

Windows on the Past – Workshop Outline

1. Focus on the memorial window
 - a. History of the window
 - b. Photo of hall being knocked down
 - c. Where the window is located today at the back of a standard issue DOE school hall. Seats in front of it.
 - d. Brass plaques
 - e. Staff and students pass it by

2. Wellington College and the First World War
 - a. bayoneting Certificate
 - b. JP Firth
 - c. Cadets
 - d. Amphibious landing at Lyall Bay
 - e. Wellington College's WW1 service
 - f. Freyberg

3. ANZAC services
 - a. ANZAC assemblies within the Memorial Hall
 - b. ANZAC assemblies by the 1980s – rather impersonal with some guy from the military speaking without any real connection to the Wellington College story
 - c. ANZAC assemblies now with a specific focus on individuals from Wellington College who had a connection with a war
 - d. Hami Grace ANZAC Assembly 2009

Remembrance/ANZAC assemblies or services at your school – discussion

4. History and French Study Tour
 - a. The 5th edition is on as we speak
 - b. Photo tour – Turkey, Italy, France, Germany
 - c. Wellington College First World War story
 - d. School haka in honour of old boys
 - e. Opportunity for students to visit graves of relatives

5. Wish me luck...
 - a. Small-scale production by the History and Music Departments, telling the story of Wellington College and the First World War with music, readings and images

6. Once on Chunuk Bair
 - a. Full scale drama production

7. Year 9 History
 - a. Moving to getting the students to explore this history for themselves (NZC link)
 - b. Use of old *Wellingtonians*
 - c. Use Hami Grace example using www.cwgc.org and www.aucklandmuseum.co.nz

Other ideas from participants

A Boy's Own Story of the Great War

Finding and Selecting Historical Information

Introduction

2014 will be the centenary of the outbreak of the First World War. As you are aware Wellington College was hugely influenced by this event. Of the 2200 Old Boys who went to the school between 1893 and 1914, over 1600 saw active service. In memory of these old boys, the Wellington College Old Boys Association wishes tell their story. It is your task to research the experiences of one of these men.

1. Define

Your teacher will take you to the marble plaques in the College Hall which record the names of all who served. You need to select one person to research and develop a broad question or questions about his experience of school and war to guide your inquiry.

Selected old boy: _____

Focusing question: _____

2. Locate

You need to find at least FOUR sources in which you will be able to find information about Wellington College at the time that your selected old boy attended school, when he enlisted for the war and why, relevant events that took place during his life, his war experience and his life after the war (if relevant). Some key sources of information that are worth considering include...

- Wellington College Archives and historical objects around the school
- <http://www.cwgc.org/> (Commonwealth War Graves Commission)
- <http://muse.aucklandmuseum.com/> (Auckland Museum)
- <http://www.armymuseum.co.nz/> (Waiouru Army Museum)
- <http://www.archives.govt.nz/> (Archives New Zealand)
- <http://www.nzhistory.net.nz/> (NZ history online)
- <http://paperspast.natlib.govt.nz/cgi-bin/paperspast> (Papers Past)
- <http://www.iwm.org.uk/> (Imperial War Museum)
- <http://www.natlib.govt.nz/files/cominghome/> (National Library WW1)
- Books about Wellington College including *The Wellingtonian*

3. Select evidence

You need to select information and ideas from your sources that are relevant to your focusing question. You should aim to select...

- a photograph of your old boy

- evidence about his time at school
- evidence about his war experience
- a map or maps that help tell the story of his war
- information about events in New Zealand history that may have influenced him
- any other interesting information that you come across (e.g. his address – take a photo of his letter box, name on war memorials, war records and school records)

4. Complete the Evidence Template

Your teacher will provide a template to help you organise your information. For each piece of evidence that you have selected, you need to identify the type source (primary, secondary, oral, written, visual etc), identify where you found the information (using the APA method) and identify the main idea which you have taken from the evidence. The final section of the template, requires you to answer some questions which will you evaluate your research.

Hand this organised evidence in to your teacher by _____.

Assessment criteria

History Standard 9.1

Finding and selecting historical information.

“C” Grade (Achieved)	“B” Grade (Merit)	“A” Grade (Excellence)
<p>The student can...</p> <ul style="list-style-type: none"> • Develop focusing question/s for an historical topic. • Find a range of sources (at least four) that will help you answer your focusing question/s. • Find information and select ideas from each of your different sources that is relevant to your focusing questions. • Comment on how effectively your information answers your focusing question/s. • Record where you found the information. 	<p>The student can...</p> <ul style="list-style-type: none"> • Develop focusing question/s for an historical topic. • Find a range of sources (at least four) that will help you answer your focusing question/s. • Find information and select ideas from each of your different sources that clearly answer your focusing questions. • Comment on how effectively your information answers your focusing question/s. • Record where you found the information. 	<p>The student can...</p> <ul style="list-style-type: none"> • Develop focusing question/s for an historical topic. • Find a range of sources (at least four) that will help you answer your focusing question/s. • Find information and select ideas from each of your different sources that effectively answer your focusing questions in detail. • Thoughtfully comment on how effectively your information answers your focusing question/s. • Record where you found the information.

A Boy's Own Story of the Great War

Presenting Historical Ideas and Information

In this task you should process the information that you gathered when completing History Standard 9.1 in order to present historical ideas.

Your teacher will provide some suggestions about the format in which this information should be presented (e.g. a section of a book, a display for an exhibition, a website, a documentary or presentation to the class).

You should answer your focusing question and include...

- At least one relevant photo with an appropriate caption (more if possible)
- Detail about some relevant events in New Zealand history which may have influenced his life
- Detail about his time at school
- Detail about his experience during the war
- A map which supports ideas about his war experience

You should also include any other relevant information from your research which will be of interest to your audience.

Each form of presentation has its own features of format and style. All presentations should contain a series of clear historical statements that are supported with detailed evidence.

You should hand this completed task to your teacher on or before _____.

Assessment criteria

History Standard 9.2: *Presenting historical ideas and information.*

“C” Grade (Achieved)	“B” Grade (Merit)	“A” Grade (Excellence)
<p>The student can...</p> <ul style="list-style-type: none"> • Communicate relevant historical ideas supported with evidence. • Present historical ideas showing some of the appropriate features of format and style. 	<p>The student can...</p> <ul style="list-style-type: none"> • Convincingly communicate relevant and important historical ideas supported with evidence. • Present historical ideas consistently showing the appropriate features of format and style. 	<p>The student can...</p> <ul style="list-style-type: none"> • Convincingly and perceptively communicate relevant and important historical ideas supported with evidence. • Present historical ideas consistently showing the appropriate features of format and style with impact.

Your name: _____

Teacher: Ms O'Connor/Mr Fountain

Old boy's name: _____

	Selected Information	Where did you find this information? (circle the correct website)
Old Boy's full name		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Rank last held		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Serial number		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Regiment or service		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Date the old boy was killed		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site

Age when killed		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Service number		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Marital status (was he married?)		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
Parents' names (and address)		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site
The name of the memorial or cemetery which honours the old boy.		www.cwgc.org www.aucklandmuseum.com http://www.archives.govt.nz/ www.nzhistory.net.nz Another site

<p>Historical information about the battle in which the old boy was killed (in your own words)</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Embarkation unit (name of group of soldiers the old boy left with) and date of embarkation (date the group left NZ)</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Name of vessel or troopship</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Military awards and the reasons that they were given (award circumstances)</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>

<p>Is there a photo of the old boy?</p>	<p><i>Cut and paste it here</i></p>	<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Another interesting piece of information that you found</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Another interesting piece of information that you found</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>
<p>Another interesting piece of information that you found</p>		<p>www.cwgc.org</p> <p>www.aucklandmuseum.com</p> <p>http://www.archives.govt.nz/</p> <p>www.nzhistory.net.nz</p> <p>Another site</p>