

UNDERSTANDING THE SIGNIFICANT IMPACT OF ACTIONS IN THE PAST ON OUR LIVES TODAY.  
 “GREATER LOVE HATH NO MAN THAN THIS THAT HE LAY DOWN HIS LIFE FOR HIS FRIENDS”.

## ESSENTIAL QUESTION

# WHAT DOES A COUNTRY LOOK LIKE WHEN 120,000 PEOPLE GO TO WAR?

### WHAT ARE WE LEARNING?

- Evaluating statements made by others about the findings of statistical investigations;
- Understanding how the ways in which the leadership of groups is exercised has consequences for communities;
- The ongoing breadth of impact of New Zealand's involvement in the First World War.

### TRY THIS WITH

- Years 9-10;
- Students who wish to develop their research skills;
- Students who love putting the pieces of the puzzle together.

## FIND

- Trace
- Review
- Translate
- Summarise
- Classify
- Match

View the [First World War, Crash Course](#) and BBC [Origins of First World War Rap](#).

Use [The Great War 100](#) Infographic to create a ThingLink and locate a source for each fact.

Discuss with students why NZ does not appear in this infographic?

Use local records to locate an [old class photo](#), committee photo or team photo circa 1911.

Use [Archway](#) and [Cenotaph](#) to identify Dates of Death for all individuals in the photo.

Support students to use [Papers Past](#) to locate a New Zealand [Casualty List](#).

All First World War soldiers on a Casualty List should have a [Casualty Form](#) in their online record.

Use [Cenotaph](#) or [Archway](#) to locate the Casualty Form for a soldier from your casualty list.

Discuss with students how they would have kept track of the injured.

Support students to cross reference their soldier's records to uncover the [process of treating the injured](#).



## APPLY

- Model
- Distinguish
- Investigate
- Select
- Rank
- Inspect

Use Timetoast to build a picture of each soldier's movements once they were injured.

Create a Twitter feed for each soldier with a tweet from each location on the casualty form.

Analyse the [Miniature Earth Project](#) video and [infographic](#).

Identify stylistic and mathematical conventions of both the video and infographic formats.

Convert the 'miniature earth' concept (i.e. if NZ was 100 people) to a NZ and the First World War lens.

Create a series of [numerical statements](#) relating to New Zealand's experience in the First World War.

Use the [Reserve Bank Calculator](#) to convert 1914 amounts to modern day sums.

[Verify](#) these statements online.

Use iMovie to create a presentation in the style of miniature earth that conveys the impact of the First World War on New Zealand.

Pose with students the idea of NZ not participating in the First World War. Would anything about the outcome of the First World War have been different?



## PRODUCE

- Speculate
- Give reasons
- Argue
- Predict
- Suppose
- Discover

Damien Fenton claims that by 1919 every New Zealander had felt the impact of the First World War.

Invite your students to test this [theory of connectedness](#).

Can your students connect a randomly selected set (perhaps 20) of NZ First World War soldiers records?

Discuss the nature of a 'connection' and brainstorm a list of the [types of ways](#) soldiers could possibly be connected.

Prompt students to think about connections other than familial; [living in the same street](#), embarking on the same troopship, being present at the same battle, working at the same location etc.

Use Evernote to track snippets of online records and Popplet to document connections.



## SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Creating a Timetoast that accurately maps locations from a specific Casualty Form;
- Creating a presentation that uses 'miniature earth' conventions to present validated facts regarding the impact of the First World War on New Zealand;
- Documenting connections between a sample of randomly selected First World War records.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREA	WORD BANK	RESOURCES REQUIRED
Coherence Learning to learn	Innovation, inquiry and curiosity Respect Integrity	Thinking Using language, symbols and text Relating to others	Mathematics and Statistics Social Sciences	1. Casualty 2. Western Front 3. Triage 4. Passchendaele	1. <a href="#">Miniature Earth Project</a> 2. <a href="#">Activity Plan</a> 3. New Zealand and the First World War 1914-1919 by Damien Fenton 4. <a href="#">What We Invested Fact Sheet</a>