

Fact sheet 7: Ideas and activities for Social Studies years 7-10

These activities involve using the official website of the 28th Māori Battalion and supporting material from NZHistory.net.nz as a context within which to explore some of the key concepts and principles of the social sciences learning area in the New Zealand Curriculum. They have been developed with intermediate and junior secondary students in mind but can be easily adapted for other levels.

Both sites have a search function but in some instances it might be easier for you to direct your students to the relevant sections to help complete the set tasks.

The activities have been designed for you to 'pick and choose' from. You should feel free to choose those activities that suit the teaching and learning styles and needs that are appropriate to your classroom. You should not feel obliged to start at the beginning and work through to the end. Vocab activities have been designed to help your students become familiar with the content of the sites and topic in general.

Website resources for these activities

- <http://www.28maoribattalion.org.nz>
- <http://www.nzhistory.net.nz/category/tid/216>
- <http://muse.aucklandmuseum.com/databases/cenotaph/locations.aspx>

A. Thinking about war and conflict

The experiences of the 28th Māori Battalion are part of the wider story that is the Second World War. As an opening for this study some discussion about New Zealand's role in the war and the impact on our country is recommended. Your students might well have a level of knowledge on the war that they can bring to the table here. They may have family who served in the war (even Māori Battalion veterans) and have personal stories to share. Old photos of granddad in his army uniform might adorn the walls of their homes or wharenuī. The ability to include families and communities in this study is important. It is a powerful way of connecting the past with the present and of helping to highlight how this is potentially **their** story as well.

Many schools that are old enough will have an honours board displayed somewhere in the school that lists the names of those former students who served (and died) during the war. This could be a good place to start.

A broad class discussion to help put this study in context could consider the following questions:

- Where have New Zealanders fought?
- Why New Zealand has gone to war overseas?
- What choice do people have over the decision to go to war?
- How are people influenced with regards to their attitudes to war and fighting?
- How would you behave in combat?

- What do ‘we’ as a society owe those who go to war?
- What role does our military history play in our heritage and sense of national identity?

These questions could be tackled as part of a general class discussion, individually or in small groups. They are important concepts when exploring the notion of civics and citizenship that underpin the social sciences learning area of the New Zealand curriculum.

A more **structured diagnostic activity** you might wish to try is this brainstorm activity known as a **‘frame-up’**.

- Divide your class into groups of four. Pose the question ‘What do you know about New Zealand and the Second World War?’
- Give each group a large sheet of paper. Each member of the group has one edge of the paper on which to write their individual response to the question. The middle of the paper must be kept blank. Ask them to imagine it looking like a picture frame.
- The class has two minutes to record everything they can think of or know in relation to New Zealand and the Second World War. It could be words, dates, events, people or images – there is no right or wrong response, and there is no talking.
- After two minutes tell them to put down their pens and observe what the other members of their group recorded.
- If there are words or terms that are common to at least two members of the group, then record these in the middle of the paper – where the picture would be in the frame.
- One member of the group now presents the notes from the middle of the page to the rest of the class. Someone can compile a list on the board and, as each group adds information, highlight the recurring themes and ideas.
- There are a number of things that you could do with this compilation. For instance you could see if you could identify three most important questions they would like to find answers to in relation to New Zealand and the Second World War.

B. Vocab activities

Learning and reinforcing understanding of key words associated with a particular piece of content can be very important especially to younger students. There are several ways of doing this.

- As you read through the content with your class you can write up the unfamiliar or new words on the board and find out the meanings together
- Alternatively you can get the students to underline or highlight words they don't understand from the text they read. They can turn this into a list of words they need to find the meaning for.
- Or you can decide what are the important words you want them to be familiar with, e.g. battalion

Vocab Bingo

- However you develop your list aim for at least 12 words or terms.
- Get each pupil to write down six of them on a piece of paper. This is their bingo card.
- You can now read out meanings and your students can either cover the word on their sheet with another piece of paper or cross it out when they think their word matches your definition.
- The first pupil to get all six of their words called out and marked off calls out 'Ake Ake' and is declared the winner. If there is a tie you can read out other words until a winner is found.
- You can challenge older children by making the definition you read more cryptic.
- This activity could also be used like a quiz at the end of the unit.

Word find

These are always popular. There are many free websites where you can build your own puzzles based on any given topic. There are ways in which you can make the puzzle harder by adding clues instead of simply giving the words to find. The following is an example of moderate difficulty based on simply finding the words listed.

G A R B J E N F P N G A R I M U H
 A G X R T V O E G S R S Z A S S M
 L N A G P O I M Z Q M R L I M L W
 L E O H O L L N A S X N N F K S
 I U L W H A A N A T T J U A L R S
 P A Y N F R T K Z A R M E T A X O
 O T M O M E T I T G E O N I X K R
 L A P I W U A H C N N N Z U T E C
 I M U T S R B U P Q T T R Q E K A
 Y U S P X E R P G N H E K A P G I
 N T P I G E E A M V A C A R U I R
 K J A R Z V E G E W M A R K E Z O
 J V S C Q J N N T B I S E W A F T
 I X S S N V O W Q I U S N O U C C
 H R G N K T I I Z J T I G G X J I
 S I Z O N L P Z E N V N O Z T W V
 E X T C K D U L N H V O H W R O H

Aquitania
 Conscrition
 Eruera Love
 Gallipoli
 Karengo
 Monte Cassino
 Ngapuhi
 Ngarimu

Ngata
 Olympus Pass
 Pioneer Battalion
 Te Puea
 Trentham
 Tumatauenga
 Victoria Cross

C. Scavenger hunt

This activity is designed to explore some aspects of the experiences of the 28th Māori Battalion by visiting the official Battalion website. It is a good way of familiarising readers with the content of the websites as well as reinforcing some of the basic facts associated with the story of the Battalion.

You can add a competitive element to this task by splitting your class into teams to complete this scavenger hunt. This is also a good way of ensuring that some of your less able readers don't get left behind.

1. How many companies were there in the 28th Māori Battalion?
2. How many members of the Battalion were killed in action or died while on active service?
3. When did the 28th Māori Battalion first assemble (come together)?
4. Who was the first commander of the 28th Māori Battalion?
5. When did the first 28th Māori Battalion troops leave New Zealand?
6. Why were Māori soldiers initially denied shore leave when in South Africa?
7. Which Battalion Company was nicknamed 'Ngāti Walkabout'?
8. Where were the first members of the Battalion killed in combat?
9. Where was 42nd Street, the scene of a particularly famous action on the part of the Battalion?
10. How many Māori Battalion soldiers were killed in Greece **and** Crete?
11. Who was the first Māori commander of the Battalion?
12. Which C Company officer won a Victoria Cross for his actions at Tebaga Gap, Tunisia?
13. Where did A and B Companies have 128 out of 200 men killed, wounded or captured in February 1944?
14. Where did the European war end for the 28th Māori Battalion?
15. On which ship did the bulk of the Battalion return to New Zealand?
16. What was the name of the Battalion's mobile canteen?
17. What is the name of the Māori God of War?
18. Who published a bilingual booklet entitled *The Price of Citizenship*?
19. When did the 28th Māori Battalion return home?
20. Who told returning members of the Battalion: 'Go back to our mountains, go back to our people, go back to our marae. But this is my last command to you all - stand as Maori, stand as Maori, stand as Maori'?

D. History road

A history road is a type of timeline; you put events in the order they happened, but you don't have to show the even passing of time. A history road:

- takes the form of a widening road coming towards you
- has the oldest event at the beginning of the road
- may have symbols or sketches to go with the events.

Ask your students either individually or in pairs to select six key events associated with the 28th Māori Battalion to construct a history road for the Battalion.

For their history road make sure that the events shown are in chronological order, and use sketches and/or symbols to go with each event or date.

E. Exploring values: Thinking hats and *Newspaper editorial*

The important Māori leader Sir Āpirana Ngata believed that if Māori were to have a say in shaping the future of the nation after the war, they needed to participate fully during it.

Other Māori leaders such as Te Puea Hērangi of Waikato opposed the idea of her people fighting overseas when the Second World War broke out. Her opposition was based largely on the treatment of Waikato Māori during the 1860s when the government had confiscated their land. She was accused of being sympathetic to Germany. In 1941 she explained to Prime Minister Peter Fraser: 'I'm not anti-Pākehā; I'm not pro-German; I'm pro-Māori.'

Another Māori point of view was that the population was too small to cope with the likely loss of life should a separate Māori battalion be formed.

Using Edward de Bono's six thinking hats, consider these different points of view and complete the following *Newspaper editorial* activity.

- Wearing your white hat – look for gaps in your knowledge. Are there things you need to know or find out to help you make sense of this statement?
- Wearing your red hat – consider your feelings. How does it make you feel?
- Wearing your black hat – consider the negative points about this statement.
- Wearing your yellow hat – consider the good points of this statement and all of the possible benefits and values.
- Wearing your green hat – think creatively and develop creative responses to this statement. There is no real right or wrong, and there is little criticism of your ideas.
- Wearing your blue hat – what other thinking is needed here about this statement?

Imagine it is mid-September 1939. The Second World War is but a few weeks old. Thousands of New Zealanders, including many Māori, have expressed a willingness to join the armed forces to do their bit in defeating Germany. Not all Māori leaders share this enthusiasm.

You are currently the editor of a New Zealand daily newspaper. You are to write an editorial in response to the debate surrounding Māori soldiers serving overseas. Your editorial, of no more than 200 words, should express your views as to whether or not Māori have a duty or obligation to serve. This is not a simple 'yes' or 'no' response and you must be willing to justify your opinion.

Have a look at some examples of editorials to get a sense of the style of writing.

Alternatively this could be turned into a class debate. Remember to stress that the context for this debate would be September 1939 when war has been declared and the call to arms is being made. You can decide how formal you wish to make this but you might want to consider making it a discussion that might have taken place on a marae at the time where elders discussed whether they supported their young men enlisting. Essentially the topic is whether to support Māori enlisting in the armed services to serve overseas or not.

- Divide your class into groups of four.
- Ask half of the groups to prepare arguments that support Māori participation in the war.
- Ask the other groups to prepare arguments that oppose Māori participation in the war.
- Ask each group to add their thoughts to two lists either on the board or on large sheets of paper.
- Now select six members of the class to debate this question; three for and three against. You can decide whether to apply the usual rules of a formal debate including speaking times, etc.

F. Communicating ideas

There are many formats that could be used to communicate and present information about the experiences of the 28th (Māori) Battalion that demonstrate understanding. As well as being an ideal way of presenting a piece of individual research they could also be used to incorporate themes and skills associated with the social sciences in a language unit.

A number of options follow that can be selected and modified to suit your class and level. The requirements will vary from level to level, as will the degree of teacher support. Younger students may require one to one modeling and step by step instruction while older students may be able to operate on a more independent level.

This is an ideal opportunity to introduce a research element to this study by developing skills such as the use of key words, contents and an index in information gathering. Using material from NZHistory.net.nz as a starting place, students can use the library and other locations/sources to locate a range of information. Older students can be challenged through the expectation to locate information from a greater range of sources while younger students might locate useful information with teacher help.

1. Picture captions

The emphasis for this activity is brief is on being able to write in a concise style. Explain to the class that they are going to write captions for a selection of images or objects associated with the 28th Māori Battalion. Some students or levels will need to have the word 'caption' explained to them. To assist with this task it might be useful to have some examples on hand or to even workshop an example with your class. Discuss what is important in a good caption and stress the need to be brief. For the purpose of this exercise set a word limit of no more than 30 words.

- Go to the online media galleries associated with the official the 28th Māori Battalion site or the features from NZHistory.net.nz that look at Māori participation in the Second World War.
- Print out some of the images from these galleries. You can determine the number or range suitable for your class.
 - Make sure you remove any captions or clues from the image
 - Present them to your class – or to groups – and get them to write a suitable caption for the media item. Younger classes can do this as a class exercise and write captions for 2-3 images that the teacher has selected for the class.

Alternatively a more artistic approach to this might be to complete a picture/caption telling the story of what happened. Break the story up into its main points and draw a picture reflecting each point. Underneath each picture write a brief summary of that main point.

2. Read all about it! Newspaper front pages

This can be a very effective and popular way of communicating information and ideas on any number of history-based topics. Don't make assumptions about what your students might know about the features of a good front-page story. Spend some time looking at examples and unpacking the features with them. Depending on what technology and time you have available you can also use this as an opportunity for the students to work on some of their publishing skills.

Use the format 'why, what, when, where, who, how' to help students approach the story. The style is factual. Begin with the most important facts first.

Younger classes might work on appropriate banner headlines instead of producing a full-blown page. Think here about what are some of the key things to convey in a headline. What is its purpose?

1. For some levels the following approach may be sufficient **or** could be used to break the task up into smaller parts:

- Imagine you are a reporter for a newspaper during the Second World War. You can make up the name of your own newspaper or use one that was in existence at the time.
- The editor of your newspaper wants three possible headings for a front-page story on one of the campaigns/battles that the 28th Māori Battalion has been involved with. Alternatively you could be writing a piece to coincide with the Battalion's return to New Zealand in early 1946.
- Write an introductory paragraph for this front-page story about what has happened.

2. From here you could go further by coming up with topics for the following paragraphs that provide readers with more detail about the particular campaign or battle you have selected. Think about the people involved, the places the consequences etc.

3. Presentation. Write your story up in columns with a headline and picture(s). Remember newspaper stories deal with 'who, why, what, when, where and how'.

3. Speeches

This activity would work well with classes that are using the story of the 28th Māori Battalion as part of an integrated language unit. Students could prepare speeches on members of the Battalion (especially if there is a family connection) or perhaps on some of the places and events that are associated with the Battalion.

A more complex issue to explore in this format could be to think about the debate surrounding the '*price of citizenship*'. Was Ngata right to insist on

Māori participate as proof of their citizenship? What did Māori stand to gain or lose through their involvement? Did the exploits of the Māori Battalion help race relations in this country?

4. Making a history book for younger children

A good way of demonstrating understanding of a topic is to get students to effectively teach others about that topic. One method is to prepare a textbook that will make sense to younger students about that topic. You can brainstorm with your class what this means and what the features of such a text book might be but consider the following:

- Use of language suitable to age group
 - Explaining certain key words
 - Use of headings and sub-headings
 - Use of images and illustrations
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- If you have examples of suitable texts show them to your class and discuss the features of the selected textbook. Ask your class what makes this book effective (or not).
 - There is potential for this activity to be used as a more extensive research topic. Students could work collaboratively on this and you might want to explore your publishing options.
 - **Alternatively** students could produce pages to contribute to a class book and again they could work on these individually or in pairs.

5. Making a web page

Based on the IT facilities and skills available to you this might be a worthwhile alternative to the textbook activity. It might be a really useful extension activity.

Look at some websites and pages and discuss what works and what doesn't from the perspective of finding out about the event. What do your students believe are the essential ingredients for a good web page? If the technical skills/capabilities aren't there to actually build a page then students could produce a paper version. If the skills are there, then imagine how good this would look on your school's own website or if you built your own class pages as a class project. The possibilities are endless ...

6. Radio or TV broadcast

These sort of presentations can be as complicated or as simple as you want to make them. They can be effective as they work in a medium most students have some experience of.

Students could use an anniversary significant to the Second World War or associated with the Māori Battalion to present a radio or television documentary. This could be a good group activity with the need for reporters 'in the field' as well as presenters and narrators as well as technical crew. Obviously with the TV presentation there is the ability to bring in visual props. Again there is the need to discuss or observe the features of good TV and/or radio to reinforce the fact that there is the need to communicate information

effectively and efficiently. With tape recorders and cameras involved there can be a lot to organise but there is also the potential for a lot of fun and creativity from 'building a newsroom' to the various tasks from news gathering to presentation.

7. Powerpoint presentations

This is a skill many students seem to master at an early age. The media galleries associated with this topic provide a good starting point for students to perhaps develop a slide show based on some aspect of the 28th Māori Battalion.

8. Developing a museum or online exhibition

Students could consider what objects or artifacts would be essential for a display on the 28th Māori Battalion that would form the basis of a travelling museum exhibition. Students could help write appropriate interpretative panels for the selected items. A real or virtual (online) exhibition could be presented. For instance your class could build a display that could be set up in the school hall for other students and family to visit.

Alternatively a museum guide or pamphlet on the exhibition could be developed.

9. Static images

There are many opportunities in a study like this for static images from posters for a museum exhibition, book covers, film advertising etc.

G. What's in a name?

The Māori Battalion's four rifle companies were organised along tribal lines and each had its own nickname, reflecting the history and character of its main recruiting area. Headquarters (HQ) was the Battalion's fifth company.

1. What nickname was given to soldiers who were in A Company?
2. Members of which Company were known as the Cowboys?
3. If you came from the South Island which Company would you belong to?
4. Why were members of B Company known as the Penny Divers (Ngā Ruku Kapa)?
5. If your iwi was Ngāti Whātua which Company were you most likely to join?
6. Who were known as the Odds and Sods?
7. Which Company would men from your area be most likely to have joined?
8. Which Company was referred to as the Foreign Legion or Ngāti Walkabout?
9. Why do you think this Company was given these particular nicknames?
10. Men from Ngāti Maniapoto were most likely to have joined which Company?

H. Role Play

Imagine that it is June 1940. A hui is being held at Tūrangawaewae marae at Ngāruawāhia to discuss whether or not Waikato Māori should be encouraged to enlist for the 28th Māori Battalion. Prominent leaders present for this hui include the Māori King, Koroki, Waikato leader Te Puea Hērangi, Prime Minister Peter Fraser, the Māori MPs Āpirana Ngata and Paraire Paikea, and an officer from the 28th Māori Battalion.

Using the information available from the official site of the Māori Battalion, NZHistory.net.nz and any other source, prepare a script for a role play that shows how a debate on this subject between these people may have sounded. You can include fictitious people to help illustrate points for and against.

- Divide your class into groups of four.
- Each group must compile a list of **at least** four reasons for and for reasons against Waikato Māori participating in the war.
- Each group can now create a script based around these arguments and allocate one point of view to one of the characters present at the hui to develop a script.
- Each group can now present its script to the class in the form of a role play.

I. 'Bringing Him Back to Life'

This activity involves researching the details of a soldier who appears on a local memorial and in effect bringing that person back to life by way of a series of biographical questions. Some students might be able to complete this exercise by researching a relative. Another important resource to help with an assignment of this nature is the Auckland Museum's Cenotaph database. Here you can find information about individual New Zealand soldiers killed in war.

To help prepare students for this task you could brainstorm as a class the sort of questions to pose such as:

- Where was this soldier born?
- Where did he serve?
- Was he killed?
- How old was he?

By looking at the information available from the Cenotaph database other questions might become more obvious. The general aim is to try and make the name on the memorial come to life.

These short biographical studies could make a good school display especially if they are old boys of the school.