



## TEACHING UNIT

### PRIOR TO EXHIBITION

**Introduction:** On five large pieces of paper write one of the following questions:

1. What does Anzac Mean?
2. When were the two world wars and how long did they last?
3. Who were the Allies and Central Powers in WWI?
4. Who were the Allies and Axis in WWII?
5. Name an incident in one of the wars.

Divide students into groups of five and put them next to one of the large pieces of paper (on a table). Students have 1-3 minutes to answer question. When finished tell them to fold their answer over (so it looks like a fan or accordion).

Then students move to next table with white sheet of paper and they have 1-3 minutes to answer. Fold it over again so next group can't see what they've written.

Students go around until they have answered all five questions. (This exercise will show you what they know now.)

Afterwards, talk about where they got that knowledge (books, TV, films). Discuss whether they can learn about history (such as wars) from fiction books, too.

**Discussion:** Pair or put students into small groups and they share the name of a war book they've read, what it was about, and what they thought of it. (If not many have read war books before, put a collection of books in front of them and let them browse them for 10 minutes. Then share what they thought of the book with their small group.)

Ask several to share with the rest of the group.

Ask students why they think authors write about war.

Record their responses.

**Introduce the exhibition:** Say it is an opportunity for them to see the inner workings of an author/illustrator's mind when writing and illustrating a book. In this case children's war books. They'll find sophisticated picture books, graphic books, chapter books and non-fiction books. They'll discover what inspired the author and illustrator to write/illustrate it, information about their research methods, and their musing about the subject. Show the blog: <http://anzacstoriesbehindthepages.blogspot.co.nz/> Students explore the blog in small groups.

**Reflect:** Students write in a reflection journal about what they hope to see at the exhibition. What they hope to learn from the exhibition. Whether it will inspire them to read a children's war book.

### AT EXHIBITION

**Exploration:** Students have time to explore the exhibition.

Encourage students to use the QR codes. (Need to download apps on device or smart phone. It will take them to the author/illustrator's websites.)

Students pick one board and answer the following KWL Chart:

**KNOW:** What do they KNOW about this book/ author/ illustrator (before looking at exhibit.)

**WHAT:** WHAT they would like to find out about this book/ author/illustrator?

**LEARN:** What they learned after their investigation on the blog, boards, and website.

**Scavenger Activity:** Students find the answers to the questions, on the Scavenger sheet, from the exhibition boards.

Find the Scavenger sheet on the blog under Teaching Resources. Can download a colour version or black and white photocopy version.

**Reflect:** In pairs or a group, students reflect what they liked or disliked about the exhibition. Share something positive/ sad/interesting they discovered while looking at the exhibition.

Also, professional designers designed the boards. What worked, what didn't work, what ideas will they pinch for their display boards in the future?

### AFTER EXHIBITION

**Read:** Students pick one of the books in the exhibition to read. After they've finished reading it they can do 1-3 of the following activities:

1. Write a book blurb.
2. Share with the rest of the class the synopsis, your rating, and why.
3. Make a book trailer for the book.
4. Act out a scene from the book.
5. Draw a scene from the book.

**Poster activity:** Students design a board/poster for a children's war book. It needs the title, author and illustrator's name; synopsis; why author wrote it; pictures of some of the references they might have used.

**School Visit:** Invite one of the authors to your school. Students prepare questions and interview author after the talk.

**Conclusion:** Put out the five large pieces of paper again with the five questions. Rotate groups around the tables, giving 1-3 minutes to answer questions. Don't forget to fold it over so next group can't see their answers. Discuss afterwards, what else they learned from the exhibition.

**Reflect:** Students write in their journal what they've learned from the books and exhibition, and say whether they will read another war book. Name that book.