



Understand that the course of Aotearoa New Zealand's histories has been shaped by the use of power.

At school, pre-visit:			
<p>Creativity The haiku is a Japanese poetry form that has three lines: 5 syllables, 7 syllables, 5 syllables. Write your own. This haiku is at Featherston. <i>Behold the summer grass All that remains Of the dreams of warriors.</i></p>	<p>Collaboration With a buddy, look up the Senjinkun Code. Discuss how this would have influenced the Japanese POW's. Now look up The Geneva Conventions of 1929. What did these treaties attempt to do?</p>	<p>Critical thinking Treaties are an important guide to human behaviour. What happens if one signatory doesn't uphold the treaty?</p>	<p>Success criteria Students can speak with confidence about the rules for the treatment of non-fighters during war (Geneva Conventions).</p>

At the museum:			
<p>Creativity Investigate how the Japanese POW's in Featherston spent their time. Look at their art/craft on display.</p>	<p>Collaboration After the teaching session work with your buddy to make a timeline of the key events of the Featherston Incident. Discuss the propaganda surrounding what happened.</p>	<p>Critical thinking The outrage some historians and commentators expressed after this incident was because the guards opened fire on unarmed prisoners and that no orders were given to shoot. Your thoughts?</p>	<p>Success criteria Students are able to outline the incident and identify times where poor decisions were made.</p>

Back at school:			
<p>Creativity Orizuru, the Japanese origami paper crane, became a universally recognised symbol for peace. Read the story "Sadako and the Thousand Paper Cranes". Teach yourself how to fold a paper crane.</p>	<p>Collaboration With your buddy, compare the Senjinkun Code and the Geneva Conventions. How do these two different codes of behaviour help explain what happened at Featherston? Decide together.</p>	<p>Critical thinking You are an advisor to Prime Minister Peter Fraser. He must discuss this matter urgently with his Cabinet and requires the following from you: a summary of events, your verdict about who was at fault and your advice as to whether or not the event should be made public. What do you say?</p>	<p>Success criteria Students can retell what happened at Featherston in 1943. Students are able to discuss the culture clash that may be a reason for what happened.</p>