WALKING WITH AN ANZAC

USE MULTIPLE DISPLAYS AND RE-CATEGORISE DATA TO FIND PATTERNS AND VARIATIONS.
UNDERSTANDING HOW HISTORIANS USE STATISTICS TO MAKE NATIONAL STATEMENTS.

ESSENTIAL QUESTION
HOW DO YOU MEASURE THE FIRST WORLD WAR?

WHAT ARE WE LEARNING?
- Plan and conduct an experiment using the statistical enquiry cycle;
- Evaluate statistical investigations undertaken by others including choice of measures;
- Using First World War statistics to investigate the impact of war on New Zealanders.

TRY THIS WITH
- Years 9-11;
- Students who enjoy visualising data;
- Students who respond to cross curricular learning opportunities.

FIND

Match	Discuss
Locate	Outline
Trace	Review

Contribute to the Measuring the Anzacs Project.

Understand the recent discoveries re: the involvement of NZ soldiers at Gallipoli.

Review calculating percentages, fractions and converting fractions to percentages.

Remind students that reliable statistics are one of the most fundamental tools for understanding New Zealand's military contribution to the First World War.

Establish a key population dataset for New Zealand in 1914.

Identify sources for statistical data from the First World War.

Discover how casualty information was reported to the general New Zealand public.

Search for Rolls of Honour and Casualty Lists using Papers Past.

Record and understand the taxonomy used.

Understand that we often claim that NZ lost more men per capita during the First World War than any of the allied nations.

APPLY

Group	Classify
Identify	Separate
Illustrate	Question

Review the First World War Infographics Pinterest Board.

Propose reasons New Zealand fails to appear on many First World War Infographics?

Reflect on the fact that the same statistic can be presented in many different ways.

Source key statistics for major battles such as Gallipoli, the Somme, Passchendaele.

Use calculating percentage skills to create First World War mathematical statements.

Ask: Is it possible to use statistics to understand who suffered the greatest loss?

Suggest alternative denominators such as duration of battle, percentage of battalion killed or Killed in Action v Injured.

Adjust original mathematical statements to reflect these new discussions.

Create infographics that demonstrate each statement.

Available datasets means this activity can be scaled and discussed accordingly.

PRODUCE

Construct	Debate
Convert	Infer
Decide	Interpret

Design a school wide statistical inquiry that helps us understand the impact of WW1 on New Zealand.

Reflect on how you will communicate your intent to your school community.

Agree on a way of conveying scale and impact without offending or upsetting.

The following idea was completed by Putaruru College with huge community buy in.

Support students to convert New Zealand's WW1 Forces to the size of their school roll.

Assign all students a number.

Over the course of a week (or two) release a daily Roll of Honour.

Identified students will fill lists of Killed in Action, Wounded, Missing.

Distribute incentives to act as honourable mentions in despatches.

At the conclusion of the set time period hold a full school assembly.

Ask students to stand for killed, join for those injured and finally for those missing.

SUCCESS CRITERIA

Students can check they have completed the task successfully by
- Contributing actively to the creation of a dataset for New Zealand in 1914;
- Manipulating denominators to change the outcome of a WW1 mathematical statement;
- Engaging in the design and implementation of a school wide WW100 statistical inquiry.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
High expectations	Innovation, inquiry and curiosity	Participating and contributing	Mathematics	Killed in Action	Variations
Learning to learn	Respect	Relating to others	Social Sciences	Somme	Trends
Community engagement	Integrity			Passchendaele	Choice of Measures
				Messines	Finding Percents