**Essential Question**

*If an army marches on its stomach why did we feed ours hard tack?*

**What are we learning?**

- Understanding of purpose/audience through deliberate choice of content and language;
- Investigating how prototyping can be used to justify ongoing refinement of outcomes;
- Utilising the lack of dietary requirements in rations provided to soldiers at Gallipoli as a brief for development of a technological product.

**Try this with**

- Years 7-11;
- Students who are challenged by working with prototypes;
- Students who love finding solutions to problems.

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### Find

- Identify
- Generalise
- Rephrase

Understand that schools were very committed to raising funds during the war.

Research local school involvement using Papers Past and key search terms.

Compile a list of items donated and funds raised during the 1914-19 period.

Convert local contributions into 2016 dollars using the Reserve Bank Calculator.

Understand why knitted items were important and use a pattern to knit an item.

Investigate the role of vitamins in a daily nutritional requirement.

Introduce the food ration for a New Zealand soldier in 1915 (jam, beef and hard tack).

Use local cenotaph names to identify a soldier to use as the focus of your inquiry.

Investigate their story using Cenotaph.

### Apply

- Correlate
- Connect
- Solve
- Isolate
- Question
- Prioritise

Create imaginary (or perhaps real) meal plans using the ration ingredients.

Hypothesise about the student designed diet’s nutritional makeup - are they sufficient?

Use the What I Ate Fact Sheet to identify problems with the rations.

Understand why soldiers were so desperate for anything that provided a change in diet.

Discuss monotony in diet and whether students believe it should be considered.

Investigate the scientific process that occurs when food perishes.

Give students the government ration budget in 2016 dollars and ask them to:

- Design an affordable ration pack that meets nutritional requirements.
- Design a food item that can be sent to your soldier.
- The item must be easily transportable, long lasting, tasty and nutritious.
- Create a parcel for your chosen soldier.
- Include a knitted item and other keepsakes that they might want.
- Use evidence from your soldier’s history to send him postcards, photographs.
- Write him a letter and use Papers Past to find some relevant news from his home town.
- Date your letter appropriately (in line with his records).
- Wrap your parcel and address it so that it survives the journey.

### Produce

- Discover
- Interpret
- Validate
- Infer
- Modify
- Theorise

Design a parcel for your chosen soldier.

Students can check they have completed the task successfully by

- Re-designing a ration pack that would have kept your soldier healthy;
- Prototyping a food item that is transportable, long lasting, tasty and nutritious;
- Creating a parcel for a named soldier that contains authentic historic references.

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### Success Criteria

- Students can check they have completed the task successfully by
- Re-designing a ration pack that would have kept your soldier healthy;
- Prototyping a food item that is transportable, long lasting, tasty and nutritious;
- Creating a parcel for a named soldier that contains authentic historic references.

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### Principles

- Learning to learn
- Community engagement

### Values

- Innovation, inquiry and curiosity
- Excellence
- Integrity

### Key Competencies

- Thinking
- Participating and contributing
- Relating to others

### Learning Areas

- Science
- Technology
- English

### Word Bank

- Logistics
- Rations
- Hard tack
- Bully Beef

### Resources Required

- Dietary Requirements
- Narrative Voice
- Decomposition
- Prototyping