



# SCHOOL JOURNAL

August 2018



<b>TITLE</b>	<b>READING YEAR LEVEL</b>
In Memory: First World War Memorials	4
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This Journal supports learning across the New Zealand Curriculum at level 2. It supports literacy learning by providing opportunities for students to develop the knowledge and skills they need to meet the reading demands of the curriculum at this level. Each text has been carefully levelled in relation to these demands; its reading year level is indicated above.

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# SCHOOL JOURNAL

Level 2 | August 2018

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# IN MEMORY

First World War Memorials | by Jock Phillips



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Every year, Anzac Day ceremonies are held throughout New Zealand. Have you been to one? If you have, it's likely that you've seen a war memorial.

● Look inside the back cover for more information about the photos in this article.

## 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.

## Why were war memorials built after the First World War?

### *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 their loved ones.

### *The pride of the community*

Most New Zealanders were proud of the people who served in the First World War. They wanted to show that those soldiers and nurses were honoured and respected.

## *An example for future generations*

Some people believed that a monument to those who had “died for their country” might encourage young New Zealanders to serve their country in the future.

## *A focus for Anzac Day services*

Anzac Day was introduced as a day to remember the men and women who had taken part in the First World War. A memorial provided a place where an Anzac Day service could be held and **wreaths** could be laid. They were often built in a park or the central square of a town.

## 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.



# Types of memorials



## *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 statues look as if the soldier is ready to fight. Other soldiers are standing to attention with their rifles pointing to the ground as if they are at the funeral of a friend.





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## *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.

## *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.



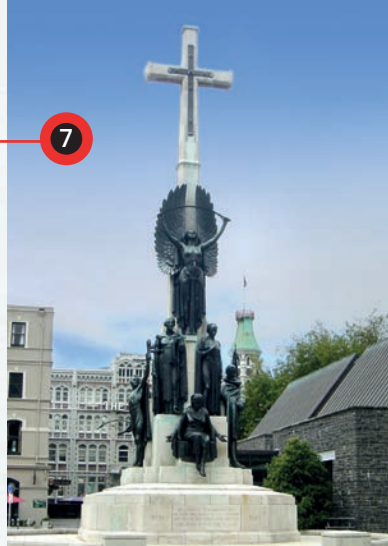
6

6



## 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.



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## Stained-glass windows

Most of these windows are in schools or churches.



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## Natural features

Among the most unusual war memorials are those that use natural features. At Cave in South Canterbury, the memorial is a large boulder with an inscription carved into the stone. At Piha Beach, near Auckland, there is a memorial plaque on the huge Lion Rock.



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# The national memorial

After the First World War, there were many ideas for a **national** war memorial to remember the men and women who had died. Some people wanted a memorial road; others wanted a memorial cathedral. After a lot of debate, it was decided that the memorial would be a **carillon**. The bells were to be played on the anniversary of battles so that listeners would remember those who died. The carillon was opened on Anzac Day 1932. Today, it is part of the Pukeahu National War Memorial Park, which honours everyone who served in all of New Zealand's overseas wars.

## Glossary

**carillon:** a set of bells, usually in a tower

**inscription:** words written or carved  
onto something

**local:** to do with a community or a  
particular area

**monument:** a statue or other structure built  
to remember someone or something

**national:** to do with the whole country

**obelisk:** a stone pillar that gets narrower  
towards the top

**wreath:** flowers and leaves arranged  
in a circle





## Characters

**ISABELLE**    **CHARLOTTE**    **THEO**  
**FREDDY**    **RAMARI**    **SIONE**    **NICO**

**ISABELLE, CHARLOTTE, and THEO** are waiting in a classroom.

**THEO** is holding a tablet. **FREDDY, RAMARI, and SIONE** enter.

**FREDDY** is holding a book.

**THEO.** Hi, guys. Thanks for coming to watch us practise our presentation. It's good to get some advice from you guys. You're the school's best team.

**FREDDY.** No worries. We're happy to help if we can.

**RAMARI.** Go ahead. We'll just sit here and watch.



**FREDDY, RAMARI, and SIONE**  
*sit on three chairs directly  
in front of ISABELLE,  
CHARLOTTE, and THEO.*

**THEO.** OK, let's get started. Take it away, Isabelle!

**ISABELLE** (*yelling*). Welcome to our group presentation on the advantages of eating insects. The purpose of this talk is to convince you that insects can be a nutritious food source. We hope –

**RAMARI** (*waving her hands*). Stop! Why are you shouting at us?

**THEO** (*holding up his tablet*). It says on [toptalkingtips.com](http://toptalkingtips.com) that you're supposed to speak in a loud, clear voice.

**SIONE.** Yes, but not **that** loud.

**FREDDY.** My ears are ringing!

**ISABELLE.** OK, I'll try to keep it down a bit.

**RAMARI.** Good idea. Carry on, but just remember, we're in the same room.





**ISABELLE.** Right. Now, about eating insects ...

*(She leans over and tries to poke **FREDDY** in the eye.)*

**FREDDY.** Hey! What are you doing? Stop that!

**ISABELLE.** I'm just trying to make eye contact. It would help if you stopped moving your head.

**RAMARI** *(whispering to **SIONE**)*. Wow, I think they really do need our help.

**FREDDY** *(to **THEO's** team)*. It doesn't mean that kind of contact! You don't have to actually touch anyone. It just means that you should look the audience in the eye while you're speaking.

**ISABELLE.** Well, I don't think that's what it said on the website ... but I'll give it a go. *(She leans forward and stares into **FREDDY's** eyes.)* As I was saying, insects could be the answer to world food shortages, and maybe –

**FREDDY** *(leaning back)*. Why are you staring?

**ISABELLE** *(moving back and glaring)*. You said to make eye contact. You should make up your mind what you want us to do. Here, you also need these. *(She holds out a pair of glasses.)*

**RAMARI.** What for?

**THEO** *(tapping his tablet again)*. It says here that a good presentation needs visual aids. We looked up visual aids in the dictionary, and it said they help people to see better.

**SIONE.** That doesn't mean glasses. It means you should use images to make your talk more interesting. Give people something to look at. You know, like a presentation with slides.

**THEO.** He's right! I told you guys we should do the presentation in the playground.

**FREDDY.** No, no – slides, like the pictures on a computer screen. Never mind. (*He shakes his head.*) Do you at least have a prop?

**ISABELLE** (*brightens*). We sure do! Charlotte's in charge of props – Charlotte, we're ready!

**CHARLOTTE.** Right, I'll be straight back. (*She opens a door and drags NICO into the room.*)

**RAMARI.** I'm confused ... why is Nico here?

**CHARLOTTE.** He's a prop, obviously.

**SIONE.** No, he's a kid from the class next door.

**ISABELLE.** But he's also in the rugby team and he plays the position of prop, obviously.

**NICO.** Well, I don't actually play rugby yet, but I'm keen to learn. I guess I need to join a team first, but I would definitely like to be a prop.

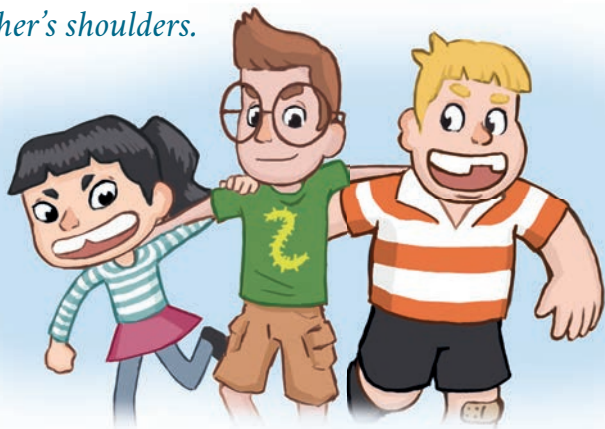


**CHARLOTTE.** Good enough for me!

**RAMARI.** I really don't think you're meant to use **that** kind of a prop.

**FREDDY.** Yeah, I think you're a little confused. *(He holds up his book.)* Look, this is a prop for our speech on the importance of funding libraries ... wait a minute. What are you doing?

**THEO, ISABELLE, and NICO** *have linked arms over each other's shoulders.*



**CHARLOTTE.** “A prop is part of the front row of a scrum. The prop tries to push back the opposition's prop.” *(She shrugs.)* Honestly, it's in the dictionary.

**FREDDY** *(taking a step back)*. Now hang on a second. This is a library book!

**ISABELLE.** You said it was a prop!

**FREDDY.** It is!

**THEO.** Then you better look out. *(The scrum line moves forward, trying to catch FREDDY.)* Stop hiding it behind your back. You might get hurt.

**CHARLOTTE.** And it would help if you stopped trying to run away.

**SIONE.** Now you're scaring us!

**CHARLOTTE.** Don't be silly. We're just trying to convince you that everyone should eat insects!

**FREDDY.** We're convinced – we'll eat as many insects as we can!

**RAMARI.** We promise!

**SIONE.** Just leave us alone!

**FREDDY, RAMARI, and SIONE** *run out of the room.*

**THEO.** Hear that? We convinced them to eat insects.

We must have given an awesome presentation!

**ISABELLE.** Wow, this whole presenting thing is easier than I thought. We must be **really** talented.



**CHARLOTTE.** Well done, team. (*They pick up the three chairs the other team has been sitting on and raise them in the air.*) Three cheers for us!

illustrations by Finn Allison



A photograph of four children playing football on a grassy field. In the foreground, a girl in an orange jersey is running towards a soccer ball. Behind her, a boy in a white jersey is also running. In the background, another boy in an orange jersey and a girl in a white jersey are visible. The background is a textured green wall.

# FOOTBALL

## The Beautiful Game

---

**by Steve Watters**

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What's the most popular sport for Kiwi kids? Rugby? Netball? Cricket? League? Guess again! These sports are played by lots of children, but football is the most popular sport among five- to eighteen-year-olds.

## ***Why is football so popular in New Zealand?***

Football is the number-one team sport in the world. It's played by about 250 million people! When the football World Cup is on, football-mad countries often come to a stop. The best players and teams are huge international stars.

New Zealand football teams have been doing well in the past few years. That's another reason why the game is so popular here. It's exciting to see them play against the best teams in the world. In November 2017, the New Zealand men's team (the All Whites) played Peru. The game was to decide which team would play in the 2018 World Cup in Russia. A record crowd of 37,000 fans filled Wellington's Westpac Stadium to watch. (The All Whites drew that game, but they lost a second game in Peru, which meant they didn't qualify.)



Also, a lot of Kiwi kids play football because it's seen as a safe sport. Many people believe that football players don't get as many injuries as those who play other contact sports, such as rugby.



### ***The Beautiful Game***

Football is sometimes known as “the beautiful game”. Pelé, a famous football player from Brazil, wrote a book called *My Life and the Beautiful Game*, and the phrase stuck. The game is also called soccer in some countries, including the United States. (Soccer is an abbreviation of “Association Football”, which is the official name of the game.)

## ***A brief history of football***



For hundreds of years, people played games that involved kicking balls around. However, most people say that the game we now call football began in England in 1863. That's when an organisation called the English Football Association started. It made rules for playing the game. Football quickly spread around the world.

In 1904, a world football organisation was set up. It was called FIFA (the Fédération Internationale de Football Association). Today, 211 countries belong to FIFA.

## ***Football in New Zealand***

When European settlers came to New Zealand, they brought the game of football with them. Auckland's North Shore club is the country's oldest football club. It started in 1886. The New Zealand Football Association (NZFA) began in 1891.



North Shore Football Club about 1895

A national football competition was set up much later, in the early 1970s. The competition went well for several years but finished in 1992 because there wasn't enough money to keep it going. It costs a lot for teams to travel around the country to play football.

In 2004, a summer competition called the New Zealand Football Championship started. So far, Auckland City has been the strongest team to take part, winning the competition eight times.

## ***The Chatham Cup***

Every year, New Zealand's top club teams play for the Chatham Cup. The cup is a copy of the famous English Football Association Cup (known as the FA Cup). It was given to the New Zealand Football Association by the captain and crew of a Royal Navy ship, HMS *Chatham*, when it visited New Zealand in 1922.



New Zealand has only one professional club side, the Wellington Phoenix. (Professional means the players get paid to play football full time.) The Phoenix play in the top Australian competition. Because it's the only professional club in the country, the team is very important to New Zealand football.

Most of New Zealand's professional footballers play for overseas clubs. In 2017, for the first time, New Zealand named a fully professional All Whites team.



## The All Whites

New Zealand played its first international football game in 1922, beating Australia 3–1. Although this was a good start, we haven't had many wins against our neighbour since then. In 1936, Australia beat us 10–0. It's still the All Whites' worst result against another country.

In 1982, the football World Cup was held in Spain, and New Zealand took part for the first time. The All Whites lost their three games, but the team won the hearts of Kiwi sports fans. For a long time, rugby had been New Zealand's national game. It felt like the only sport that people really cared about. But, at last, football was becoming almost as popular.



The All Whites went to their second World Cup in 2010. In the World Cup, teams are put into groups of four. These four teams play each other, and the best two teams from each group go through to the next round (or stage) of the competition. Although the All Whites didn't make it past the first round, they scored three draws, including 1–1 against defending champions Italy. This made them the only unbeaten team in the competition.

## ***The Football Ferns***

The New Zealand women's football team is known as the Football Ferns. They played their first game in 1975. Since then, the team has been more successful in the World Cup than the All Whites. They have qualified for the World Cup four times – in 1991, 2007, 2011, and 2015.



## ***New Zealand football stars***



### ***Abby Erceg***

Erceg was the first person to play a hundred international football matches for New Zealand.



### ***Ali Riley***

Riley is the current Football Ferns captain. When not playing for New Zealand, she plays professionally in Sweden.



### ***Amber Hearn***

Hearn holds the record for the most goals scored for New Zealand (54). She plays professionally in Germany.



### ***Annalie Longo***

Longo played her hundredth game for the Ferns in 2017. She was only fifteen when she played her first game for the team in 2006.



### ***Chris Wood***

Wood is a forward for the All Whites. In 2017, English team Burnley paid about \$28 million to Leeds United to get this Auckland-born player to swap teams and join them.





## ***Maureen Jacobson and Michele Cox***

In the late 1980s, these two footballers were the first New Zealand women to play professionally in Europe. Since then, many other Kiwi women have followed their example.



## ***Ryan Nelsen***

Nelsen was captain of the 2010 All Whites when they played in the World Cup. He had a long and successful career playing for teams in England.



## ***Winston Reid***

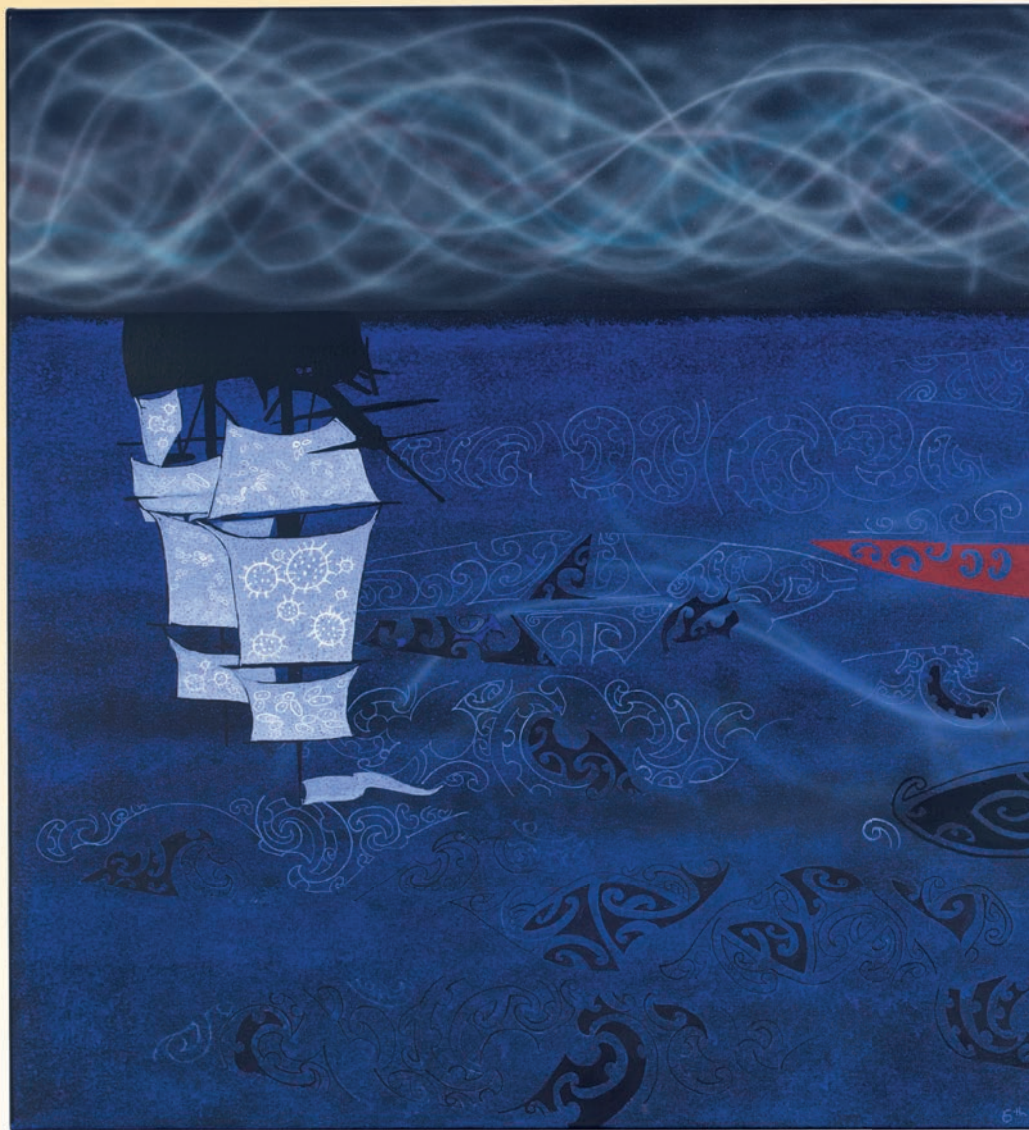
Reid is the current All Whites captain. He's played over two hundred games for an English team, West Ham United. He's also played in Denmark.



## ***Wynton Rufer***

Many people think that Wynton Rufer is New Zealand's greatest ever footballer. In 1999, he was voted Oceania\* Footballer of the Century. Rufer played most of his football for German club Werder Bremen. He scored 224 goals in more than five hundred club matches in New Zealand and overseas.

\* At that time, Oceania included New Zealand, Australia, Fiji, Sāmoa, Tonga, and a number of other Pacific nations.



“6th Sense” is one of four paintings by Steve Gibbs that feature in “A Hoe!” (*School Journal*, Level 2, June 2018).

# Sixth Sense



grrrr  
what is this  
i hear in my ear  
voices I've not heard before  
a strange tongue  
death and war  
in the winds of time  
te ao hurihuri  
the world turns  
what is this  
sailing towards me  
across the sea  
i stand on the shore  
i am unsure  
i am Te Kurī a Pawa

*Apirana Taylor*

*Note:* Pawa was a Ngāti Porou explorer.  
His name can also be spelt Paoa.

The paintings are about the first meeting between Māori and Europeans, which took place at Turanganui-a-Kiwa/Gisborne in 1769.

This poem is Apirana Taylor's response to the painting.

# Just in Case

A sequel to “Finders, Keepers”  
(*School Journal*, Level 2, November 2017)

◆◆◆ by SARAH JOHNSON ◆◆◆



## *The story so far ...*

Joe found a strange egg in the laundry. Then a dinosaur arrived through a space-time portal and took the egg back through the portal. Ever since, Joe has been hoping the dinosaur will reappear.

Joe and Leigh were preparing Molly for the school’s annual pet show. Molly wasn’t the ideal pet to enter. She was scruffy, hairy, and at that moment, rather grumpy. But she was the only pet they had.



It was while they were brushing the tangles from Molly's tail that she made a dash for freedom into the broom cupboard.

"Where's she gone?" asked Leigh, peering into the cupboard's shadowy corners. "She's disappeared."


Joe examined the swirling wood-grain on the cupboard's back wall. "I think I know," he said. "It looks like another portal has opened."

"A what?" said Leigh.

"A space-time portal," said Joe. "We'll have to go after her. Follow me."

Joe grabbed Leigh's hand, and they stepped straight through the back wall of the cupboard. Being in the space-time portal was a bit like being on a ride at the fair. They dipped, flipped, spun, felt sick, then came right way up again. When they did, they were standing in a clump of oversized tree ferns.





“Where are we?” asked Leigh.

Joe gazed around. They were in a dense forest, surrounded by gigantic tree trunks, tangled vines, and lush flowers the size of dinner plates.

“I’m not sure,” he said.

There was a rustle in the undergrowth, and a small animal tumbled out of the bushes. It had a long tail, clawed fingers and toes, and a strange, beaked snout.

“That’s some sort of dinosaur,” whispered Leigh. “Do you know what kind it is?”

“A cerapod,” said Joe. “We must be in Gondwana.”

The dinosaur started chasing its tail.

“It’s just a baby,” said Leigh. “Do you think it’s lost?”

“If it is, we could borrow it for the pet show,” said Joe. “We’d win hands down!” Joe and Leigh inched towards the baby dinosaur. As they got closer, it stopped spinning and swung to face them, baring its sharp teeth and growling. “Maybe not,” said Joe.

Suddenly, another, far larger dinosaur crashed out of the bushes and landed beside the baby. It had stumpy arms and a row of spines down its back. Joe recognised it immediately.

“Hi,” he said. “Remember me? We met through the space-time portal.”

Leigh peered suspiciously at the dinosaur. A tell-tale piece of black fluff was stuck to its bottom lip. “Have you seen our cat, Molly?” she asked.

“What’s a cat?” said the dinosaur.

“A type of mammal,” said Joe. “I don’t think they’ve evolved in your world yet.”

“Can you eat them?” asked the dinosaur.

“Definitely not!” snapped Leigh.

At that moment, a fluffy, black blur shot out from behind a fern. It disappeared down a track through the forest.

“There she is!” cried Joe.

“Oh, so that’s Molly,” said the dinosaur. “I was hoping to eat her for lunch.”

“After her,” shouted Leigh. “She’s getting away!”



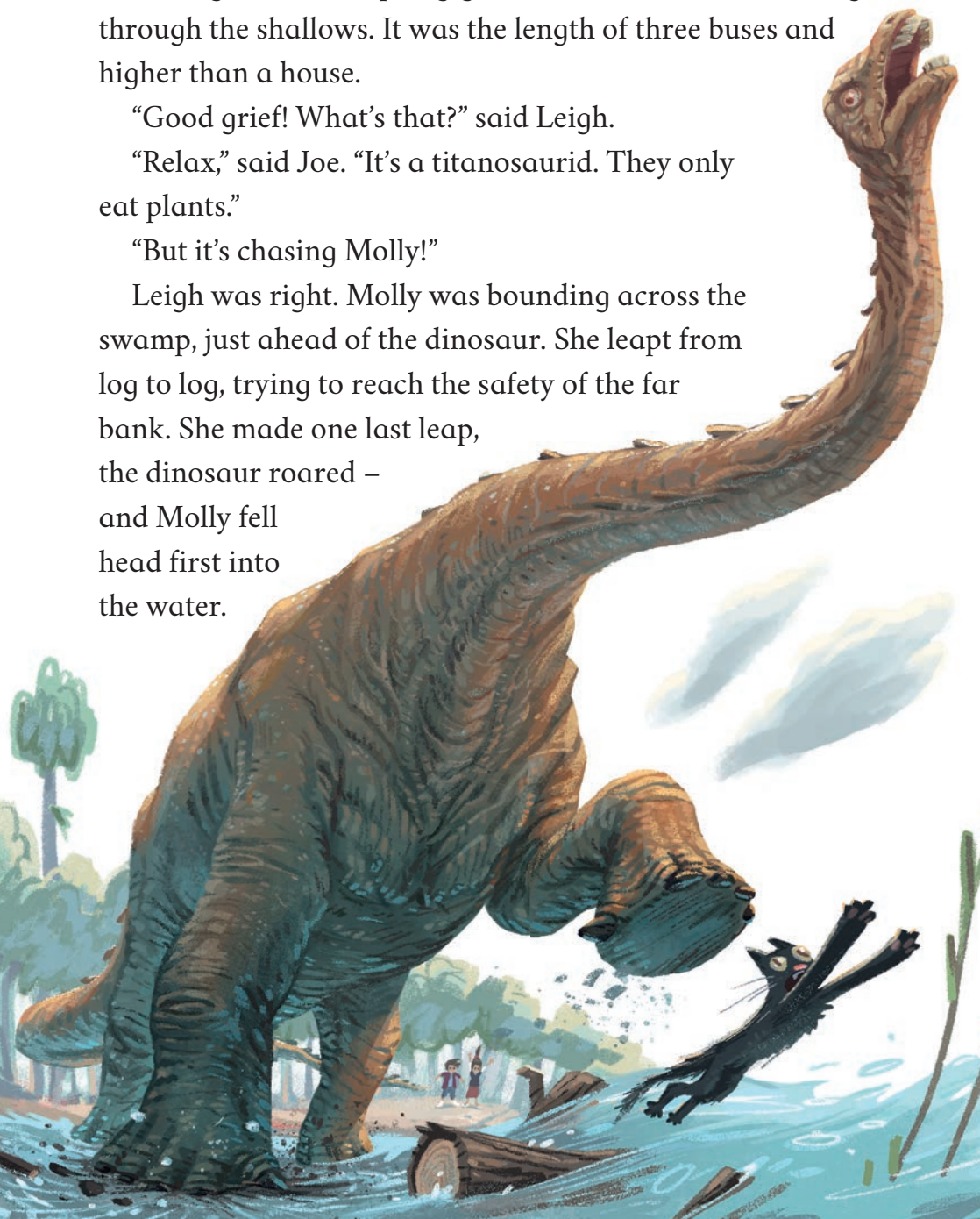
Joe and Leigh raced after Molly, until the track stopped at the edge of a swamp. A gigantic dinosaur was lumbering through the shallows. It was the length of three buses and higher than a house.

“Good grief! What’s that?” said Leigh.

“Relax,” said Joe. “It’s a titanosaurid. They only eat plants.”

“But it’s chasing Molly!”

Leigh was right. Molly was bounding across the swamp, just ahead of the dinosaur. She leapt from log to log, trying to reach the safety of the far bank. She made one last leap, the dinosaur roared – and Molly fell head first into the water.





“Molly!” yelled Leigh.

The gigantic dinosaur swung around to look at them, sending up a tidal wave of slimy water. Then it roared again and started towards them.

“Oops,” said Joe. “Time to go!”

Joe and Leigh raced back the way they had come. Vines wrapped round their legs, and sticky leaves slapped their faces. They could hear crashing footsteps behind them. The ground shook, and the forest echoed with the sound of splintering trees.

“We’re nearly there,” yelled Joe. They reached the grove of tree ferns. Joe grabbed Leigh’s hand and leapt straight through the space–time portal without glancing back at Gondwana.

“Phew,” said Joe as they stumbled out of the broom cupboard. “That was close.”

“But we didn’t rescue Molly,” wailed Leigh. “Now that dinosaur will eat her.”

“Perhaps she’ll find her own way back,” said Joe. But when he tested the wall of the cupboard, it was solid. The portal had gone.



There was a loud splash from the bathroom, followed by hissing and yowling.

“What’s that?” said Leigh.

They ran to the bathroom, arriving just in time to see a bedraggled Molly scabbling out of the toilet bowl.

Leigh wrapped the cat in a towel and gave her an enormous hug.

“The portal’s shifted again,” said Joe.

“Never mind that,” said Leigh. “At least Molly’s back.”



Joe peered into the toilet bowl. Strange, silvery specks swirled round the rim, and he thought he could hear a faint roar bubbling up through the water.

Quickly, Joe reached over and closed the toilet lid. “Just in case,” he said. “Just in case.”

*illustrations by*  
GAVIN MOULDEY

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### “IN MEMORY” PHOTOGRAPHS

The photograph on the cover shows preparations for an Anzac Day ceremony at the Pukeahu National War Memorial Park, Wellington.

1. Pukeahu National War Memorial Park, Wellington
2. The unveiling of the war memorial at Kaitiāia, March 1916
3. Otataua, Southland (Note the field guns on either side of the monument.)
4. Soldier figure on top of the Kaiapoi war memorial
5. Wyndham
6. Methven
7. Christchurch
8. St Andrew’s Church, Cambridge
9. Anzac Day procession to Lion Rock, Piha Beach
10. Pukeahu National War Memorial Park, Wellington



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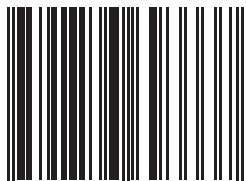
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<b>Football: The Beautiful Game</b>	✓	✓
<b>Sixth Sense</b>	✓	



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