



FIRST WORLD WAR
Inquiry Support Guide

Acknowledgments

The Ministry of Education would like to thank the following individuals and groups who helped to develop this guide: Cognition Education Limited; Hobsonville Point Secondary School; Mount Roskill Grammar School; Wellington College; Western Springs College; Dylan Owen and Services to Schools (National Library of New Zealand Te Puna Mātauranga o Aotearoa); Steve Watters (Senior Historian/Educator, WW100 Programme Office and History Group, Ministry for Culture and Heritage).

Cover image: The landing at Anzac; April 25th, 1915, by Charles Dixon, 1915. Alexander Turnbull Library. D-017-010.

Unless otherwise attributed all other text and illustrations copyright © Crown

Published 2015 by the Ministry of Education,
PO Box 1666, Wellington 6011, New Zealand.
www.education.govt.nz

All rights reserved.

Enquiries should be made to the publisher.
Publishing services provided by Cognition Education Limited.

ISBN 978-0-478-44367-7

First World War Inquiry Support Guide: Years 9–13

2 Introduction

Inquiry-based learning and the New Zealand Curriculum

Assessment for learning

Acknowledging perspectives and diverse experiences

Co-constructing learning

6 The process of inquiry

I Wonder

Find Out

Make Meaning

Take Action

Share

Let's Reflect

10 References and further reading

INTRODUCTION

This First World War inquiry support guide is for use in conjunction with the eight First World War inquiry guides for students in years 9–10 and years 11–13. It provides additional information on each stage of the inquiry process and contains links to resources and examples that can be used with any of the inquiry guides.

The inquiry guides are intended for use across a range of learning areas and can be adapted to suit the requirements of different achievement objectives. As such, they can be used for an inquiry within a specific learning area such as English, Social Studies, the Arts, or Technology; a cross-curricula or integrated studies inquiry; or as part of a whole school focus on the First World War. For teachers and students interested in commemorating the centenary of the First World War, the inquiry guides will also be useful as a starting point for deciding how and why they want to commemorate.

Each inquiry guide explores a different aspect of the First World War. The table below shows the guides and inquiry topics included in the series:

Truth and Fiction	The focus of this inquiry guide is on the sharing of information during the First World War, for example, through posters, pamphlets, speeches, cartoons, photographs, and letters. Students consider the purpose and reliability of this information. The inquiry guide also encourages students to identify and challenge enduring myths of the First World War and the impact of these myths on New Zealand identity.
Voices	The focus of this inquiry guide is on students gaining insight into the First World War by exploring the many perspectives and activities of those who experienced it: stories from home, the Pacific, and the battlefield. By comparing and contrasting these stories with their own stories and with the stories of people within their communities, learning about the First World War becomes meaningful and relevant.
Friendship and Community	The focus of this inquiry guide is on the role of identity and belonging during times of challenge, stress, and adversity. At a broader level, students explore how international relations can lead a country to sign a treaty, join a conflict, or work towards a shared goal.
Looking Back, Looking Forward	The focus of this inquiry guide is on students gaining insight into how the past influences the present. Students explore how and why we commemorate events such as the First World War and consider what we can learn from remembering the past.

The inquiry guides can be used in any order and can be adapted to suit learner interest, a whole-school focus, or a specific event. Each guide provides links to First World War resources that teachers can use as they co-construct inquiries with their students.

The following principles underpin the inquiry guides:

- Learning becomes meaningful when students connect new learning with their own lives and find a way to apply what they have learned.
- Students access learning in different ways. Teachers who know their students can facilitate and guide their learning in the ways most appropriate for them.
- Teachers and students should collaborate to co-construct learning journeys. Providing students with opportunities for choice and negotiation increases their motivation and engagement.
- Where possible, teachers and students should draw on resources within their local communities to help tell the stories of the First World War. The guides also suggest ways to use digital technologies to explore the First World War at a local, national, and global level. These connections can support the development of big-picture understanding and foster respect for diversity.

The inquiry guides incorporate five themes that help to make the context of the First World War relevant for students:

- **Heritage and identity:** understanding how New Zealand's military history has shaped our identities
- **Making connections:** connecting teachers and students in New Zealand and overseas who are learning about the First World War

- **Citizenship perspectives:** exploring rights and responsibilities of New Zealand citizens in peacetime and during conflict
- **New Zealand in the Pacific:** examining how New Zealand's relationship with Samoa and other Pacific nations has been shaped by the First World War and subsequent events
- **Peace and reconciliation:** exploring how individuals, groups, and nations can reconcile differences and build safe and healthy communities (local, national, and global).

These themes are referred to with varying emphasis in each guide.

Inquiry-based learning and the New Zealand Curriculum

A stated intent of *The New Zealand Curriculum* is to develop students who value innovation, inquiry, and curiosity through encouraging them to think critically, creatively, and reflectively (page 10).

Inquiry-based learning aligns well with this intent because it fosters students' creativity, independence, and problem-solving skills. Throughout the inquiry process, students reflect both on their learning and on the process of inquiry itself.

The New Zealand Curriculum gives schools the scope, flexibility, and authority they need to design and shape their curriculum so that teaching and learning is meaningful and beneficial to their particular communities of students. Inquiry-based learning is one way for teachers to respond to the particular needs, interests, and talents of individuals and groups of students in their classes.

Adapted from *The School Curriculum: Design and Review*
bit.ly/ISG-SchoolCurriculum

The New Zealand Curriculum recognises the importance of community engagement and of schools making connections with families, whānau, and other members of students' communities. Inquiry-based learning encourages students to move beyond the classroom in their learning and provides scope for them to tackle authentic (real-life) problems within their own communities. This makes their learning both relevant and meaningful.

The New Zealand Curriculum identifies five key competencies that people use in order to live, learn, work, and contribute as active members of their communities: thinking; using language, symbols, and text; managing self; relating to others; and participating and contributing. Inquiry-based learning supports the development of each of these competencies. For example:

- By making decisions about the focus of their inquiry and deciding on an outcome that reflects their learning, students develop the key competency of thinking.
- By conducting research and exploring a range of stories, students develop the key competency of using language, symbols, and text.
- By establishing inquiry goals, making plans, and managing projects, students develop the key competency of managing self.
- By recognising points of view, negotiating, and sharing ideas, students develop the key competency of relating to others.
- By sharing their learning with their communities or developing an outcome that can have an impact on their communities, students develop the key competency of participating and contributing.

Assessment for learning

Assessment is the primary means by which students can tell if and how they are progressing, and by which teachers can tell if their teaching is 'working'.

Without assessment, students, teachers and parents are in the dark about the depth of learning actually achieved, the rate of progress and particularly the next-steps to take. Whether formal or informal, it is much more than just the exit assessment for NCEA.

Senior secondary teaching and learning guides (Social studies)
bit.ly/1HUSTRK

The what, why, and how of assessment will depend on the particular learning needs of the students and the broader aims of the learning programme in which the inquiry takes place. The TKI Assessment for Learning website identifies nine principles of assessment for learning; above all, that assessment should be underpinned by the utmost confidence that every student can improve. Assessment for learning:

- provides effective feedback to students
- involves students' in their own learning
- enables teachers to adjust their teaching to suit their students
- recognises the profound influence of assessment on students' motivation and self-esteem
- ensures students assess themselves and understand how to improve.

Black, P. J., & Wiliam, D., 1998

For example, students might use self or peer assessment to evaluate the quality of their inquiry questions; a member of the community could provide feedback on the outcomes of a student inquiry; a teacher could evaluate a student's conceptual understanding by asking them to produce a speech, film clip, or written response. Teachers of students in years 11–13 might choose to use the inquiries to assess students against NCEA achievement standards.

The inquiry guides do not prescribe what to assess. However, each hook in the I Wonder stage of the guides comes with a range of related key concepts.

Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school and have forgotten much of the detail. Key concepts sit above context but find their way into every context.

Students need time and the opportunity to explore these concepts; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

Senior secondary teaching and learning guides
seniorsecondary.tki.org.nz

Achievement objectives from *The New Zealand Curriculum* that can contribute to the development of these suggested conceptual understandings have also been provided.

For more information on assessment for learning, see the TKI Assessment for Learning website:
bit.ly/TKI_Assessment

Acknowledging perspectives and diverse experiences

Tackling challenging topics

Exploring the First World War will introduce students to a range of potentially emotional subjects such as racism, death, and differing perspectives on war itself. Primary sources from the First World War period, including some of those referenced or used within the guides, can expose students to views and values that are no longer considered acceptable or appropriate but that capture the spirit and sentiment of the time. Students and teachers will each bring their own experiences and opinions to the mix. Teachers need to model how to respectfully acknowledge different perspectives and should be sensitive to the way wars may have impacted on their students' lives and those of students' families, whānau, or communities.

Students learn best when they are emotionally engaged with their learning. This engagement is fostered through interacting with "real people, real places, and real objects" (Murdoch, 2004). Although it can be challenging to explore potentially emotional subjects by interacting with others, it is important not to shy away from this process. Complex or provocative topics create opportunities for students to explore and develop their own values and to empathise with or understand the values of others. Talking about war provides students with an opportunity to develop the key competency of relating to others as they practise the art of active listening, recognise other points of view, and negotiate and share ideas.

The Historical Association in the United Kingdom has published a report on the challenges and opportunities for teaching emotive and controversial history. A summary of the report, prepared by Martyn Davison (Pakuranga College), is available on the New Zealand History website:

bit.ly/ISG-TchgHistory

Co-constructing learning

Ako

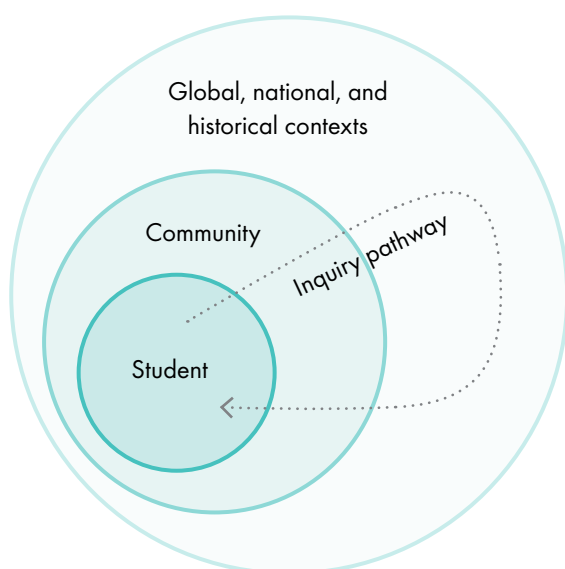
One of the key strengths of inquiry-based learning is that its starting point involves students identifying areas of personal interest. The process of inquiry is adaptive, and shared decision making fosters deeper, more authentic learning opportunities. This approach contributes to the development of *ako*, a teaching and learning relationship in which the teacher and the learner learn from each other. In a reciprocal learning relationship, teachers are not expected to know everything; as the inquiry process unfolds, teachers are taken on a journey of discovery along with their students.

The challenge is to move past seeing learning in terms of being “student-centred” or “teacher-driven”, and instead to think about how learners and teachers would work together in a “knowledge-building” learning environment. This is not about teachers ceding all the power and responsibility to students, or students and teachers being “equal” as learners. Rather, it is about structuring roles and relationships in ways that draw on the strengths and knowledge of each in order to best support learning.

Bolstad and Gilbert, 2012

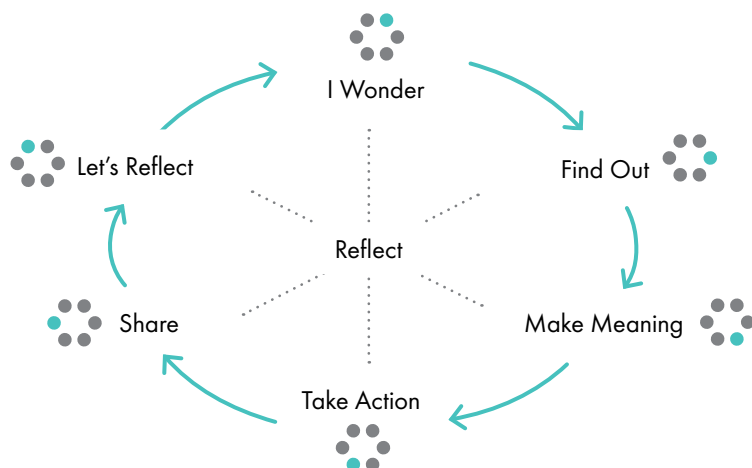
Inquiry-based learning should be relevant to the students’ immediate community. This relevance allows the community itself to become a valuable source of expertise, knowledge, and access to learning opportunities. However, the scope of investigation should not be limited to the students’ known realities. Rather, the investigation should help them to make meaning of the wider national or global communities of which they are also a part.

The diagram below indicates how, through the inquiry learning process, students move beyond their own experiences and knowledge as they explore communities at a local, national, and global level. What they have learned, they then apply within the contexts of their more immediate communities or within their own lives.



THE PROCESS OF INQUIRY

The eight inquiry guides are structured around six key stages based on several established inquiry frameworks, and in particular the social inquiry approach outlined in [Approaches to Social Inquiry](#) (Ministry of Education, 2008). As indicated in the diagram below, the six stages are neither static nor linear; students will move between stages throughout the inquiry process as they reflect on their learning, develop their understanding of the context, and make connections with their communities.



For example, the intended outcome of the I Wonder stage is the development of a rich question that the students want to explore. As students move into the Find Out stage, they may discover new areas of interest that lead them to change or refine the focus of their inquiries.

I Wonder

Purpose: For teachers and students to explore resources that arouse curiosity and for students to develop questions to guide their inquiries

The purpose of the hooks: In the I Wonder stage, students are presented with one or more carefully chosen “hooks”. Each hook is a resource such as a photograph, painting, poem, news article, or diary entry. The purpose of the hooks is to stimulate discussion and evoke curiosity as a starting point for students to each develop a focus for their individual inquiry.

Each inquiry guide provides six hooks that relate to the guide’s inquiry topic, such as Truth or Fiction. With each hook are a range of suggested questions, links to additional sources, and background information that can be used to place the hook within its broader context.

Your role in the I Wonder stage is to ask questions that encourage students to critically examine each hook they see, for example, by:

- differentiating between fact and opinion
- questioning the purpose of the resource, including looking for vested interests or agendas
- asking whose views and values are evident in the resource and whose views have been left out.

Teacher preparation: Students are often highly attuned to the degree of interest a teacher shows in a topic. Before introducing a new inquiry process to your students, spend some time exploring each hook and its supporting information for yourself. This will help you to identify your own areas of interest and curiosity. Spend time exploring the finer details of images, documents, or prose. Many of the images within the guides are available in high-definition formats. To access these, use the link provided in the inquiry guide. Here is an example: bit.ly/ISG-Mascot. Use the buttons in the top right of the screen to zoom in closer.

Look for interesting details that you can zoom in on: a person in the background, a symbol, an animal.

You can use the Zoom-In Inquiry bit.ly/ISG-ZoomIn technique to uncover a small part of an image at a time. For example, you could start with an extreme close-up on one section and then uncover the image in stages as the ensuing discussion progresses.

Consider ways to make connections with your wider school community and, if possible, with local iwi or hapū. You can find iwi contact details here: bit.ly/ISG-IwiMap.

Encouraging student involvement: During the I Wonder stage, the most important goal is student engagement. Although you may intend to pursue a particular overarching theme within the inquiry, you should still value and welcome good ideas not specifically related to the theme. Students could well introduce unanticipated points of interest that could form the basis of an alternative theme of inquiry. Ask the students to give you feedback on whether they think there might be enough interest to establish a line of inquiry. Doing this helps to position the students as co-constructors of their own learning.

Rich questions: An essential goal in this stage is for each student to form a rich question that will guide their inquiry. A rich question is an open question that requires students to go beyond mere fact-finding to develop an answer.

Students may need support constructing questions of enough depth and complexity. Take your time working with them to ensure they have a worthwhile question; the quality of their rich question will determine the quality of their entire inquiry process. (See bit.ly/ISG-Questions for practical ideas about developing questioning skills with students; and for further discussion, bit.ly/ISG-EssentialQuestions.)

Rich questions often need to be broken down into subsidiary parts to be answered. The goal is to move students from facts, through concepts based on values or issues, to transferable generalisations for application. Values-based questions ask: “What is important?” Issues-based questions ask: “What do we want to change?” For more information see bit.ly/ISG-NZCER.

Sharing and recording students’ ideas: The following techniques can be used to ensure that all your students have an opportunity to share their ideas and have them recorded:

- think, pair, share: bit.ly/ISG-TPS
- bus stop activities
- videos created by students to share their first impressions or initial understandings of a topic, using digital tools such as YouTube, Fotofriend, and Movenote
- an image brainstorm by groups or individuals using ThingLink
- KWL charts: bit.ly/ISG-KWL
- “sticky note” brainstorm on the whiteboard. Whole-class brainstorms on sticky notes can be reorganised, colour-coded and then re-sorted: bit.ly/ISG-Brainstorm
- using this template as a starting point for interviewing a classmate to gather prior knowledge: bit.ly/ISG-Interviews
- brainstorming in Padlet
- debates
- true/false statements using Google Forms or SurveyMonkey
- five senses brainstorm to prompt discussion about what we see, hear, feel, smell, and taste: bit.ly/ISG-5Senses
- graphic organisers such as Y-charts: bit.ly/ISG-YCharts
- hot-seating: bit.ly/ISG-Hotseat

Find Out

Purpose: For students to seek, validate, and record information relevant to their inquiry focus questions

In the Find Out stage, students explore a range of sources (primary and secondary) to broaden and deepen their understanding of their chosen area of focus. As part of this process, they evaluate the usefulness, trustworthiness, and sufficiency of the resources they find. Encourage students to find ways to draw on resources within the wider community.

During the Find Out stage, students often refine or replace their initial inquiry focus question(s) as their knowledge about the context increases or as they encounter areas of new interest.

At the end of the inquiry's Find Out stage, students will have gathered a range of resources that relate to their focus questions. Encourage students to create a bibliography of all the sources they intend to use including books, newspapers, documentaries, websites, and podcasts. Ensure that they know how to acknowledge their sources appropriately.

Useful resources:

- brainstorm: bit.ly/BSTRM
- finding information: bit.ly/ISG-FI
- graphic organisers: bit.ly/ISG-YCharts
- brainstorm in Padlet: bit.ly/PADYT
- group discussion: bit.ly/CL-DIS
- recording information: bit.ly/ISG-RI

Make Meaning

Purpose: For students to develop their conceptual understanding of an aspect of the First World War

In the Make Meaning stage, students organise, collate, analyse, synthesise, and evaluate the information they have gathered. The process should involve exploring different perspectives and investigating whether sources contradict or support each other. Throughout the process, encourage students to make connections between their learning and their own lives.

Once students are satisfied that they have enough information to answer their question(s), they can work on presenting their findings in a structured and cohesive way.

Useful activities:

- KWL: bit.ly/ISG-KWL
- Padlet: bit.ly/PADYT
- Venn diagrams: bit.ly/ISG-VennDiagram
- Similarities and Differences: bit.ly/ISG-SandD
- Popplet: bit.ly/ISG-PoppletEg

Take Action

Purpose: For students to develop an authentic, tangible outcome of their inquiries

In this stage of the inquiry, students develop a way to demonstrate and apply what they have learned. Their outcome or action should reflect their personal interests, passions, or preferences. Turning ideas into action helps students to recognise the value of what they have been learning. It will also help to strengthen the connections they have made between the First World War and their own lives.

Good planning is an essential component of this stage. The actions the students take need to have a clear link to the focus of their learning. As part of this process, each student should develop a detailed action plan.

Useful resources:

- Plan for Action template to help the planning process: bit.ly/ISG-ActionPlan
- Action Plan template to map out specific actions: bit.ly/ISG-Actions

Share

Purpose: For students to share their learning and outcomes with a wider audience

In this stage of the inquiry, students refine, organise, and communicate their learning to their class, school, and/or wider community (local or global).

Activities to support 'Sharing learning':

- Blog post
- Article in newspaper, school newsletter, or webpage
- Presentation in a community venue such as a marae, community centre, or RSA club
- A dance or dramatic performance as part of a commemoration service
- Whole-school event.

Let's Reflect

Purpose: For students to evaluate their progress at each stage of the inquiry process

Reflecting on the process involves metacognition (thinking about thinking) and should occur throughout the inquiry process. Reflection often leads to further actions. For example, in the Find Out stage students might decide to change the focus of their inquiries, or in the Make Meaning stage they may realise that the information they have gathered is insufficient or unreliable and decide to look for more. Guided reflection can help students to identify gaps in their thinking, for example, by being asked to evaluate the extent to which their inquiry reflects a range of perspectives. At the end of the process, students can identify strengths and weaknesses of their approach. This can help students to tackle their next inquiry with more self-awareness.

Useful resources:

- Self-reflection videos: bit.ly/SR-VR

REFERENCES AND FURTHER READING

Black, P. J., & Wiliam, D. (1998). *Assessment and classroom learning*. *Assessment in Education: Principles, Policy and Practice*, 5 (1), 7–74.

Bolstad, R. and Gilbert, J., with McDowall, S., Bull, A., Boyd, S., and Hipkins, R. (2012). *Supporting Future-oriented Learning and Teaching: A New Zealand Perspective*. Wellington: Ministry of Education. Available at: www.educationcounts.govt.nz/publications/schooling/109306

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

Murdoch, K. (2004). *What Makes a Good Inquiry Unit?* Retrieved 4 October 2014: kathmurdoch.com.au

New Zealand Government

