

AS1.6 Describe how a significant historical event affected New Zealand society

Teaching Ideas

Key Competencies Development Opportunities

Teacher actions could include:

Students need tasks that will enable them to evaluate their learning and apply this when determining significance to New Zealanders.

They need access to and understanding of appropriate, context-related vocabulary, eg:

- with a theme of social change in the context of medicine through time, specifically the 1918 influenza epidemic: 'affects', 'effects', 'consequences', 'society', 'communities', 'regions', 'responses', 'individuals'.

Relating to Others

Encourage students to work together to discuss significance and how this applies to a specific event.

Work co-operatively on producing mind maps showing the significance of an event on individuals, communities, and society.

Groups could work on each facet of the significance definition as follows:

- the importance of the event to people alive at the time
- how deeply people's lives were affected at the time
- how many lives were affected
- the length of time people's lives were affected
- the extent to which the event continues to affect New Zealand society.

This could then be fed back to others in the class.

Thinking

Encourage students to look at, discuss, and explore the idea of significance:

- What is significance, why is it important, how does it relate to the event/context, why is this event/context more important than others, and in what way, and how it affected New Zealand society? This could include looking at ways in which the event affected New Zealand, the extent to which the country was affected, and the longevity of the effects.

Using Language, Symbols, and Texts

Students need to formulate and express, both orally and in writing, their own understanding of significance, by identifying incidents, effects, consequential impact on individuals, and/or communities, and/or society.

They need to develop the competencies to communicate these understandings and should have opportunities in the course of the year to practise and refine this understanding. A variety of formats could be used, eg:

- speeches, paragraphs, debates, PowerPoint™, podcasts, posters, mind maps, etc.

Participating and Contributing

In small groups, students create posters to show their understandings of significance with reference to a specific event, eg:

- the importance of outbreak of World War I to people alive at the time
- how deeply people's lives were affected between 1914 and 1920
- how many lives were affected – soldiers, parents, officers, wives and children, general public
- the length of time people's lives were affected
- the extent to which World War I continues to affect New Zealand society.