

INVESTIGATING STORIES OF OUR LOCAL AREA CONNECTED TO THE FIRST WORLD WAR.
CREATING CITIZEN HISTORIAN PROJECTS IN THE CLASSROOM.

ESSENTIAL QUESTION WHY YOU SHOULD NEVER BELIEVE EVERYTHING YOU ARE TOLD.

WHAT ARE WE LEARNING?

- Understand how people pass on and sustain cultural heritage for different reasons;
- Understand how people participate individually and collectively to community challenges;
- Transforming a single connection with the First World War into a story using good research practises.

TRY THIS WITH

- Years 6-12;
- Students who are able to persevere;
- Students who love connecting the dots.

FIND

- | | |
|----------|----------|
| Estimate | Label |
| Record | Predict |
| Identify | Classify |

Access a [large scale map](#) of your local area. Make a list of things in your local community that are greater than 100 years old.

Be inspired by the [Walking With an Anzac Otago Boys High School Project](#).

Use [Papers Past](#) to identify [First World War commemorations](#) that took place.

Find out what your school/community did for Peace Day (July 1919) and Arbor Day.

Go on a fact checking mission in your community to see if you can locate all of the commemorative items that were referenced.

Collect and collate [images of your local area](#) from 1914-22.

Participate in [Measuring the Anzacs](#) to familiarise yourself with written WW100 records.

Keep a running record of local place names that have changed over time.



APPLY

- | | |
|------------|-------------|
| Categorise | Research |
| Connect | Investigate |
| Construct | Isolate |

Understand that people's stories and versions of events may not always be accurate.

Every single community in New Zealand has a First World War story.

Do not take "there's no history here" for an answer.

Use your [large scale map](#) to build a hard copy reference point for your local area.

Search for [methods and amounts](#) your community used to [contribute to the war effort](#).

Use terms such as [Belgian Relief](#) and [Lady Liverpool Fund](#) to narrow your search.

Convert contributions from 1914 to 2016 dollars using the [Reserve Bank Calculator](#).

Identify individual soldier names and [break their story](#) down into smaller parts.

Use [Google Maps](#) to identify precise locations mentioned in your research.

Print every discovery to your large scale, hard copy map.

Save links for every discovery to a shared [Google Doc](#).



PRODUCE

- | | |
|-----------|-----------|
| Construct | Create |
| Validate | Speculate |
| Conclude | Theorise |

Support students to persevere when their research does not automatically succeed.

Use [Historypin](#) to create an online exhibition of your hard copy classroom version.

Create an official collection under the [IWM First World War Centenary Hub](#) banner.

Invite [Walking With an Anzac](#) to be a contributor to your collection.

Understand the key components of Historypin – [Pins](#), [Collections](#) and [Tours](#).

[Create a tour](#) for each individual soldier story you have discovered.

Pin your [local historic images](#) using the [street view](#) function to compare then and now.

Utilise the [tag system](#) so that stories and images link.

Pose questions and identify WW100 mysteries that remain unsolved.

Share your site with your wider community and encourage them to add to your story.



SUCCESS CRITERIA

Students can check they have completed the task successfully by

- Creating and annotating a large scale hard copy map with primary source evidence;
- Locating specific evidence of First World War fundraising in their community;
- Creating a collaborative Historypin collection under the First World War Centenary Hub.

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
High expectations Community engagement	Innovation, inquiry and curiosity Integrity Respect	Participating and contributing Relating to others Managing self	Social Sciences English	Peace Day Unveiled Commemoration Memorial	Research Skills Critical Analysis Evidence Secondary Sources