Men of Pozières

Key Learning Areas & Outcomes

Science and Technology
ST2-2DP-T selects and uses materials, tools and equipment to develop solutions for a need or opportunity

Geography
GE2-4 acquires and communicates geographical information using geographical tools for inquiry

History
HT2-1 identifies celebrations and commemorations of significance in Australia and the world
HT2-3 describes people, events and actions related to world exploration and its effects
HT2-5 applies skills of historical inquiry and communication

English
EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community
EN2-6B identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational
EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

Community & Real-World Connections:
The Granville Historical Society

Driving question
How can we as historians, teach others about the men of Pozieres?

Project Description
Students investigated the battle of Pozières, discovering over 7,000 men were killed, 4112 men were never found and 16,000 wounded. Students also researched and discovered that even though this battle involved many Australian soldiers there is no memorial to commemorate the them and many people were unaware of this battle taking place. Throughout the project students researched the battle Pozières in order to spread awareness and commemorate the fallen soldiers.

Final Product/s
Students created a visual representation of a memorial they would like to see built to commemorate Australian soldiers who fought during the battle of Pozières. Students created their representations using MinecraftEdu. Students also created a presentation on the information they had learnt and an annotation to explain their memorial in Mindcraft. There work was shared with other students in the school, parents and families. During presentations students also asked for donations to go towards The Granville Historical Society who was raising money to build a Pozières memorial.

Need to knows...
When was world war 1?
What was life like in 1914?
Where is Pozières?
What was the battle of Somme?
Why is this significant to Australia's history?
What is a memorial?
What is the purpose of a memorial?
What memorials do we currently have in Australia relating the war times?

Bringing the Project to Life

Consider the context:
- What stories, issues or themes from families and the community could relate to this content?
- How will you manage the possible emotions and backgrounds of students throughout the unit or when speaking with special guests?
- How will you facilitate the MinecraftEdu context?
- How will students present their work and track their progress?
- Who might serve as experts for this project? How might you leverage their expertise?
- How will students present their donation?

Consider the students:
- What issues might arise for your students?
- What exposure to war times have students already had?
- What aspect of the battle of Pozières resonates to them and why?
- How can students express their individual creativity and problems solving during their learning?
- How will groups be formed and structured?

Consider the content and skills:
- How will you scaffold a variety of abilities in using MindcraftEdu?
- What types of exemplars could you show students for their memorials and presentations?
- How and where might specific content and/or skills be teacher-led?
- What expectations are there around the deliverables for their project?
- What supports will your students need as they plan, draft and revise their presentations?
- What will students produce as an individual and as a group?
- What strategies do you have to support effective collaboration?