

# Teachers' Notes for *The Journal's* Century Poster

## Introduction

This poster celebrates one hundred years of continuous publication of the New Zealand *School Journal*. The Journal's main function during that time has been to provide New Zealand children with New Zealand-based reading material that is relevant to their lives. It is believed to be the longest-running serial publication for children in the world.

The Journal is much more than a children's magazine – it is a New Zealand institution and comprises a social history of New Zealand since the early twentieth century. Over the course of the century, the *School Journal* has depicted significant events and values that have shaped our national identity.

## Overview

The images and text in this poster provide a brief overview of some selected events during the *School Journal's* one-hundred-year history. It's designed to be used in conjunction with the centenary book *A Nest of Singing Birds: 100 years of the New Zealand School Journal* by Gregory O'Brien (Learning Media, 2007), which has been distributed to all New Zealand schools, and with the four centenary issues of the *School Journal* published in May 2007 (1.3.07, 2.2.07, 3.2.07, and 4.2.07). The poster and the centenary Journals each include a timeline that places *School Journal* covers from the last hundred years in the context of events during that time that have affected our national identity. These events, ranging from the local to the global, reflect changes in New Zealand's society and in its relationship with the rest of the world over the past century. The selected covers from each decade provide opportunities for discussing changes in design, layout, and illustrations.

This poster and the centenary Journals have especially strong connections to social studies and, in particular, to the strands of Time, Continuity, and Change and Culture and Heritage. We hope that they will be a springboard for historical inquiry, especially into the students' own family and community histories.

The Ministry is developing several interactive learning objects that celebrate our identity and support and complement this poster. They focus on social studies in years 7–10 and will help students to explore and make meaning of historical events from 1840 through to the present day. The students can create their own timeline and engage in other experiences that promote a sense of individual identity. The learning objects will be completed by the beginning of term 4 2007 and teachers can access them by visiting Digistore, at [www.tki.org.nz/r/digistore](http://www.tki.org.nz/r/digistore) or the Social Sciences homepage on TKI at [www.tki.org.nz/e/community/socialscience](http://www.tki.org.nz/e/community/socialscience)

While discussing the poster, the students will encounter ideas, concepts, and historical language that may be unfamiliar and that will stimulate many questions. By providing opportunities for the students to follow up their questions and ideas, you can engage them in rich and meaningful learning that may encompass several learning areas.

It's expected that the poster will be displayed prominently within the school and revisited frequently. Black and white A3 versions for the students to use for closer study can be downloaded from [www.tki.org.nz/r/literacy\\_numeracy\\_professional/teachers\\_notes/school\\_journal](http://www.tki.org.nz/r/literacy_numeracy_professional/teachers_notes/school_journal)

## Suggested Teaching Purposes

- To inform students about significant events from the past one hundred years
- To help students develop their understanding of the structure and purpose of timelines
- To support students in using comprehension strategies (particularly making connections, asking questions, summarising, identifying the main idea, and evaluating) to:
  - develop their understanding of the significance of past events and of the impact that those events have had on people
  - develop their awareness of changes over time
  - recognise ways in which the *School Journal* reflects aspects of New Zealand's identity and society
- To encourage rich discussion
- To support students to develop an awareness of their family histories and their own place in the world
- To develop students' awareness of current events and their potential significance
- To motivate students to carry out research about the events shown on the poster and other events from the past hundred years.

## Suggestions for Using the Poster

Choose from and adapt the following suggestions according to your teaching purpose and your knowledge of your students, including making links to other relevant learning. There are further suggestions for using timelines in the teachers' notes for SJ 1.3.07, 2.2.07, 3.2.07, and 4.2.07 (centenary Journals that include timelines).

The suggestions for using the poster have been grouped under the headings: Introducing the poster, Finding out about past events, Thinking about past events, Changes over time, The *School Journal* and New Zealand society, Making connections, and Finding out more. There is a high degree

of overlap between the categories, so teachers will find it useful to read all the suggestions and think about possible connections between them, and between the suggestions and their classroom programme, to maximise students' learning opportunities.

## Introducing the poster

- Show the students the poster. You could reveal it during the lesson, or you could have had it on display beforehand to give the students plenty of opportunity to view and discuss it. Have some printed-out A3 copies as well so that everyone can see it clearly.
- Briefly review some things the students have already learnt about the past one hundred years as a result of reading and discussing the centenary Journals. You could do this as a class or have the students talk with a partner. Provide a focus for the discussion. For example, ask the students to discuss something that surprised or particularly interested them or a famous person or significant event they've found out about.
- Check the students' understanding of some key terms, such as "centenary", "century", "decade", or "history". Clarify the difference between the definition of a century as any hundred years (for example, 1907–2007) and the concept of a particular century, for example, the twentieth century, 1900–2000.
- Together, identify the main elements of the poster, for example: the contrasting photographs in the top right and left corners, the *School Journal* covers, the timeline across the middle, the images of the typewriter and the computer mouse at the beginning and end of the timeline, the changes in fonts across the decades, and the images and supporting text in the bottom half of the poster.
- "Why do you think this poster has been produced when there are already timelines in the *School Journals*?" (For example, the large format means that the timeline can be continuous rather than spread across several pages, allows for more detail and more links between images, and can be displayed and referred to at any time.) Draw out the idea that many images and events could have been chosen for the various timelines and that they all work together to convey the idea of rich layers of New Zealand history.
- Share your teaching purpose with the students. Tell them that they will be revisiting the poster many times over the year for a range of purposes.

## Finding out about past events

- Discuss what the students know about timelines and their uses. Encourage them to make connections to the timelines in the centenary *School Journals*.
- Ask the students, "What important events have happened in your lives?" Have the students share their ideas

in pairs. If necessary, model some possibilities, for example, a birthday, a trip somewhere special, the death of a loved one, or passing a test.

- Focus on the timeline in the centre of the poster. Discuss the features of this timeline (for example, its arrow shape, the question mark at the end, the two rows of dates, and the links between the dates on the *School Journal* covers and the highlighted events).
- Explain that a span of ten years, as shown in the top and bottom lines of dates on the timeline, is a decade. "Which decade were you born in? Which decade did you start school in?" Model how to make connections that will help the students to understand earlier dates, such as "This is when I was your age. This is around the time your grandparents were your age."
- Point out to the students that one year in each decade is highlighted in orange to indicate the main event featured for that decade. "Why do the timeline entries tell you only a small part of the story?" You could explore how the entries are similar to newspaper headlines in their brevity.
- Have the students read and discuss events on the timeline decade by decade. Encourage them to make connections to their own experiences and knowledge, including knowledge acquired from the centenary Journals. To help them access the information, you could work backwards from the present day so that they start with events that are closer to their own experiences and knowledge of the world.
- Encourage the students to ask questions as they go. You could record their questions on a chart for further discussion or research.
- You could have the students work in pairs on the A3 versions of the poster. Using different-coloured highlighters, they could identify the events they do and don't know a lot about. Discuss whether all the students know about the same events, and if so, why this might be. Draw out the idea that everyone's knowledge and experiences are unique.
- Discuss the significance of the question mark at the end of the arrow. Make connections to the students' writing in the centenary Journals.

## Thinking about past events

- Have the students discuss why these particular events might have been selected for the poster timeline. You could have the students work out the criteria they think were used. Point out that many other significant events have occurred over the last century. "Are all the events in the timeline equally important? Are there any events you think shouldn't (or should) be there? What are your reasons?" Have the students arrange the events, or a selection of them, in order of importance.

- Have the students develop their own criteria, create a whole-class timeline of national events they consider significant, and display it prominently in the classroom. You and the students could contribute events as you find out about them.
- Have the students take photocopies of the poster home to their families as a starting point for deciding what they think are the two most important events of the last one hundred years.
- Discuss symbols or icons, widely used in New Zealand society, that have historical significance (for example, the Anzac poppy, Sir Edmund Hillary's image on the \$5 note, or other images on coins or postage stamps). Have the students work with a partner to make connections between these symbols or icons and the poster timeline. Draw out the idea that, even though the images relate to past events, we immediately recognise them because they are still significant for or relevant to our lives today. Ask the students to bring examples from home and add these to the class timeline.
- Items about World War One were featured regularly in the *Journal* until the late 1930s. Anzac editions of the *Journal* were issued annually. "Why do you think this was?" "What aspects of Anzac Day are still commemorated today?" Examples include poppies, dawn ceremonies, and Anzac biscuits. "What effects do you think World War One had on New Zealand as a nation?"
- The *School Journal* has celebrated a range of individual achievements. Examples include Jean Batten's solo flight and Sir Edmund Hillary reaching Everest's summit. "How do you think the rest of the world saw New Zealand as a nation when the events happened?" "What influence do you think these people and their achievements had on New Zealanders at the time?"

### Changes over time

- Ask the students to look for clues in the poster that show changes over time. They could compare the two photographs at the top left and right of the poster. "When do you think these might have been taken? What makes you think that? What differences can you see? What are the reasons for these differences?"
- Focus on the changes in the *School Journal* covers over the past one hundred years. You could also look at the early covers and illustrations that appear in *A Nest of Singing Birds: 100 years of the New Zealand School Journal*. Discuss the changes the students see in the images and what the reasons for those changes might be.
- Discuss the significance of the images of the typewriter and computer mouse behind the timeline. "What other features on the poster reinforce this idea of change over the last one hundred years?" Encourage the students

to explore a range of ideas and describe why these changes might have taken place, for example, changes in technology or audience expectations. The students could study the changes in the *School Journal* covers and in the typefaces on the timeline. Find out what the students know about the different methods of reproducing art before the time of computers, and compare these with modern techniques. Discuss sources of information about this topic (for example, local artists, the Internet, or library books).

- The students could share their opinions of specific events, for example, the introduction of colour television, kura kaupapa Māori, Sunday shopping, or smokefree workplaces. "Do you think these events were good or bad? Why do you think this?" "How do you think they changed our lives? How would things have been different before them?"
- The students could discuss some categories for grouping significant events on the timeline, for example, wars, disasters, technology, sporting achievements, cultural activities, political events, or health developments. Have the students use their categories to sort the events featured in the timeline and look for any patterns or contrasts over time. Create a "Then and Now" chart to record the students' ideas. They could also make comparisons between events on the poster and current events, for example, current sporting champions.

### The *School Journal* and New Zealand society

- The dates on the *School Journal* covers match the dates on the timeline. Draw out the idea that these *Journals* would have been read by students around the time of the main events illustrated on the poster. Generate discussion about the coat of arms and the heading font to note the British influence on these early *Journals*. Many *Journal* texts were reproduced from English literary publications. "What does this tell us about influences on life in New Zealand a hundred years ago?"
- The 1931 cover features New Zealand imagery, such as a kiwi, ferns, and Māori carvings, combined with traditional coats of arms. "Why do you think these images were featured?"
- The 1953 cover, featuring the new Queen's crown, reflects the significance of the monarchy in this era. "Where do we see these influences today?" Examples include coins, notes, stamps, the national anthem, and the celebration of Queen's Birthday as a national holiday. In the early decades, an Empire Day edition of the *School Journal* was published once a year. These editions were phased out when the new Queen was crowned. "What do you think the purpose of Empire Day would have been?"

- Focus on the images of Peter Snell (1964) and David Kirk (1987). The *School Journal* has featured articles about many New Zealand sportspeople, often showing them in the capacity of role models. “What do these articles show you about the value New Zealanders place on sporting achievements?” “Do you think that featuring sportspeople in the Journal might have helped to motivate children to achieve their goals?”
- In recent years, the Journal has begun to use te reo Māori more frequently in stories and articles. The students could discuss the impact this has in the classroom and how it reflects changes in the community.
- Use Journal Surf to locate *School Journal* items that are relevant to the events on the poster timeline. For example, in the centenary Journals, World War Two is featured (“Helping to Win the War”, 1.3.07) as well as what was happening when the Journal started publishing (“1907: What’s in the News?”, 4.2.07).

## Making connections

- Discuss the differences between events that take place on a personal, local, national, and global scale. Draw out the links between these levels. Draw out the idea that individual people’s lives are closely linked with what happens in the wider communities of which they are part.
- Use Journal Surf to locate some personal stories relevant to the timeline, for example, “Te Papa Tongarewa”, 2.1.01. Discuss oral histories and what is important to families. “Are there stories that your parents or grandparents (or other older relatives) like to tell you over and over again?”
- Ask the students to interview family members about significant events in the past. Which events did they live through? What memories do they have? Students could report back to the class and add comments to the class timeline.
- Have the students create personal timelines of important events over the course of their own lives.

## Finding out more

- Have the students select a photograph from the timeline that particularly interests them. Give them a photocopy of the image and ask them to study it carefully to see what information it conveys. Then have them use the *School Journal* and other reference materials to check their inferences. They could mount their photocopies on sheets of paper for display and annotate them with their key findings.
- Again using a photograph from the timeline, the students could research and write their own news story of an event. They could do this from a particular perspective, for example, the 1987 image could be written through the eyes of David Kirk, a spectator, or the captain for the losing team.

- The students could research an event of their choice, focusing on aspects such as why it happened and what impact it had on New Zealanders. This research could involve interviewing someone who lived through the event. For example, ask the students to think about how people were informed and entertained before television started. (In New Zealand, black and white television programmes first became available to the general public in 1960.) Students could investigate how technology has changed over the last fifty years – for example, from black and white television to downloading whole movies onto MP3 players. The students could create their own timeline to show these changes.
- Compile the interview questions that the students would ask someone who has been involved in one of the events on the poster timeline and perhaps follow up by inviting someone to speak to the class.
- You could decide on a theme and develop potential sets of criteria for a timeline, for example, on sports, the arts, or children’s literature. Have the students carry out some research and present the results in a timeline of their own.
- Have the students choose an event that they would like to find out more about. Identify questions they would like answered, using, for example, the five Ws and one H structure (Who, What, Where, When, Why, and How). These questions could provide a starting point for further inquiry.
- Use resources such as Te Ara: The Encyclopedia of New Zealand to follow up points of interest. The website address is [www.teara.govt.nz](http://www.teara.govt.nz)
- Have the students create quiz questions based on the information in the poster, the centenary Journals, and their own research.
- You could have the students research any significant events that happened on their birthday.

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