



## Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide multiple opportunities for revisiting the text several times.

This article explains the purpose of war memorials and, in particular, memorials created at the end of the First World War. It provides examples of different types of memorials, from obelisks, statues, arches, and gates to monuments that use features in the natural environment.

This article could be used in conjunction with an exploration of Anzac Day or as part of a broader inquiry into the ways communities remember events or people from the past and the values that underpin this remembering. Most students will have some knowledge of Anzac Day commemorations and of the First World War to draw on as they read.

This article:

- explains some of the reasons that First World War memorials were erected
- provides examples of several types of First World War memorials
- uses photographs to illustrate the text
- has clear headings (many of which are questions) and several subheadings
- includes a glossary.

A PDF of the text and an audio version as an MP3 file are available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

### Texts related by theme

“The Anzac Button” SJ L2 Feb 2012 | “Poem for Anzac Day” SJ L2 Feb 2012 | “First World War Mascots” SJ L2 June 2014 | “Blue Roses” SJSL 1, 2010 | “Chunuk Bair” SJ L3 June 2014 | “Dawn Parade” RTR 2014

## Text characteristics from the year 4 reading standard

We have retained the links to the National Standards while a new assessment and reporting system is being developed. For more information on assessing and reporting in the post-National Standards era, see: <http://assessment.tki.org.nz/Assessment-and-reporting-guide>

### Who paid for the memorials?

The money for **local** memorials was raised by local communities. (The government didn't pay for local memorials.) Much of the money was raised by the same women who had raised money to help soldiers during the war.



some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge

### For future generations

...ed that a monument to those who served their country might encourage young people to serve their country in the future.

### Anzac Day services

...duced as a day to remember the men and women who had taken part in the First World War. ...ed a place where an Anzac Day service ...reaths could be laid. They were often ... central square of a town.

### For the memorials?

...al memorials was raised by local government didn't pay for local of the money was raised by the same ised money to help soldiers during the war.

### Types of memorials

#### Types of memorials



#### Obelisks

...ome obelisks were often used in cemeteries, so they were a familiar and popular choice for memorials. Their stone faces allowed for **inscriptions** and lists of names. Obelisks are the most common type of memorial in New Zealand.

#### Soldier figures



a straightforward text structure, such as a structure that follows a recognisable and clear text form

### Crosses

In the United Kingdom, the most common war memorial was a cross, but there are only a few of these in New Zealand. Perhaps this is because communities wanted to remember all the people who had served and died in the war, and these included some who were not Christian.



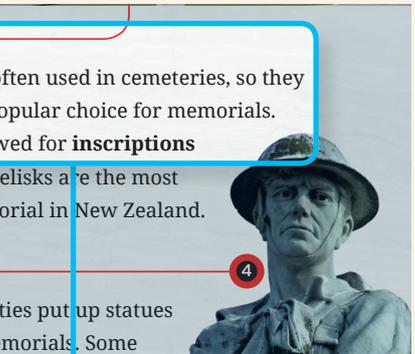
some compound and complex sentences, which may consist of two or three clauses.

### Obelisks

Stone **obelisks** were often used in cemeteries, so they were a familiar and popular choice for memorials. Their stone faces allowed for **inscriptions** and lists of names. Obelisks are the most common type of memorial in New Zealand.

### Soldier figures

Almost fifty communities put up statues of soldiers as their memorials. Some



some words or phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations



## VOCABULARY

### Possible supporting strategies

- Possibly unfamiliar words and phrases, including “sorrow”, “relatives”, “buried”, “overseas”, “[community] pride”, “honoured”, “respected”, “future generations”, “encourage”, “focus”, “central square”, “wreaths”, “cemeteries”, “familiar”, “popular”, “stone faces”, “inscriptions”, “common”, “funeral”, “examine”, “Christian”, “unusual”, “boulder”, “carved”, “anniversary”, “listeners”, “ceremony”
- Words related to the army and to conflict: “soldiers”, “Anzac Day service”, “standing to attention”, “rifles”, “battlefields”, “anniversary of battles”
- Words related to types of memorials, including “monument”, “obelisks”, “statues”, “female figures”, “angels of death”, “ancient Greek goddess of victory”, “arches”, “memorial” (as an adjective), “stained-glass windows”, “plaque”, “cathedral”, “carillon”
- Words related to levels of society: “local communities”, “the government”, “national”
- Place names, including “the United Kingdom”, “Palmerston North”, “Cave”, “South Canterbury”, “Piha Beach”, “Pukeahu National War Memorial Park”
- Idiomatic phrases: “died for their country”, “serve their country”, “raised money”
- Identify words or phrases that may be unfamiliar to your students, especially those related to memorials and conflict. Set students up for success by explaining that war memorials have a very long history and that some of the names of their features or shapes are not used very often in everyday speech and writing.
- Make a word cluster for the word “memory” – begin with the word family (for example, “memories”, “memo”, “memoir”, “memorabilia”, “memorable”, “memorial”, “immemorial”, “memorise”, “memorably”, “remembrance”) then add synonyms (for example, “thought”, “consciousness”, “mind”, “recollection”, “reflection”, “reminiscence”). Building word families and clusters helps students to gain a deeper understanding of the meaning of the word and extends their vocabulary knowledge.
- Make a word wall of words associated with memorials, adding words while reading, viewing, or discussing.
- Prompt students to use the photographs to help make meaning of the text.
- Make connections to students' prior knowledge about memorials, Anzac Day services, and the First World War.
- Explore words and phrases commonly associated with First World War commemorations, including “honour”, “respect”, “served their country”, and “died for their country”.
- Remind students to use the glossary at the end of the article.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also *ESOL Online, Vocabulary*, for examples of other strategies to support students with vocabulary.

## SPECIFIC KNOWLEDGE REQUIRED

### Possible supporting strategies

- Some knowledge of monuments, memorials, and commemoration
- Awareness of New Zealand's involvement in the First World War and the role many women played at home
- Knowledge about Anzac Day ceremonies
- Geographical awareness of where the war was fought and how far away from New Zealand many soldiers were buried
- Some knowledge of different spheres of decision making and action, from personal or family to local community to national
- Discuss examples of local memorials and any experiences students have had of Anzac Day ceremonies. If possible, visit your local memorial and talk about its features. This is an opportunity to introduce or reuse some of the vocabulary.
- Watch the videos “Monumental – New Zealand's 500 First World War Memorials” and “Monumental – A Community Effort” on <https://ww100.govt.nz/monumental>. The web page also provides links to other examples of war memorials, including memorials to Māori soldiers.
- Give pairs of students photos of Anzac Day ceremonies. Ask them to identify any common features, for example, wreaths or flowers and a central place to lay them, people in military uniforms and/or wearing medals, red poppies. Encourage students to look for clues that give a sense of the feel of the event, for example, people standing to attention or dressed in formal clothes, people standing quietly or all facing in one direction, the time of day.
- Build students' prior knowledge using texts about New Zealand's involvement in the First World War. The WW100 inquiry guides available on TKI include two guides specifically related to commemoration. <http://www.firstworldwar.tki.org.nz/en/inquiry-guides>
- Discuss ways that women in New Zealand supported soldiers during the war, for example, by raising money and knitting socks. Watch “Commemorating Passchendaele, Celebrating Compassion – WW100” <https://www.youtube.com/watch?v=55yMk1QKcYs>
- Use maps that show how far away First World War events and battles were from New Zealand, for example: <https://nzhistory.govt.nz/map/first-world-war-map>
- Discuss the differences between personal or family memorials, local memorials, and national memorials. Talk about the types of decisions that need to be made when creating a memorial and how that process changes for different groups (that is, for individuals or family, local community, or nationally).

- A non-fiction article with clear headings and subheadings
  - The use of questions as headings for several sections, with straightforward factual answers to these questions
  - Active voice (with occasional passive sentences)
  - Repeated use of adjectives and adjectival phrases that indicate variety or quantity, including “some”, “many”, “most”, “about fifteen”, “others”
  - The use of photographs without captions
  - Words in bold text, explained in the glossary
- Before reading, prompt the students to recall what they are likely to find in an article. Provide opportunities for students to talk with a partner to remind one another of the features of information texts.
  - Skim and scan the text with the students, prompting them to point out specific features and name them if possible (headings, subheadings, glossary). Discuss the function of each feature, leaving the content until the students read the whole text.
  - Copy the subheadings to the top of large sheets of paper (one subheading to each sheet). Give each sheet to a pair or group of three. Have the groups write their predictions about what will be in the text under the subheading and then pass their sheet to another group and then a third group. Review and display the sheets.
  - Have students identify the quantity adjectives and then place the words on a continuum from least to greatest.
  - Prompt the students to examine the photographs and discuss whether any of them look familiar to things they have seen before.



## Possible curriculum contexts

### ENGLISH (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

– Structure: Show some understanding of text structures.

### ENGLISH (Writing)

Level 2 – Ideas: Select, form, and express ideas on a range of topics.

– Structure: Organise texts, using a range of structures.

### SOCIAL SCIENCES

Level 2 – Understand how cultural practices reflect and express people’s customs, traditions, and values.

– Understand how people make significant contributions to New Zealand’s society.

### Possible first reading purpose

- To learn what a war memorial is and why people created them after the First World War.

### Possible subsequent reading purposes

- To explore and discuss the impact of different types of memorials on people over the years
- To explore and discuss ways that First World War memorials convey messages about conflict
- To discuss where memorials are commonly placed and the intention and impact of this
- To compare the purposes of individual or family, local, and national memorials.

### Possible writing purposes

- To write a non-fiction article that uses questions for headings and subheadings to answer them
- To write about how a significant event or person is commemorated in their community.



# Instructional focus – Reading

**English** Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

**Social sciences** Level 2– Understand how cultural practices reflect and express people’s customs, traditions, and values; Understand how people make significant contributions to New Zealand’s society

## First reading

- Set the purpose for reading, then skim and scan the article together, prompting students to identify three main topics: why war memorials were built after the First World War, who paid for them, and different types of war memorials.
- Discuss the ways that headings and subheadings have been used to make information easy to find and follow.
- As a class, discuss questions that the text is likely to answer, using what, when, who, why, and how as question starters.
- Give groups of 3 or 4 students a 4Ws and H graphic organiser. Using the questions the class came up with, or questions like the ones below, get the groups to make notes on the content.
  - What is a war memorial?
  - When were most of them created?
  - Who did they commemorate and who paid for them?
  - Why were they created?

(The “H” section can be filled in on subsequent readings, for example, how war memorials are used today.)

## If the students require more scaffolding

- Remind the students to use the headings, photographs, and glossary as supports for reading.
- Support them to make connections with their prior knowledge, for example, with information they know about the First World War or experiences they have had with ceremonies that commemorate sad events.
- Explore ways that the headings relate to the “what” and “why” of war memorials. Discuss where the students might look to find answers to the “when” and “who” questions.
- Get groups to share which W was hardest to find information about and the strategies they used to find ideas.

**Subsequent readings** How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

### The teacher

Direct the students to reread the text on pages 3 and 4 to examine how each section expands on the phrase used as a subheading and also relates to the question “Why were war memorials built after the First World War?”

- *Look for an explanation in each section of why a memorial was seen as useful or important.*
- *Do the paragraphs give you enough information to answer the questions?*
- *Does the writer give you any information that doesn’t link to its subheading?*

Select one or two paragraphs to use as a paragraph Text Reconstruction activity. This will help the students to notice how paragraphs are constructed and the type of linking words used.

### The teacher

Ask students to make links between the types of memorials and their purposes. You might need to model your own thinking to support them.

- *When I look at this gate, I can see why it is suited to its purpose. Every day as they went to and from school, lots of children would read the names of those who had died in the war. As a result, they could never forget those people.*
- *What other type of memorial might best suit its purpose of helping people remember those who had died in the war? Why do you think that? How do the photographs support your idea?*
- *Why were obelisks the most familiar and popular choice of memorials? How does this relate to what the writer calls the most important reason for creating memorials?*
- *How does the purpose of a national memorial differ from a local community memorial? What evidence can you find in the text to support your ideas?*

### METACOGNITION

- *Can we tell what the writer thinks about war? Why or why not?*
- *How did the structure of the text help you to understand what war memorials are and why they were created?*
- *What questions does this text raise for you? What would you like to learn more about?*
- *How has this article changed the way you view our town memorial?*

### The students:

- identify information in each paragraph that shows why a memorial was seen as useful or important
- ask why people might have wanted to encourage young people to go to war
- justify their answers by going back to the text.

### The students:

- discuss links between memorials and their purpose, for example, that arches and gates might give people the message that fighting in a war is a powerful thing to do or using an obelisk like those used in cemeteries is helpful for people whose loved ones are buried far away
- discuss the differences between local memorials and the national war memorial, drawing on information they find in the photographs and text.

### GIVE FEEDBACK

- *That was a good connection you made between the purpose of war memorials and how they look. Nice work in finding the places in the text that backed up what you thought. I can also see that you’ve gone beyond the text because you made links to the memorial in the middle of our town. I heard you use your new vocabulary to describe the inscription and its shape when we visited it. Good work!*



Reading standard: by the end of year 4



The Literacy Learning Progressions



Assessment Resource Banks

### Text excerpts from “In Memory: First World War Memorials”

### Examples of text characteristics

### Teacher (possible deliberate acts of teaching)

Page 3

What is a war memorial?

A war memorial is a monument to remember those who died in a war. It will often list their names. There are more than five hundred war memorials in New Zealand. Many of these were built after the First World War.

#### HEADINGS

*Headings help readers to find their way around a text and locate information more easily. Using a question for a heading makes it clear that the text that follows will provide the answer.*

Explain that when you are writing an informational text, it's important to think about the key information you want to give to your readers. One way to do this is to choose the questions you want to answer before you start writing. You might decide to use these questions as headings.

Creating headings and subheadings before you start gives your writing a clear structure. It's also a useful way to make sure that you have covered important facts and ideas. Ask the students to plan an article using this approach.

- *Using what, why, when, who, and how as starters can help you to come up with some interesting questions to answer in your article.*
- *Give someone your questions and see whether they can answer them using your text. This will show you whether you have achieved your writing goal. If they find a question hard to answer, discuss what you could do to make it clearer.*

Page 3

#### The sorrow of relatives and friends

This is the most important reason why the memorials were built. More than eighteen thousand soldiers from New Zealand died in the First World War. Sixteen New Zealand nurses also died. Those soldiers and nurses all had people who were close to them – mothers, fathers, sisters, brothers, wives, girlfriends, boyfriends, children, and good friends. Nearly all the dead soldiers and nurses were buried overseas. People wanted a place close to home where they could go to remember loved ones.

#### MAIN IDEA AND SUPPORTING

##### DETAIL

*In an informational text, writers often put the main idea at the start of a paragraph or section. Then they give details that explain the main idea.*

Have the students write paragraphs for their article using the headings and subheadings they created above. Remind students to use what they have learnt about paragraph structure.

- *In this text, the subheadings are questions and phrases that tell readers what the paragraph is about.*
- *Each subheading is followed by one or more sentences that explain the main idea.*
- *In this example, the writer explains why people who had lost someone special in the First World War wanted a memorial that they could visit.*
- *Review your paragraphs. Do each of your paragraphs have an introductory sentence or phrase that gives the main idea of the paragraph?*
- *Have you included some details that support the main idea? How do they help your reader understand the main idea?*
- *Is there any information in the paragraph or section that doesn't relate to the main idea? Is there somewhere else that you can put that information?*

Page 6

#### Female figures

About fifteen war memorials are statues of female figures. Some are angels of death; some are of the ancient Greek goddess of victory. In Palmerston North, there is a statue of a mother looking towards the battlefields where her sons died.

#### CLASSIFICATIONS OR

##### CATEGORIES

*Classifying is useful when something can take many forms. Examples (written or visual) help readers to understand what the classification means.*

Discuss when classifications are useful and why it is helpful to provide one or two examples for each classification. Using words such as “some”, “many”, “other”, and “most” can help your reader to understand how common something is. Have the students try using classifications in their own writing.

- *Is there an example you could use for this category?*
- *When is a visual example more useful than a written example?*
- *Providing rare or unusual examples as well as more common ones can add extra interest to your writing. Is there an example that you found really interesting? Why is it special?*
- *An important part of choosing examples is deciding what not to include. If a text has too many examples, it can be boring to read.*

#### Arches and gates

There are about thirty memorial arches and fifty memorial gates in New Zealand. Many of these gates are at schools. People can read the inscriptions and examine the list of names as they pass through.

#### GIVE FEEDBACK

- *Your article on New Zealand birds had lots of useful categories that helped me to see how varied New Zealand birds are, and I like the examples you have provided. However, I'm not sure that you have answered your first question about “What is a New Zealand bird?” I have some chickens at home. Are they New Zealand birds? Why or why not? Can you add something to your text that would help me to answer this question?*

#### METACOGNITION

- *What are one or two main ideas that you want your readers to take from your informational text? Why do you think these ideas are important?*
- *Was there some interesting information that you chose not to include in your text? Why or why not?*



Writing standard: by the end of year 4

The Literacy Learning Progressions