

Selected evidence

www.3news.co.nz/how-did-ww1-change-new-zealand/tabid/423/articleid/295519/default.aspx

[30 lines of printed evidence]

[3][6] Annotation: This source relates to focussing question because it gives personal opinions of certain people as to how the war affects New Zealanders today and it also gives a range of reasons on how New Zealanders are still affected 99 years on. The limitation of this source is mainly that they talk a lot about personal opinions and accusations made by certain people and therefore they may not be completely accurate.

Other examples of annotation comments:

[1] The photo of the Maori Turks relates to FQ 3 because it is an example of propaganda used in the war in order to attract young men and make them interest in joining in the war. Being propaganda it may have been giving a false message of what war was like so I have to take care using this evidence.

[1] This source is relevant to FQ 2 because it describes Churchill's plan to gain control of the Dardanelles and knock Turkey out of the war. They also give insight into how Churchill's plan made WWI worse.

[2] This source from "ANZAC - The New Zealanders at Gallipoli" provides reasons why the "Rawene Boys" went away to fight. It also demonstrates lack of knowledge the boys had of what the war would really be like. You can tell from the expressions on the boys faces that they were excited to be going off to war.

[2] This provides a visual image of what WWI trenches looked like and what soldiers had to go through. The image captures a unique glimpse at a point in time but is limited because it only shows from one angle and different people might interpret the photo in different ways.

[3][7]

Evaluation

[4] The most difficult thing during the inquiry process was trying to find specific information and evidence about the focussing questions. Most of the evidence gave a general coverage of the events of WWI and it was difficult to locate sources that were relevant to the subject. The successes I had during the inquiry process were learning how to locate & navigate sources and describing the links between the evidence and the focussing questions. Each different source helped me to answer my focus questions in different ways but the most helpful source was www.nzhistory.net.nz because this site helped to answer more than one focus question and it gave me lots of beneficial information to use in assignment.

[4] I think the most reliable source for historian is www.rmwebed.com.au/web-resources/y9history/gallipoli/trenches.html because it gave me insights into the soldiers homes whilst they were away at war and explained heaps about the conditions of the trenches/cause of death for many which is related to the focus question.

[5] The article by 3News used to answer FQ1 gives you insights into personal opinions of certain individuals, the information that these people talk about may not contain entirely correct information and may be manipulated to a certain extent behind the scenes. It all depends on whether we can rely on the person who wrote the narration. It is at www.3news.co.nz/how-did-ww1-change-new-zealand/tabid/423/articleid/295519/default.aspx.

[4] Keeping a research plan and maybe a study log will assist me in organising myself and making sure that I am equipped with relevant information prior to the assessment. When I found it hard to find sources I could of asked for help earlier on instead of wasting my time looking myself. Asking for help would be beneficial to getting my assignment done on time and learning more from the teacher.

[4] I was most satisfied with my time management throughout the inquiry and how I spaced out my research process over the 4 weeks to ensure I would finish on time.