

National Army Museum *Te Mata Toa* - The Evolution of Uniforms.



Subject: Science/ Social Science/ Technology	Context: The National Army Museum collection	Focus: Develop an understanding of why and how uniforms have changed
Teacher: Educator/Kaiarahi	Level: Year 6-10	Duration: 60+ Minutes
Focus Question: How has technology transformed soldier's uniforms from the NZ Land Wars to WWI to now?		
Success criteria: Students will be able to discuss why/how there have been technological advances that have influenced how uniforms are made.		
Students will: <ol style="list-style-type: none"> 1) Understand that the first uniforms in NZ were brought here by British soldiers; 2) Know that the first uniforms were made of wool because it was readily available and warm. 3) Understand that synthetic fabrics are useful because they have very different or enhanced (improved) properties in comparison to natural materials. 4) Understand that synthetic fabric is made from hydrocarbons which are a compound of hydrogen and carbon (which are the chief components of petroleum and natural gas). The process is chemistry. 5) Know why modern uniforms are made from fabrics that camouflage and many also have fire retardant properties. 	Achievement Objectives (NZ Curriculum): <i>Students will gain knowledge, skills and experience to:</i> Technology: Technological products <i>Understand the relationship between the materials used and their performance properties in technological products. Specifically the fabric of the uniform;</i> Technology: Characteristics of technology <i>Understand how society and environments impact on and are influenced by technology in historical and contemporary contexts and that technological knowledge is validated by successful function.</i> Science- Materials <i>Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials.</i>	
Learning Outcomes <i>Ākonga (students) will be able to:</i>	Rauemi (Resources):	
<ul style="list-style-type: none"> • Post-visit: prepare a power point to teach others about either the uniforms, the invention of synthetics or the equipment soldiers need. 	Teachers, museum educators and kaiarahi Uniforms and soldier's accoutrements Museum displays	

Key Competencies	Learning Experience.
<p>Thinking: I work with others to share and grow our ideas together;</p> <p>Understanding self: I reflect on my learning;</p> <p>Relating to others: I can show my understanding of what things mean and find ways to share what I know;</p> <p>Managing self: I listen actively to what others have to say.</p> <p>Questioning</p> <p>Teacher Questions:</p> <ul style="list-style-type: none"> • What do we know about why uniforms are designed the way they are? • How did synthetics get invented and why? • Why is merino used under modern uniforms? <p>Student Questions: Negotiate with students as they come up, but including</p> <ul style="list-style-type: none"> • What do soldiers wear and carry? • How do I research to build knowledge then share it with my peers? • How strong does a soldier need to be to carry their personal gear and their pack for long marches? 	<p>Prior learning, concepts, vocabulary (school or museum) <i>Serge, wool fabric, synthetic, helmet, kitbag, hobnail boots, body armour</i></p> <p>Welcome (Kids HQ) M + M2 <i>Safety briefing, Roimata Pounamu (welcome to the Museum) Outline the program for the time at the museum - check timing with teachers; Share and develop learning outcomes and success criteria.</i></p> <p>Teaching session 1 (Technology) M2</p> <ul style="list-style-type: none"> • Show three uniforms 1. Red coat from NZ Wars; 2. WW1, and 3. Modern day: examples of jacket, pants, puttees, leather belt, helmets, hats • Explore the fabrics the three uniforms are made of and talk about the advantages and disadvantages of each, introducing and explaining synthetic fabric; ask students to come and lift the pack, talk about bulk vs body armour • Students think/pair/share to list advantages and disadvantages of natural fibres vs synthetics. <p>Teaching session 2 (Technology) M <i>Were the uniforms fit for purpose? Discuss the Gallipoli landing - conditions, landing off the boats, heat, fabric, thirst, climbing. Compare and contrast with the Multi-Terrain Camouflage Uniform (MCU);</i></p> <p>Teaching Session 3 (Art) <i>Uniforms help you belong. Why? Badges, values, crests, logos Every army is continually re-developing their uniforms. Go out into the museum and sketch a uniform including all accoutrements (not the weapon)</i></p> <p>Teaching session 4 (Social Science) M + M2 <i>Soldiers must look after their uniform - why? Share MCU Typhoon care page. Would this be difficult in war conditions? Students think/pair/share. Activity: follow the guide for folding gear for inspection - compete in teams.</i></p> <p>Summary think/pair/share (Kids HQ) <i>Discuss five key facts learned today - think/pair/share then group.</i></p>

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Cross-Curricular Links:

- Art - Sketch a variety of uniforms
- Art - Badge rubbings
- Drama - Role play wearing uniforms

Pre Visit

Negotiate outcomes with students according to their ability.

Scaffolding and Assessment

Educators/Kaiarahi

- 1) Support learning where/when needed;
- 2) Attach adult to the group to support if necessary;
- 3) Discussion during the tour, developing understanding,
- 4) Observation of students (formative).

Student self assessment

- 1) What are the learning outcomes?
- 2) How will I know if I have learned?

Student peer assessment

- 1) Share learning in pairs, in the tour group, then in the larger class group.
- 2) Discuss and summarize.

Post Visit

Quick feedback questionnaire just before the session ends.

A separate form will be provided:

- 1) *Have the lesson learning outcomes been achieved?*
- 2) *In what ways has this museum programme supported your school learning outcomes?*
- 3) *Please rate your overall satisfaction with this programme (consider relevance of content, teaching and learning processes, level of student interest);*
- 4) *How will you follow up on this lesson?*
- 5) *What post-visit information can we provide?*
- 6) *Do you have any suggestions for improvement? Or any other comment?*
- 7) *Can we quote your comments in reports to the Ministry of Education or on our website?*