

USING LOCAL CONTEXTS TO UNDERSTAND THE BIG PICTURE. "FROM THE UTMOST ENDS OF THE EARTH".

ESSENTIAL QUESTION WHAT DOES MY TOWN AND A BEACH IN TURKEY HAVE IN COMMON?

WHAT ARE WE LEARNING?

- Conducting investigations using the statistical enquiry cycle;
- Understanding how people remember and record the past;
- Creating an artwork that uses context and tone to convey key ideas about the First World War.

TRY THIS WITH

- Years 7-8;
- Students who have an interest in the history of their community;
- Students who love presenting an idea visually.

FIND

Locate
Identify
Recognise

Compare
Demonstrate
Interpret

Share [Life 100 Years Ago](#), [100 Years Ago](#), [Cecil Malthus' Letters](#) and [First World War](#) to help students clarify life in 1914 (as opposed to life in say 1950).

Find photos and stories from your community 100 years ago.

Use [Historypin](#) to layer your historic photos of local places over [Google Street View](#).

Review the organisation of the [New Zealand Expeditionary Force](#) in August 1914.

Identify New Zealand symbols in the [Great War Summary](#) and in First World War documents generally.

Discuss what [the lion](#), the forget me not or the dead eagle stand for?

Use the Where Were They from? [Cenotaph records](#) to search for a [New Zealand soldier](#).

Support students to explore the documents in his [Military Personnel File](#).

Find the [Attestation \(image 40 and 41\)](#) form.

APPLY

Calculate
Infer
Connect

Analyse
Order
Select

Collate facts from Gallipoli on [general numbers](#), [deaths](#) and [unknown graves](#) etc.

Identify and visit your closest cenotaph and make a record of the names.

Use [Cenotaph](#) to find each name - allocate each soldier who [fought at Gallipoli](#) to a student(s).

Support students to find a sample of each document on the Fact Sheet from their own soldier's file.

Link each soldier's record to the sample record on the [Who Was I? Fact Sheet](#) via a ThingLink.

Use [Timetoast](#) to document his journey from the time he left home until the end of his war.

Calculate which [wound stripes](#) or [chevrons](#) he would have worn on his uniform.

Use the statistics to work out a series of mathematical statements for a NZ soldier who fought at Gallipoli.

Have students use [Screenr](#) to explain their statements in the context of their own soldier.

PRODUCE

Create
Conclude
Decide

Design
Elaborate
Plan

Read about the [Gallipoli Star](#).

Discuss the fairness of this decision. Should it have been awarded?

Extend the examination of the life of each soldier outside his military file.

Create a Pinterest board that summarises the life of each soldier.

Use [Cenotaph](#) to find each soldier's official army portrait.

Pin all found items - family and school photos, medals, next of kin, badges etc.

Leave guerilla history style [chalk memorials](#) at local spots the soldier might have visited or known when he lived in your community.

View the work of [Mark Powell](#).

Use techniques employed by Mark Powell to create a [layered artwork](#) that puts the full life of each soldier in context.

Share the artwork on Twitter using the hashtag #WW100NZ.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Contributing two photos to the Historypin Map that show clear contrast of time;
- Using Cenotaph to locate relevant and accurate information about their soldier;
- Creating an artwork that uses at least a photo, an archive and a symbol to create context.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREA	WORD BANK	RESOURCES REQUIRED
Community engagement Coherence	Equity Innovation, inquiry and curiosity	Using language, symbols and texts Participating and contributing Thinking	The Arts Social Sciences	1. Archive 2. Attestation Form 3. Expeditionary Force 4. Infantry	1. Where Was It? Fact Sheet 2. Activity Plan 3. Life 100 Years Ago 4. Cenotaph