

ANZAC Resource for Kāhui Ako

Me tiro whakamuri, kia anga whakamua
If you want to shape Aotearoa New Zealand's future, start with our past

Purpose of studying this context.	ANZAC Day is about remembering the past and it commemorates the different impacts that World War I had on many diverse individuals and groups.
History Big Ideas	<ul style="list-style-type: none"> Māori history is the foundational and continuous history of Aotearoa Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's histories
History Know	Whakapapa me te whanaungatanga: Culture and Identity
Whakatauki	“He Mihi Whakamaumahara” or Ka maumahara tonu tātou ki a rātou
History Disciplinary Knowledge	<p>A sequence of lessons developed around this historical event should aim to develop the following for ākonga:</p> <ul style="list-style-type: none"> Subject specific knowledge of ANZAC Day Develop the conceptual understandings of: <ul style="list-style-type: none"> <input type="checkbox"/> Significance- develop their understanding of who had impact and why?, increase their knowledge and understanding of the past and how this has helped to inform the present <input type="checkbox"/> Cause and consequence- develop clearly and progressively their understanding of chronological awareness, constructing narratives about the past, developing an understanding that the same story can be told in different ways <input type="checkbox"/> Perspectives-begin to show an awareness that there are different representations and interpretations of people and events from the past Develop the inquiry practices of being an historian: <ul style="list-style-type: none"> <input type="checkbox"/> use a variety of sources of information, including artefacts, story, written and visual sources paying deliberate attention to mātauranga Māori sources <input type="checkbox"/> be respectful of historical evidence and make critical use of it to support their explanations and judgements
Effective Literacy strategies	https://literacyonline.tki.org.nz/content/download/40844/455922/file/Effective+Literacy+Strategies+in+Years+9+to+13.pdf
Social Science tools and readings for best practice.	Inquiry Practices Planning Tool PDF - provides ideas for activities connected to the inquiry/DO practices. These can be used with any context in Social Sciences. It is a great starting point for creating activities to exemplify and develop the DO practices. Initially developed for SocCon this could be useful for teachers when thinking about planning for the 'Do' practices
Within the Social Studies Curriculum	<p>Relevant KNOW contexts could include:</p> <p>Ngā ahurea me te tuakiri kiritōpū Culture and collective identity</p> <p>Te tino rangatiratanga me te kāwanatanga Sovereignty, organisation, and government</p> <p>Relevant Do practices could include:</p> <p>Te ui pātai whaihua hei ārahi tūhuratanga whaitake Asking rich questions to guide worthy investigations</p> <p>Te kohikohi, te tātari, me te whakamahi mātāpuna Collecting, analysing, and using sources</p> <p>Te tautohu uara me ngā tirohanga Identifying values and perspectives</p>

	<p>Te whakaaro arohaehae mō ngā wā o mua Thinking critically about the past</p> <p>Te whakapuaki i ngā tautohe me ngā whakaaro mā te whakamahi ritenga tikanga ā-iwi Communicating arguments and ideas using social science conventions</p>
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Curriculum map - Thinking and acting as an Historian (ANZAC Day & Remembrance)					
ANZAC Day is about remembering the past and it commemorates the different impacts that World War I had on many diverse individuals and groups.					
Year Level	Knowledge Progression	Key concepts and vocabulary.	DO - Identifying & exploring historical relationships (cause and effect)	DO - Identifying sources and perspectives	Resources for teaching and learning
Years 1-2	ANZAC Day is an important day to remember those that have served in the armed forces.		<p>I can tell you why we have a holiday on ANZAC day.</p> <p>I can:</p> <ul style="list-style-type: none"> Describe what people do on ANZAC day. 	<p>I can use a historical source to tell me why we have a holiday on ANZAC Day.</p> <p>I can:</p> <ul style="list-style-type: none"> Use a source to help say why something is important. 	<p>Teacher Resources & suggested ākonga learning activities:</p> <p>Years 1-2 Resource Folder Classroom Presentation (Slides 1-10)</p> <p>Suggested ākonga learning activities:</p> <ul style="list-style-type: none"> Students look at photos and videos of the different parts of ANZAC day and describe what they see using key words. Students use play doh to create different symbols of ANZAC day on ANZAC day mats. Students complete different colouring sheets in the resource folder and talk about the different symbols.
Years 3-4	The ANZAC biscuit is a symbol of home and comfort that honours the legacy of ANZAC soldiers.		<p>I can sequence key events about the tradition of making and eating ANZAC biscuits.</p> <p>I can:</p> <ul style="list-style-type: none"> put events in chronological order put key events on a timeline describe how events from the past connect to their lives today 	<p>I can use historical sources to tell me why we make and eat ANZAC biscuits.</p> <p>I can:</p> <ul style="list-style-type: none"> ask questions about the past and make suggestions about how to find the answers use sources from the past to describe what happened choose the most useful source for a task 	<p>Teacher Resources & suggested ākonga learning activities:</p> <p>Years 3-4 Resource Folder Classroom Presentation (Slides 10-25)</p> <p>The Secret History of the ANZAC Biscuit</p> <ul style="list-style-type: none"> Gives a brief overview of the history of the ANZAC biscuits & addresses the myth that the soldiers ate ANZAC biscuits at Gallipoli. <p>ANZAC Biscuits by Phil Cummings and Owen Swan</p> <ul style="list-style-type: none"> A YouTube reading of an Australian picture book about the making of ANZAC biscuits that will be sent to the front. <p>Twinkl ANZAC Biscuit Resource Pack</p> <ul style="list-style-type: none"> Resource pack that includes a recipe sequencing activity that would introduce the idea of historical sequencing. It also includes a recipe for ākonga to make ANZAC

					<p>biscuits.</p> <p>What we ate</p> <ul style="list-style-type: none"> A graphic that explains the diet of a soldier. This could prompt a discussion around why do ākonga think the soldiers ate hard biscuits rather than bread. <p>“I see, I think, I wonder” template could be used to examine images of soldiers eating biscuits (these are readily available by completing an image search) or alternatively ākonga could use the National Library Historical Analysis Templates.</p>
Years 5-6	The poppy, historically significant to World War I, serves as a symbol of remembrance.		<p>I can tell you why we wear a poppy on ANZAC Day and I can sequence events related to this tradition.</p> <p>I can:</p> <ul style="list-style-type: none"> sequence key events in chronological order place key events on a timeline can describe how events from the past connect to my life today use evidence to describe an important historical event 	<p>I can use historical sources to help answer my questions about the significance of wearing a poppy on ANZAC Day and/or why Purple Poppy Day is now observed.</p> <p>I can use historical sources to identify that some groups may be missing from the ANZAC story.</p> <p>I can:</p> <ul style="list-style-type: none"> ask questions about the past and make suggestions about how to find the answers can understand that our knowledge of the past is constructed from a range of sources investigate a range of sources to draw conclusions about the past identify and suggest reasons why there are gaps in historical sources explain the usefulness of sources 	<p>Teacher Resources & suggested ākonga learning activities:</p> <p>Years 5-6 Resource Folder Classroom Presentation (Slides 25-41)</p> <p>There are a number of picture books that explain why a poppy is a symbol for ANZAC Day:</p> <p>Harry And The Anzac Poppy by John Lockyer- Harry finds letters in his Great Grandma’s room. Harry learns about the significance of the poppy and discovers answers to a family secret.</p> <p>Wearing The Poppy by A.J.Toledo- Story of the first ANZACs told through experiences of one family’s letters, diaries and memories.</p> <p>The ANZAC Day Parade by Glenda Kane- read by Suzie Cato</p> <p>The Story of ANZAC Day</p> <ul style="list-style-type: none"> This video brings to life the story of the ANZACs and helps tamariki learn why ANZAC Day is a significant part of New Zealand's history. <p>ANZAC poppy instructions</p> <ul style="list-style-type: none"> There are a number of poppy making activities available online including this one from the Auckland Museum. <p>Poppy making part of PPT Presentation (Slide 11)</p> <p>Historical sequencing could be used through ākonga engaging with images of individuals wearing poppies through different time periods. Ākonga could use “clues” (such as hair styles, fashion, types of cars etc) in the images to place them in chronological order. Such images are easily available through an image search. Ākonga could then be introduced to a basic timeline.</p> <p>“I see, I think, I wonder” template could be used to examine images of individuals wearing a poppy. These are readily available by completing an image search) or alternatively ākonga could use the National Library Historical Analysis Templates.</p>

					<p>Through the Auckland Museum ākonga can <u>Lay a poppy for a soldier</u> for a soldier.</p> <ul style="list-style-type: none"> This site may be a little complicated but it may be something the class as a whole could engage in. <p><u>Purple Poppy Day</u></p> <p>Initial discussion with ākonga could include:</p> <ul style="list-style-type: none"> Have they heard of Purple Poppy Day? What do they think animals have to do with war? Do they think it is important that animals who served in war are remembered? Why do you think it has taken so long for their contribution to be recognised? The first Purple Poppy Day was 2004. <p>Purple Poppy Day is commemorated on 24 February every year. It honours and remembers the animals that have served during wartime. Animals had many different roles during war time, pigeons carried important messages, dogs helped to find the wounded and donkeys carried the wounded to field stations.</p> <p><u>World War I Mascots School Journal</u>- This text describes mascots used by New Zealand soldiers in the First World War.</p> <p>On Purple Poppy Day, 24 February each year, the National Army Museum Te Mata Toa https://www.youtube.com/watch?v=fhe0b-85acU remembers and honours the animals that have served (and still do serve) in war and conflict.</p> <p>There are a number of picture books that explain the role of animals in war:</p> <ul style="list-style-type: none"> <u>Caesar The ANZAC Dog by Patricia Stroud</u>- Trained as a Red Cross dog, Caesar's job was to rescue wounded soldiers from the hell that was No-Man's-Land at the Battle of the Somme. Uncle Tom wrote home about their adventures to Ida, who eventually passed the stories on to her children and grandchildren. A recording of the story read by Ida's grand daughter can be found here: https://navymuseum.co.nz/news/caesar-the-anzac-dog/ <u>Roly the ANZAC Donkey by Glyn Harper & Jenny Cooper</u> <u>ANZAC Animals by Maria Gill</u>- tells what happened to the mascots (cats, dogs, monkeys, and a chicken) and dedicated working animals (horses, donkeys, mules, pigeons and camels) that went to war with Australian and New Zealand troops during World War 1 and World War 2. Teacher notes can be found here: https://www.scholastic.co.nz/media/4559/anzac-animals_tn.pdf
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Years 7-8	World War 1 has significant social consequences beyond the theatre of war.		<p>I can construct a cause and consequence about the social consequences of World War I on my local community.</p> <p>I can</p> <ul style="list-style-type: none"> • use history conventions (e.g., 	<p>I can use a range of historical sources to help me understand the social consequences of World War I on my local community. I can understand that different historical sources give us different information.</p>	<p>Teacher Resources and suggested ākonga activities:</p> <p>Years 7-8 Resource Folder Classroom Presentation (Slides 41-55)</p> <p>Although the focus for this sequence of lessons is investigating the social consequences of World War I on their local community,</p>

			<p>timelines, chronology, maps, graphs, data analysis, and referencing</p> <ul style="list-style-type: none"> describe cause and consequences using a range of supporting evidence. 	<ul style="list-style-type: none"> ask questions about the past and make suggestions about how to find the answers can understand that our knowledge of the past is constructed from a range of sources identify and suggest reasons why there are gaps in historical sources investigate a wide range of sources to draw conclusions about the past explain the reliability and usefulness of sources <p>I can use historical evidence to explain the attitudes and values that shaped the perspectives and actions of individuals and groups who made sacrifices during World War I.</p> <p>I can:</p> <ul style="list-style-type: none"> identify why an individual or group held a perspective. use evidence from a range of sources to explain the different reasons why perspectives are held. 	<p>kaiaako may want to start by looking at the experiences of soldiers in general.</p> <p>This short clip Fast Facts: New Zealand -The First World War could help to set the scene for this topic.</p> <p>There are a number of resources that are age appropriate for exploring soldier experiences:</p> <p>Auckland Museum- Life as a young ANZAC soldier- a series of short clips with soldiers talking about their experiences at Gallipoli.</p> <p>Fast Facts: World War I- Trench Life- produced by Auckland Museum this episode takes a look at what life was like in the trenches for soldiers of the First World War.</p> <p>Walking with an ANZAC- produced by School Kit this resource contains 32 different items of ephemera and provides a range of activities that ākonga can engage with using an item of their choice.</p> <p>Lest We Forget by Jane Tolerton- in this school journal article World War I soldiers tell their stories in their own words.</p> <p>Windfall by Paul Mason- this fictional story shares the experiences that a young girl has with her father who has returned from the war with shell shock.</p> <p>Finding George by Henrietta Bollinger- Henrietta Bollinger tells the story of her great-great-uncle George, a soldier in the First World War.</p> <p>Ākonga could then deepen their understanding by researching the experiences of a soldier from a local war memorial. Use the monument registrar to find a memorial in your area.</p> <p>School Journal written by Jock Phillips- explains why war memorials were built and the different types of memorials that can be seen around the Motu.</p> <p>The resources below provide guidance as to how to find out information about a particular soldier:</p> <p>Adopt an ANZAC Memorial Activity - Adopt an ANZAC Memorial Activity</p> <p>Burwood and Local Memorials activities by JWT</p> <p>Discover the story behind a young soldier- produced by School Kit this resource provides guidance for ākonga and teachers of how to research the story of a soldier.</p>
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<p>Years 9-10</p>	<p>World War I is a conflict experienced and viewed differently by various groups, with different impacts across society.</p>		<p>I can construct a narrative of cause and effect about different perspectives on whose sacrifices we remember during World War I.</p> <p>I can:</p> <ul style="list-style-type: none"> • use history conventions (e.g., maps, graphs, data analysis, and referencing) • explain cause, consequence, continuity and change using evidence to support the generalisations made. 	<p>I can use a range of historical sources to help me understand different perspectives on whose sacrifices we remember during World War I.</p> <p>I can:</p> <ul style="list-style-type: none"> • consider whether my sources are valid and reliable, identify gaps in them, and reflect on any weaknesses and biases in them. • approach sources and people in the community ethically with generosity and care • process evidence from sources using history conventions (e.g. graphs and maps) to communicate my ideas to different audiences. <p>I can use historical evidence to explain the attitudes and values that shaped the perspectives and actions of individuals and groups who made sacrifices during World War I.</p> <p>I can:</p> <ul style="list-style-type: none"> • identify why an individual or group held a perspective. • use evidence from a range of sources to explain the different reasons why perspectives are held. • explain the different action(s) taken as a result of the perspective(s) using evidence from a range of sources 	<p>Teacher resources and suggested ākonga activities:</p> <p>Years 9-10 Resource Folder Classroom Presentation (Slides 1-20)</p> <p>This sequence of lessons focuses on those who held a different perspective about World War I and whose stories have only recently been told. Are these individuals and groups recognised on memorials or acknowledged during ANZAC Day commemorations? Why not?</p> <p>Initial activities may want to focus on looking at the reasons men volunteered to join the war effort. There is an opportunity here to look at propaganda- cartoons, posters and to use the primary source analysis templates. Kaiako should also explore why the government decided to introduce conscription and the different reasons people objected to being made to fight in the war.</p> <p>Conscription</p> <ul style="list-style-type: none"> • BALLOT AT THE GOVERNMENT STATISTICIAN'S OFFICE (ngataonga.org.nz)- This film is of the first World War One conscription ballot held under the Military Service Act 1916, at Routh's Building in Wellington on 16 November 1916. • Recruiting and conscription NZ History- there are a number of images here that ākonga could use for primary source analysis. <p>There are a number of newspaper articles that could be examined to enable ākonga to investigate how the public viewed conscientious objectors. These can be found on PapersPast. Papers Past Newspapers Home (natlib.govt.nz)</p> <p>Compare and contrast the experiences of Māori who resisted with the experiences of those who served. There is an opportunity here to look at the experiences of Ngā Tahu soldiers. The emphasis should be on the experiences of those who resisted with a focus on the values that shaped their perspective and the actions they took.</p> <p>Māori Resisters</p> <ul style="list-style-type: none"> • Blood & Blood- Waikato & Rua Kenana • King and Country- This fictionalised School Journal story is based on the controversial issue of Māori fighting for the British Empire during the First World War. • Te Puea, Māui Pōmare and conscription NZ History -The story of two leaders who had opposing views about Māori participation in the First World War. • Pioneer Women - Princess Te Puea Television NZ On Screen- This episode of <i>Pioneer Women</i> dramatises the life of Waikato leader Te Puea Herangi. • Native Affairs – Rua Kenana Pardon – Te Ao Māori News (teaonews.co.nz)- explains the background to Kenana's
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					<p>conscription and militarism, supported the conscientious objectors (COs). The site contains a range of primary sources that ākongā can engage with.</p> <p><u>Canterbury Women Pacifists</u> Women were not directly affected by compulsory military training or conscription, but many mothers, wives, aunts, sisters and grandmothers had strong feelings about the issue. While most women accepted the Government view that it was their duty to send their young men to war to protect the Empire, a few brave individuals spoke out against this tide of opinion. Christchurch was the leading peace city with a very active Passive Resisters Union and an Anti-Militarist League, as well as the umbrella group for peace organisations throughout New Zealand, the National Peace Council which formed in 1911.</p> <ul style="list-style-type: none"> • Women peacemakers · Voices Against War • When women had the courage to be different- newspaper article that discusses the role of Canterbury women had in the peace movement • RNZ Interview- Interview with Margaret Lovell-Smith about her book “I Don’t Believe in Murder: Standing up for Peace in World War I Canterbury” <p>Links to further learning experiences:</p> <p>While the role of the WCTU and the fight for suffrage is key knowledge that is expected to be taught in Years 4-6, there is an opportunity to make a connection back to this learning through looking at the role of Canterbury women conscientious objectors.</p> <p>Whakapapa me te whanaungatanga- Culture & Identity</p> <ul style="list-style-type: none"> • New Zealand’s participation in international conflicts • How conflicts have been remembered <p>Tino Rangatiratanga me te kāwanatanga-Government & Organisation</p> <ul style="list-style-type: none"> • The Formation of Kingitanga • The Waikato Wars • Laws that followed Wars
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