



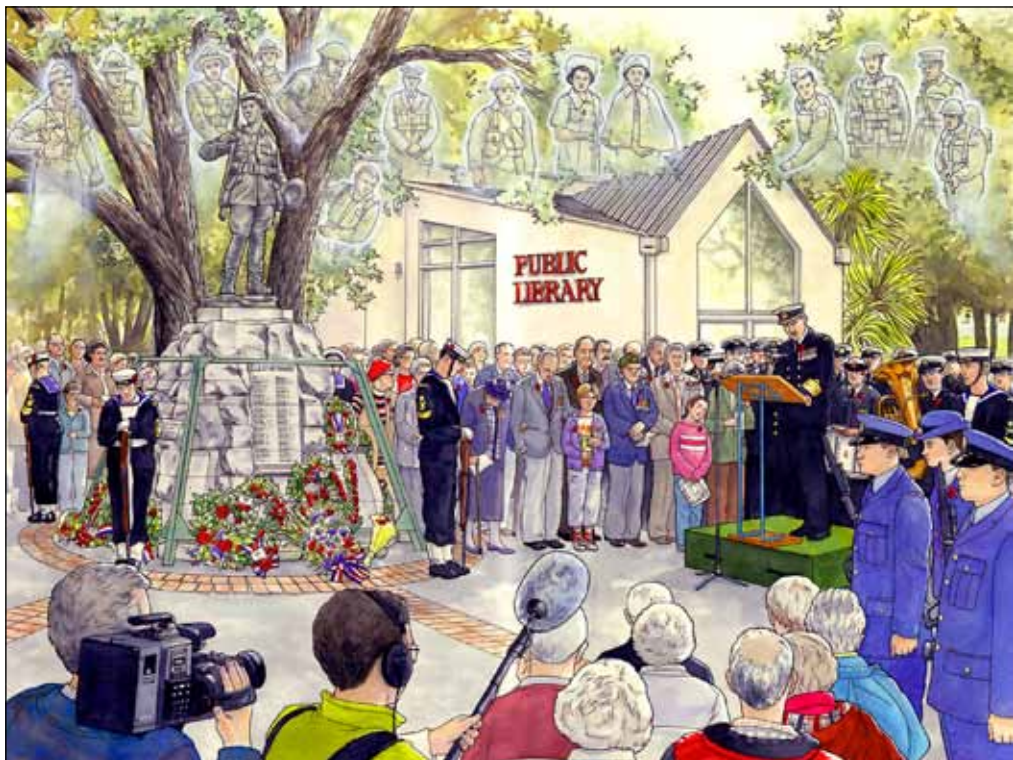
Lest We Forget

Major Quest

Forming a Well-Founded Judgement

Scenario

On hundreds of War Memorials all around New Zealand you will find the words 'Lest We Forget' engraved in stone, etched into glass or cast in bronze. These monuments are designed to last many centuries. People have gone to a great deal of trouble and expense to get this message to everyone who stops and reads the words. Form a well-founded judgement to answer the question, "What should we remember about war?"



Exploratory Environment

INTRODUCTION

'Lest We Forget,' asks our students to identify the effects of war, decide on which of these we should remember and explain why. It looks at how war has shaped our lives.

The students are required to do a lot of questioning to form a well-founded judgement, and this needs teacher guidance e.g. "How has war affected Mr Russell?" Teachers will have to guide students through a number of the video interviews in order for them to pick out the finer emotional responses of the interviewees e.g. Mr Russell taps his fingers while talking. The tapping increases and becomes harder as he talks about the loss of his friend. A memory that is over 60 years old.

Teachers should avoid adding their own value judgements on war, rather focus on challenging the students' thinking e.g. "What evidence do you have for this statement?" "What was Mr Linklater meaning when he said, 'We were a little bit bolshy – we had had a lot of freedom.'?"

1 Authenticating the Learning

Initiate a whole class discussion to introduce the scenario and its problem making links to the achievement objective focus and the thinking skill. Talk together about what they already know about war.

Brainstorm and mindmap their present knowledge. What do we already know about the problem?

View an introductory DVD from the box set 'The War Files.' Parts from a number of these DVDs might be better than a full single one. You could also have your students read, 'Why do People Fight Wars?' A class set is available from the library.

2 Constructing Relevant Questions

As you discuss the scenario begin the question formation and planning the research.

During an interactive discussion between the teacher and class these essential research questions need to be drawn out for investigation. As much as possible these should be co-constructed:

What wars have there been?
What happens in war?
What are the effects of war?
How do we form a well-founded judgement?

Introduce skilfully forming a well-founded judgement.

Construct with your class the Thinking Map for forming a well-founded judgement.

3 Planning the Research

Discuss with your class and agree on a timetable with checkpoints. Also decide on the concluding performance and look closely at the reflection task sheet.

4 Discovering Relevant Information

Begin the 'discovering relevant information' phase by modelling the use of the graphic organiser.

Use the Quest's CD to locate information on the effects of war as well as other books videos etc you may have sourced. Most of the resources are primary source material from interviews, letters and diaries.

5 Constructing Knowledge

Have your students reflect on the Thinking Map and their notes including their graphic organisers.

6 New Insights and Understandings

Have your students write up their new insights and understandings.

THINKING-BASED LEARNING UNIT PLAN - SOCIAL STUDIES



Title: **Lest We Forget**

Term: 2

Weeks: 6

Achievement Objective Focus - Continuity and Change: Understand that events have causes and effects.

Thinking Skill Focus - Forming a Well-Founded Judgement.

Scenario

On hundreds of War Memorials all around New Zealand you will find the words 'Lest We Forget' engraved in stone, etched into glass or cast in bronze. These monuments are designed to last many centuries. People have gone to a great deal of trouble and expense to get this message to everyone who stops and reads the words. Form a well-founded judgement to answer the question, "What should we remember about war?"

Learning Experiences	Learning Outcomes Students should be able to:	Organisational Notes																						
<p>1 Authenticating the Learning Introduce the scenario and its problem, make links to the achievement objective & thinking skill focus.</p> <p>Awakening Prior Knowledge What do we already know about this problem?</p> <p><input checked="" type="checkbox"/> Brainstorming organiser <input checked="" type="checkbox"/> Discussion <input checked="" type="checkbox"/> Mindmapping</p> <p>Strengthening Prior Knowledge</p> <p><input checked="" type="checkbox"/> Front Loading Activities - identify countries involved in wars using atlas/World Book. Begin war timeline. Show excerpts from the DVD set 'The War Files.'</p>	<ul style="list-style-type: none"> • Explain the scenario. • Explain why it is important to solve the problem. • Relate their present understanding of the scenario and its problem. • Identify on the timeline WW1, WW2, Vietnam, Malaya [Malaysia], Afghanistan. • Locate countries involved on a map. • List initial opinions of war. 	<ul style="list-style-type: none"> • Book a computer pod. • Familiarise self with the CD: Lest We Forget. • Set up a blank war timeline on classroom wall from 1890 to present. • Interview – if possible, arrange an interview with a soldier of today or of the very recent past and compare and contrast their responses to those on the CD. • Familiarise self with graphic organisers. • Select parts of the DVD set 'The War Files' to view. 																						
<p>2 Constructing Relevant Questions Clarifying the problem found in the scenario.</p>	<ul style="list-style-type: none"> • List the key questions they need to answer. • Co-construct the steps in forming a well-founded judgement. 																							
<p>3 Planning the Research Developing a plan of action.</p>	<ul style="list-style-type: none"> • Explain the plan of action. 																							
<p>4 Discovering Relevant Information Locating and selecting.</p> <table border="0"> <tr> <td><input type="checkbox"/> teleconference</td> <td><input type="checkbox"/> fax exchange</td> </tr> <tr> <td><input type="checkbox"/> e-mail exchange</td> <td><input checked="" type="checkbox"/> bookmarked www sites</td> </tr> <tr> <td><input type="checkbox"/> intranet site</td> <td><input type="checkbox"/> school library books</td> </tr> <tr> <td><input checked="" type="checkbox"/> National Library books</td> <td><input type="checkbox"/> magazines</td> </tr> <tr> <td><input checked="" type="checkbox"/> DVDs, videos</td> <td><input checked="" type="checkbox"/> Internet search</td> </tr> <tr> <td><input type="checkbox"/> articles, magazines</td> <td><input type="checkbox"/> school journals</td> </tr> <tr> <td><input type="checkbox"/> visitor</td> <td><input type="checkbox"/> EOTC experience</td> </tr> <tr> <td><input type="checkbox"/> pictures, posters</td> <td><input checked="" type="checkbox"/> interviews, surveys</td> </tr> <tr> <td><input checked="" type="checkbox"/> found objects</td> <td><input checked="" type="checkbox"/> software, CD ROMs</td> </tr> <tr> <td><input checked="" type="checkbox"/> thinking tools</td> <td><input type="checkbox"/> demonstration</td> </tr> <tr> <td><input checked="" type="checkbox"/> Quest CD</td> <td><input checked="" type="checkbox"/> learning conversations</td> </tr> </table> <p><input checked="" type="checkbox"/> Teacher directed activities – graphic organisers</p>	<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange	<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites	<input type="checkbox"/> intranet site	<input type="checkbox"/> school library books	<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines	<input checked="" type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search	<input type="checkbox"/> articles, magazines	<input type="checkbox"/> school journals	<input type="checkbox"/> visitor	<input type="checkbox"/> EOTC experience	<input type="checkbox"/> pictures, posters	<input checked="" type="checkbox"/> interviews, surveys	<input checked="" type="checkbox"/> found objects	<input checked="" type="checkbox"/> software, CD ROMs	<input checked="" type="checkbox"/> thinking tools	<input type="checkbox"/> demonstration	<input checked="" type="checkbox"/> Quest CD	<input checked="" type="checkbox"/> learning conversations	<ul style="list-style-type: none"> • Identify reasons that soldiers went to war in the past. • From interviews/articles/diaries/ letters list positive and negative effects of war (use attached organiser as a guide). • Compile a list of the negatives and rank these in order from worst effect. 	
<input type="checkbox"/> teleconference	<input type="checkbox"/> fax exchange																							
<input type="checkbox"/> e-mail exchange	<input checked="" type="checkbox"/> bookmarked www sites																							
<input type="checkbox"/> intranet site	<input type="checkbox"/> school library books																							
<input checked="" type="checkbox"/> National Library books	<input type="checkbox"/> magazines																							
<input checked="" type="checkbox"/> DVDs, videos	<input checked="" type="checkbox"/> Internet search																							
<input type="checkbox"/> articles, magazines	<input type="checkbox"/> school journals																							
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<p>5 Constructing the Knowledge Forming and applying.</p> <p><input checked="" type="checkbox"/> Teacher directed activities – use 'Constructing the Knowledge - Making a Well-Founded Judgement' graphic organiser.</p>	<ul style="list-style-type: none"> • Decide on effects of war that we should remember. • Justify (using evidence) why these were chosen over all other effects of war. 	<p style="text-align: center;">Assessment Task/s</p> <ul style="list-style-type: none"> • Complete the Assessment Task Sheet and its rubric. 																						
<p>6 New Insights and Understandings Presenting and evaluating.</p>	<ul style="list-style-type: none"> • Present their solution to the scenario. • Explain how their solution supports their new insights, understandings and how it relates to the scenario. • Compare/contrast opinions of war now to those at start of unit. 																							

Unit Evaluation Implications for next unit

**ASSESSMENT TASK – SOCIAL STUDIES – YEAR 7 AND YEAR 8
CONTINUITY AND CHANGE – LEST WE FORGET**



Key Achievement Objective: Understand that events have causes and effects.

The scenario is: On hundreds of War Memorials all around New Zealand you will find the words 'Lest We Forget' engraved in stone, etched into glass or cast in bronze. These monuments are designed to last many centuries. People have gone to a great deal of trouble and expense to get this message to everyone who stops and reads the words. Form a well-founded judgement to answer the question, "What should we remember about war?"

ASSESSMENT	BELOW EXPECTATIONS	WITHIN EXPECTATIONS	ABOVE EXPECTATIONS	Effort A B C
Your argument shows:	You provided only 1 or 2 effects of war on people. Knowledge and understanding of effects have not been clearly demonstrated in presentation. Little or no evidence used to support their position.	You provided 3 – 4 effects of war on people. Knowledge and understanding of effects have been clearly demonstrated in presentation. Evidence used to support their position.	You provided 5 or more effects of war on people. Presentation clearly reflects a deep understanding of effects. Clear and detailed evidence used to support their position.	
Student Evaluation				
Teacher Evaluation				
Your new insights and understandings show:	You only explained what kind of thinking you did but not how you did it. You wrote about your new information but did not explain how this Quest extended your thinking around war and its effects.	You explained what kind of thinking you did and how you did it. You explained how this Quest extended your thinking, how your thinking went in new directions around war and its effects.	You extended this by saying why this way of thinking helped you, including how you would do it next time. You also explained how this quest challenged your thinking, the questions you still have about war and its effects.	
Student Evaluation				
Teacher Evaluation				

TEACHER FEEDBACK - MEDALS AND MISSIONS

AWAKENING PRIOR KNOWLEDGE
COMPARE AND CONTRAST

The purpose of this task is to provide a measure for change from the unit start to a point towards the end stages of the unit.

My opinions about war
at the start of this unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

My opinions about war
at the end of this unit.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. What is the same from unit start to end?
2. What changed?
3. Which similarities and differences are significant?

Forming a Well-Founded Judgement

A. Discuss with your class why forming a well-founded judgement is needed.

'Many people form hasty opinions without really thinking. This is dangerous, as faulty thinking shared with others can cause problems or stop people looking for a much better answer. The truth about something is not always obvious or easy to find.'

'To be a useful member of our society we need to make sure that when we give our opinion it is well thought out and based on reliable information, in other words its a well-founded judgement.'

B. Develop with your class the thinking steps for a well-founded judgement.

Common Defaults in Forming a Well-Founded Judgement

1. We make hasty judgements.
2. We base it on a small amount of information.
3. Our thoughts are disorganised.
4. We overlook important considerations.

Forming a Well-Founded Judgement

1. What is my present opinion?

Remember to suspend judgement. Consider the possibility that your present opinion could be wrong.

2. Where can I find the information I need?
3. Which is the best supported information?
4. What judgement is the best in light of the information available?

Constructing Knowledge Forming a Well-Founded Judgement

Effects of War

Actual Evidence

	→		
	→		
	→		
	→		
	→		
	→		

Which effects and evidence will I use in my argument?

Evidence Rating
+ Best
o Neutral
- Poor
? No evidence

Integrating 'Forming a Well-Founded Judgement' into an Argument

Use the template below to guide your students to deciding what to write in their argument. Their argument must make it clear to the reader what they are arguing for i.e. making their position clear, and why, using their researched evidence to back up their position. The template is based on Whiteheads (2003) model in Writing Frameworks: Book B. Revised edition.

Forming a Well-Founded Judgement	
1. What is my present opinion?	
2. Suspend judgement.	
3. Where can I find the information I need?	
4. Which is the best supported information?	
5. What judgement is the best in light of the information available?	

Before writing have you gone through the 'Forming a Well-Founded Judgement' steps?

Title

- Give your argument a title

Introduction Paragraph

- Describe the context of the argument. This is where you make a link to the scenario.
- Tell your reader why you are making this argument.
- Write a sentence that says what you are arguing for or against. This is where you are stating your position. You could use ideas from 'Effects of War' to write this.

- Sentence starters could include:

'What we should remember about war is...'

'I believe this because...'

Body Paragraphs 1,2, 3, 4 & 5*

- These paragraphs should say why you believe this. You should use the ideas from the 'Effects of War' and 'Actual Evidence' you found. Make sure you explain why you think the evidence supports your position.

- Sentence starters could be

'First I believe this because...'

'Evidence I have to support this came from...'

'The second reason is...'

'Another reason I believe that is...'

'The final reason is...'

- Describe the evidence which backs your position up for each reason.

Counter Argument Paragraph (Extension)

- Describe an opposing view and say what is interesting or worth considering about this view. But then say why it is a poor argument and then return to your position.

- Sentence starters could be

'Some people might say that...however, the problem with this is...'

Conclusion

- Here you will write a brief summary of your position and what action should be taken.

- Sentence starters could be

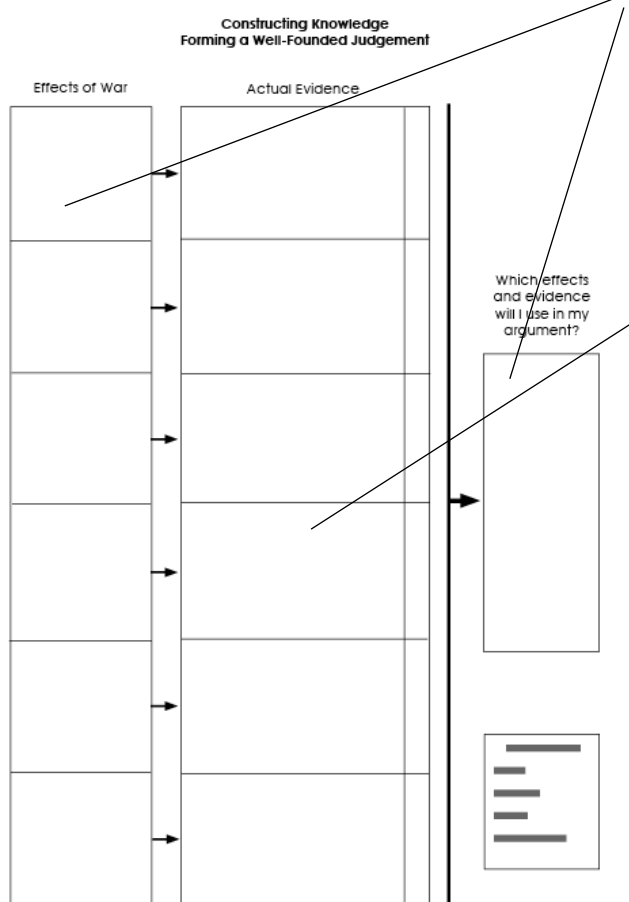
'For these reasons I believe that...'

- * To achieve an 'Above Expectations' you will be aiming to write 5 'body' paragraphs.

Now add your:

New Insights and Understandings.

- Use the Ladder of Metacognition to comment on your ability to form a well founded judgement.
- What have you learnt about events having causes and effects.



Additional Scaffolding Suggestions

- Use a data projector to introduce the exploratory environment of the 'ANZAC Day Ceremony.'
- If the discussion on key concepts using the achievement objective and scenario is difficult, and the brainstorming and mindmapping produced show little knowledge of war show some of the DVDs from the boxed set, 'The War Files.'
- This Quest suits research by co-operative groups of two with access to their own computer.
- If during a checkpoint the work seems to lack detail, point them to Stan Cross and Charles Might Coote.
- Do not allow any e-mail, fax or phone calls to be made until teacher contact has been made with the expert involved. Set it up for success.
- Remember an expert does not have to be seen in adult terms. It could be another staff member, family friend, parent, grandparent - any knowledgeable adult who has the time to reply.
- If using the web sites listed remember to check the FAQs before sending e-mails.
- Discuss the following vocabulary list: Second NZEF, active service, black maria, action stations, Sunderland flying boat, clerk, lousy, chloroform, quinine pills, black out, occupation army, GHQ, Octu, viaduct, civvies, shrapnel, maisonette, doodlebug, first echelon, Maardi, Z - Force, GI, decades, Gestapo, sappers, guerilla warfare, mentioned in dispatches, conscripted, entrained, terrain, HMS, dysentery, bed bugs, DSO, saboteur, Auschwitz, phony war, Blitz, palatable, shell hole, incursions, Boer War.
- Discuss the assessment rubric with the class.
- To show the strength of emotions that have lasted over 60 years view interviews with Rob Russell, Jack Linklater, and William Robb.
- Locate on a World Map - England, France, Germany, Italy - Cassino, Greece, Libya, Tunisia, Malaya, Borneo (Kalimantan), Crete, Egypt - Cairo, Korea, Sicily, Japan, Belgium, South Africa, Soloman Islands - Guadalcanal, Samoa, Singapore, Vietnam.
- Important - create a blank timeline for classroom display 1890 - present so wars can be placed in time.



In the Quest 20 people share their diaries, letters, writings and thoughts on their personal experiences of war.

- Re-enactment Society - there is a group who may be willing to visit the school with dressed in period military uniforms, etc. Team Leaders would need to co-ordinate the visit as they are a voluntary organisation and could make only one visit. A donation would need to be arranged. Their web site is at <http://www.hrs.org.nz/>
- Library Display - during your weekly library visit please draw your classes attention to the collection of militaria from many of the wars New Zealand has been involved in.

Homework after the Quest

- Make a list of situations where you might need to make a well-founded judgement.



A number of students will have family heirlooms that can be brought to school and their stories shared.

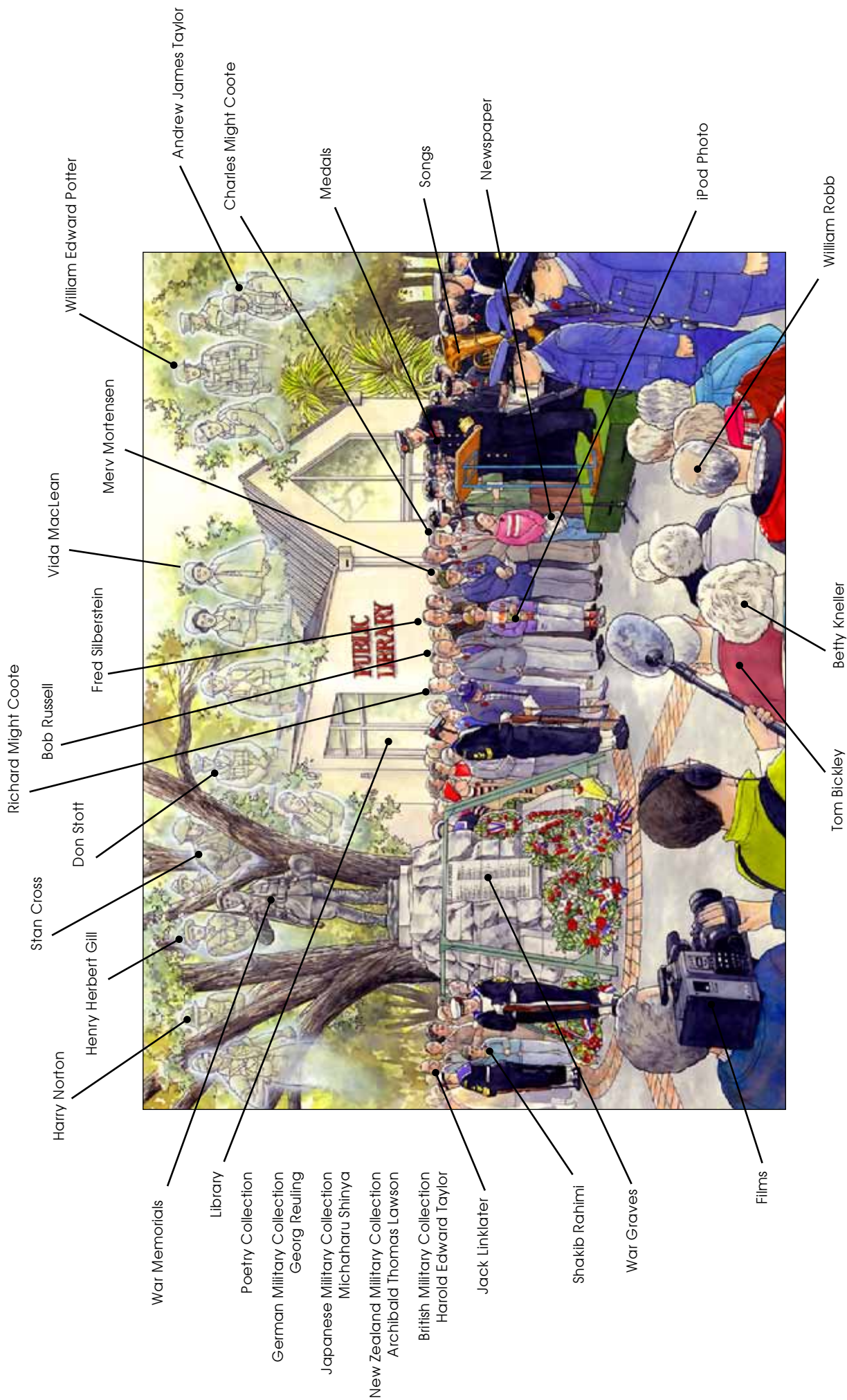


EOTC Auckland War Memorial Museum

Scars on the Heart - The Human Cost of War

Scars on the Heart presents the human cost of war. It covers the New Zealand civil wars and Anglo-Boer War of the 19th Century, the First and Second World Wars, the Asian conflicts and our armed forces involvement in recent United Nations' peacekeeping missions.

Exploratory Environment



War Memorials

Library

Poetry Collection

German Military Collection
Georg Reuling

Japanese Military Collection
Michaharu Shinya

New Zealand Military Collection
Archibald Thomas Lawson

British Military Collection
Harold Edward Taylor

Jack Linklater

Shakib Rahimi

War Graves

Films

Harry Norton

Henry Herbert Gill

Stan Cross

Don Stoff

Bob Russell

Richard Might Coote

Fred Silberstein

Vida MacLean

Merv Mortensen

William Edward Potter

Andrew James Taylor

Charles Might Coote

Medals

Songs

Newspaper

iPod Photo

William Robb

Betty Kneller

Tom Bickley



Flag Design

Library Display



1939 - 1945 War Medal.



A World War 1 Austrian bayonet.



Victory Cross.



ANZAC Day Medal



A WW1 Victory Medal.