</td>
</tr>
<tr>
<td>Describe how a significant historical event affected New Zealand society.</td>
<td>Examine how a significant historical event affected New Zealand society.</td>
<td>Analyse a significant historical trend and the force(s) that influenced it.</td>
</tr>
<tr>
<td>4 credits</td>
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<td>6 credits</td>
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<tr>
<td>External</td>
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Inquiry Support Guide Information Level 3 and 4

Hook 1: Letter to Henry Nicholas
An interactive comic strip based on a letter that was never received contrasts the experiences of a soldier at war with those of a young woman left at home.

Social sciences (level 3): Understand how people remember and record the past in different ways.

Social sciences (level 4): Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

English (level 3): Listening, reading, and viewing
Language features:
- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.)

Health and physical education (level 3): Health and physical education
Societal attitudes and values:
- Identify how health care and physical activity practices are influenced by community and environmental factors.

Hook 2: War diary
Excerpts from the war diary of Rikihana Corke show into the tumultuous experiences of a soldier at Gallipoli.

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

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

English (level 3): Listening, reading, and viewing
Language features:
- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.)

Health and physical education (level 3): Health and physical education
Societal attitudes and values:
- Identify how health care and physical activity practices are influenced by community and environmental factors.

Hook 3: A dental record
A soldier’s dental record reveals a story of national tooth decay that led to the formation of the School Dental Service.

Social sciences (level 3): Understand how people participate individually and collectively in response to community challenges.

Social sciences (level 4): Understand how people participate individually and collectively in response to community challenges.

English (level 3): Listening, reading, and viewing
Language features:
- Show a developing understanding of how language features are used for effect within and across texts. (Indicator: knows that authors have different voices and styles and can identify some of these differences.)

Health and physical education (level 3): Health and physical education
Societal attitudes and values:
- Identify how health care and physical activity practices are influenced by community and environmental factors.

Farewell at Cambridge station.
Collection of Richard Stowers.

Hook 4: Recruitment poster
A First World War recruitment poster uses an image of Tumatunenga to encourage Māori to enlist. But what stories of inequality and discrimination does the poster not reveal?

Social sciences (level 3): Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.

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

English (level 4): Listening, reading, and viewing
Purposes and audiences:
- Show an increasing understanding of how texts are shaped for different purposes and audiences.

Health and physical education (level 3): Health and physical education
Relationships with other people:
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Hook 5: Tunnelling at Arras
The tunnels created by the New Zealand Tunnelling Company in Arras, France were rediscovered in 1990. Until recently, the stories of the men who made them have largely gone untold.

Social sciences (level 3): Understand how people participate individually and collectively in response to community challenges.

Social sciences (level 4): Understand how people participate individually and collectively in response to community challenges.

English (level 4): Listening, reading, and viewing
Purposes and audiences:
- Show an increasing understanding of how texts are shaped for different purposes and audiences.

Health and physical education (level 3): Health and physical education
Relationships with other people:
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Hook 6: White feather
A newspaper tells the story of a man who is given two symbolic offerings in a single day: the first for valour, the second as an accusation of cowardice. Why was this story published in newspapers around the world?

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

English (level 4): Listening, reading, and viewing
Purposes and audiences:
- Show an increasing understanding of how texts are shaped for different purposes and audiences.

Health and physical education (level 3): Health and physical education
Personal identity:
- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their sense of selfworth.

Relationships with other people:
- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

Interpersonal skills:
- Identify the pressures that can influence interactions with other people and demonstrate basic competencies to manage these.