

Year 3

Commemorating the ANZAC Legend

Learning Sequence



A.I.F. 4th Battery C Sub, Egypt, Xmas 1914.
State Library of Victoria



Soldiers marching down Collins St during World
War I c1914 - State Library of Victoria



Gallipoli Anzacs at Broadmeadows Camp, 1914
State Library of Victoria

Commemorating the ANZAC Legend

Australian Curriculum: History

Year 2

The importance today of an historical site of cultural or spiritual [significance](#); for example, a community building, a landmark, a war memorial ([ACHHK045](#))

What remains of the past are important to the local community? Why?

What aspects of the past can you see today? What do they tell us?

Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. ([ACHHK063](#))

What is the nature of the contribution made by different groups and individuals in the community?

How and why do people choose to remember significant events of the past?

The activities in this unit require students to understand the importance of Australia's identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

In this unit they explore how and why people choose to remember significant events of the past, specifically Anzac Day and the Legend of the ANZACs.

Teaching and Learning sequence

Pre-unit preparation

ANZAC or Anzac?

As this is a teaching and learning resource targeted at Year 3 level students, we have deliberately used the capitalised version of ANZAC in parts of this program to reinforce the historical origins of the acronym Australia and New Zealand Army Corp. The following quote can be found within [Use of the word 'Anzac' Guidelines](#) published by the Department of Veterans' Affairs

There is no rule or law that indicates how the word 'Anzac' should be capitalised. For example, DVA only uses 'ANZAC' when referencing the ANZAC Corps itself and uses 'Anzac' in all other circumstances while the Australian War Memorial (AWM) generally uses 'ANZAC' given the AWM's focus on historical records and memorabilia.

Do a Google search of the following organisations and look for materials and information such as, exhibitions, guest speakers, national and local events relating to Anzac Day

- Shrine of Remembrance
- Australian War Memorial
- Department of Veteran Affairs (Your school will have received a kit from DVA called 'Remember Anzac'. The kit contains a 'key' to the Anzac Portal.)
- Arts Centre
- State Library
- Museums
- History Teachers Association
- RSL in your State

Contact your local Historical Society and Council for local events and opportunities.

See Teaching Program – (Resource 1)

LOOK FOR SIGNIFICANT SITES IN THE LOCAL AREA

Does this site have any relevance to World War 1 or other wars Australia was involved in?

Rolls of Honour can be found at places such as Town halls, RSL clubs; bowling, golf and sailing clubs; Mechanics' Institutes; Masonic lodges; schools; factories and churches

Many parks and botanical gardens have memorials and these will have names of local servicemen listed on them. There may be a local gun emplacement with information about where and when it was used, (e.g. Memorial Drive, Kings Park, WA.)

Streets in your area may be named after wars in which Australia has fought, (e.g. Gallipoli Parade - Pascoe Vale Vic) or after war heroes, (e.g. Weary Dunlop Street in Holtze NT.

Activity 1 Gallipoli – What do you know? What are you wondering?

Introduce the topic; Assess prior knowledge and using Thinking strategies create questions to build on student knowledge

Revise the Year 2 (AC History) inquiry questions:

What signs of the past can you see today?

How do you know it's from the past?

What remains of the past are important to the local community? Why?

What signs / objects tell us about the people who lived in this area in the past?

What are the stories of these places?

The importance today of an historical site of cultural or spiritual [significance](#); for example, a community building, a landmark, a war memorial ([ACHHK045](#))

Create 4 or 5 different combinations of a **WORD CLOUD** http://www.abcya.com/word_clouds.htm See Sample Word Cloud – (Resource 2)

Include words such as Australia, New Zealand, Army, Corps, Anzac day, 25April1915, Gallipoli and Lest We Forget

Prepare sheets of paper with a selection of WORDLES printed on them (1 for every 4 students)

What is our new topic? There are 4 clues in the WORDLE. One word is used twice. Cross off the clues when you find them.

What is left?

What does LEST mean?

Why do we say LEST WE FORGET?

Add words from WORD CLOUD to RELEVANT WORD CHART

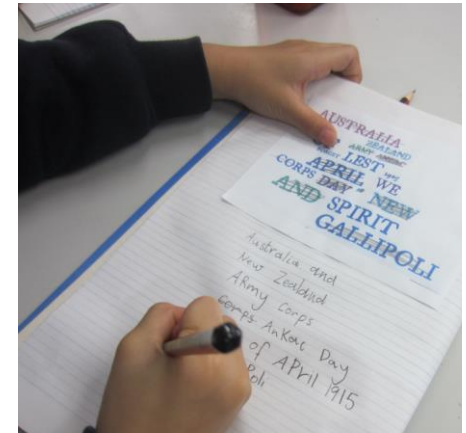
What do you know?

What are you wondering?

Learning Activities

ESTABLISHING PRIOR KNOWLEDGE

Students to work in groups. 'What do you know about Gallipoli and WW1?'



GROUP JIGSAW BRAINSTORM– students brainstorm in groups and groups rotate between sheets of paper – 5 minute rotation

Five large sheets of paper plus coloured pens:-

Write a heading on each page.

What do you know about World War 1? What do you know about Anzac Day and What do you know about Gallipoli?

Why did Australians go to fight a war in 1914?

How were the people at home helping the soldiers who were away at war?

Groups report to class and discuss findings.

Create a K. W. L. chart and add all information from the Jigsaw brainstorm sample K.W.L chart ([Resources 3](#)) [K.W.L. Chart pdf](#)

Historical and relevant language is collected from the 'Group Jigsaw' activity sheets and added to the A - Z Relevant Word Chart

VISIBLE THINKING ROUTINE –See Think Wonder

Sample See Think Wonder strategy ([Resource 4](#)) [See Think Wonder template from achistoryunits](#)

Ask students to look at the Jigsaw sheets, think about ANZAC Day and as a class create a list of questions and wonderings to go on the K.W. L. chart

Suggested Assessment: Teacher observation (anecdotal notes) of students sharing prior knowledge.

Activity 2 What was Australia like in 1910? Why did they volunteer?

Inquiry Question

What was Australia like in 1910?

Why did they volunteer?

To gain an understanding of the era get students to find some pictures of Australia in 1900's - look at clothes/ transport etc.

Search Australia Screen for videos of your local area in 1911 <http://aso.gov.au/education/>

What was the population of Australia in 1914? See WW1 enlistment statistics (Resource 5) <https://www.awm.gov.au/encyclopedia/enlistment/ww1/>

How many enlisted?

Check volunteer numbers by Year – When did the majority of volunteers join?

Which State had the most volunteers?

THINK PAIR SHARE – See sample readings

Copy the table and statements from the URL's below and past a selection onto sheets. In groups read some of the reasons given by the men who volunteered

See 'Why did volunteers go to war? (Resource 6)

Compare the two sets of readings and look at similarities and differences of the reasons for volunteering. Add this information to K.W.L. chart

THINK PUZZLE EXPLORE

Discuss and look at posters to see if any of the soldiers' reasons in the activity above match the message of the posters on the Museum Victoria website.

<http://museumvictoria.com.au/collections/items/1719020/poster-boys-come-over-here-you-re-wanted-australian-world-war-i-191>

See Posters (Resource 7)

Why would these posters encourage young men to volunteer?

How could these posters influence young men to volunteer?

What were they volunteering to join?

DEFINE A.I.F. and Australian Light Horse AIF _ Australian Imperial Forces AIF was a separate and volunteer_army

<https://www.awm.gov.au/exhibitions/dawn/empire/aif/> (Resource 8)

Inquiry question

Were Australian Indigenous people be entitled to volunteer?

<https://www.awm.gov.au/exhibitions/anzac-voices/indigenous-australians/?query=Indigenous+WW1+volunteers>

See Indigenous volunteers (Resource 9)

Sequence historical events on the class Timeline starting with - 1900 Federation

Next date 1914 – Start of WW1 add dates when men enlisted.

Read Write Think (Resource 10) [Timeline - Read Write Think](#)

Throughout activity return to K.W.L. chart and add dates to Timeline and new knowledge and vocabulary to Relevant Word Chart

Additional Curriculum link (Mathematics): Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)

An Australian World War I poster Antique Collectables



Activity 3 - The journey to Gallipoli

The first troops left Australia for Gallipoli from *Albany, Western Australia* on November 1st 1914 and were sent to *Egypt*. In Egypt the Australian Imperial Force (AIF) joined with the New Zealand Expeditionary Force (NZEF) to form the Australian New Zealand Army Corp (ANZAC). This activity focuses on the journey to Gallipoli and the preparation for the landing.

Inquiry Question

What did the journey to Gallipoli look like?

Viewing: YouTube video: *Romance of war, 1st Anzac Day WW1 Australia ANZAC New Zealand* www.youtube.com/watch?v=KdyenJs3xrg (Resource 11)

Briefly discuss as a class – What are you wondering about?

Re-view the video it to gain a deeper understanding by pausing selected frames - students to talk about their impressions or do a Snapshot activity.

What do you see? What are you wondering? (provide an opportunity to jot down a few questions on post-it notes)

If you were a volunteer what would you need to learn before going to war?

What are your observations about when the men first volunteered and then when they were in uniform?

Snapshot activity when crowd are farewelling soldiers leaving on the ship.

What are the people doing? What would you hear? What would you feel?

Perhaps role-play these actions and feelings, creating a sense of empathy.

Return to K.W.Lchart (Resource 3) and add any new knowledge and wonderings.

Add dates to timeline and new vocabulary to Relevant Word Chart, such as patriotism; volunteers; enlist ; trench

Did all troops leave from Albany, Western Australia? Search the ANZAC-2014-2018-CENTENARY

Sharing Victoria's Stories & Making Connections site. <http://anzaccentenary.vic.gov.au/history/princes-pier/>

ANZACs are formed in Egypt. [WWI Gallipoli - Australian Army](http://www.wwi.gallipoli-australian-army.com/)

Inquiry question: **Why were they sent to Gallipoli?**

Research sources to support your findings, such as <https://www.awm.gov.au/encyclopedia/gallipoli/>

Plot the journey from Australia to Egypt, Lemnos Island to Gallipoli on the world map.

Use appropriate geographical labelling and shading to show Australia, Egypt and Turkey.

Additional Curriculum link (Geography): Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)



Photograph above: Troops of an Australian Battalion on the deck of battleship Prince of Wales in Mudros Harbour just before the landing. The ship was part of the fleet which transported Australian troops to the Gallipoli landing at Anzac Cove. 24 April 1915. AWM A01829.

Activity 4 – Eight months on Gallipoli – creating the LEGEND

Students learn about the eight months the troops spent on Gallipoli in this **literature-based activity**. It focuses on the landing; the conditions for the soldiers; the legend of Simpson and his donkey and the cunning and unconventional withdrawal without loss of life. They also gain an understanding of the experiences that led to the creation of the ANZAC Spirit. The awarding of the Victoria Cross.

Inquiry Question

How was the ANZAC Legend created?

Read and discuss - *GALLIPOLI* by Kerry Greenwood & Annie White - a snapshot of the history of ANZAC. (Resource 12)

The teacher notes give a description of her motivation and thinking when writing the book.

There are a few teacher notes on page 5. [Teacher Notes - Scholastic Australia](#) (Resource 13)

Add additional relevant language to the A-Z Relevant Language Chart and

Add additional observations to K.W.L. chart (Resource 3)

Add significant dates to the timeline (The date of the withdrawal is not in the book)

Additional Curriculum link (English): Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)

DEFINE and DESCRIBE Periscope rifle_ [Periscope rifle | Australian War Memorial](#) Drip gun https://www.awm.gov.au/encyclopedia/gallipoli/drip_rifle

Students access the 3D interactive site for deeper understanding

[Gallipoli: The First Day - 3D Interactive Site | Australian Broadcasting ...](#)

Additional Curriculum link (Science):

Science knowledge helps people to understand the effect of their actions (ACSHE051)

Innovation and Invention Self-firing rifle used at the withdrawal from Gallipoli

Ask students if they remember seeing a soldier and his donkey in 'Gallipoli' by Kerry Greenwood.

- Do you know of another story about a donkey in WW1?
- Discuss what they know about the story of Simpson and his donkey.

Multimodal Literacies

Read and discuss :- *SIMPSON AND HIS DONKEY* by Mark Greenwood

Teacher notes 'Simpson and his donkey' <http://www.markgreenwood.com.au/simpson.html>

Read story then watch the YouTube video of the book <https://www.youtube.com/watch?v=398BlpdZnzo>

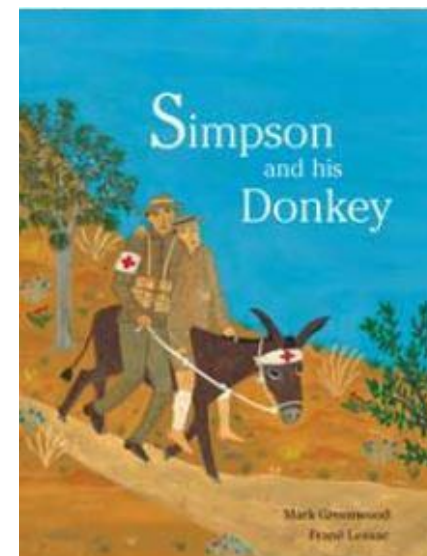
- What extra information did you discover by watching the YouTube video? Where were the pictures sourced?
- Were they authentic? Is Simpson a hero and if so, why was he not awarded a medal for bravery?
- Can you justify your thoughts? Guided Reading activity using the following newspaper article:

<http://www.theage.com.au/news/national/anzac-legend-simpson-to-be-denied-posthumous-bravery-medal/2008/05/18/1211049073091.html>

View this YouTube video about the play *Man and the Donkey John Simpson Cook Patrick* <https://www.youtube.com/watch?v=igCQtaBsvTg>

Compare each version

Discuss and add information to K.W.L. chart and new words to Relevant language Chart, and key dates to the Timeline.



The ANZAC Legend – extension activity

Additional Curriculum link (Visual Arts) Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)

From the insights gained from the previous activity, students should have an understanding of the *Legend of ANZAC*.

The *Dawn of the Legend* section of the Australian War Memorial website, will enhance current understandings and provide a stimulus for the following activity.

Read THE ANZAC SPIRIT <http://www.awm.gov.au/exhibitions/dawn/spirit/>

High Order Thinking Skills (HOTS)

To create *empathy*, the students will select images that promote the transfer of their own feelings and emotions to a painting.

Summative Assessment opportunity: [Visible Thinking routine - Headlines](#)

This thinking skill helps students capture the core or heart of the matter being studied or discussed. It also can involve them in summing things up and coming to some tentative conclusions.

CREATE a headline that would explain what might have happened in these images or similar showing human emotions and feelings.

Additional images can be sourced here:

<http://www.gallipoli.gov.au/>

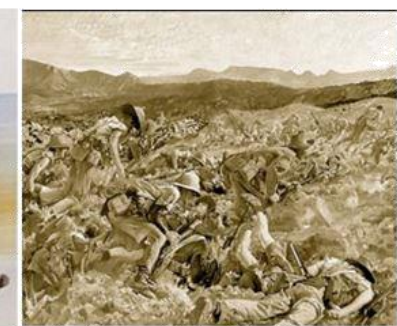
<https://www.awm.gov.au/collection/ART02839/>

Photo analysis – See (Resource 11)

'Reading Historical Images'



"ANZAC, the landing 1915"



Activity 5 – How and why do we honour the Bravery of the ANZACs?

The follow learning activity follows a [Self-Organised Learning Environment \(SOLE\)](#) method. Prior to this activity, download the [SOLE Toolkit](#) and review the process, familiarising yourself with the structure of the SOLE model and allowing enough time to *QUESTION*, *INVESTIGATE* and *REVIEW*.



5
MINS

Question



- Pose a big question (see the next section 'Discovery' for details).
- How you ask the question is almost as important as what you ask. Try to frame the question as a genuine process of discovery in order to promote curiosity.
- Explain the SOLE process.



30-45
MINS

Investigation



- Students work in groups to find answers to the big question online.
- Encourage students to resolve any group issues themselves. Stand back and trust your students!
- Observe and document the SOLE: take notes and photos to monitor change over time and ask the participants about their SOLE experience.



10-20
MINS

Review



- Invite the students to share their stories of collective discovery: what are the similarities / differences between their answers? Help them to see links to other areas.
- Encourage debate. Facilitate a discussion about the question itself and their investigation process.
- Engage the students in their own review: what would they do differently next time, both individually and collectively? What do they think they or others did really well? The time required for review and feedback may vary depending on the complexity of the question posed during the investigation period and the answers the students find.

Inquiry Question

What is the Victoria Cross and what do you have to do to get one?

THE VICTORIA CROSS SOLE ACTIVITY

Big idea Question: What did they do to win the Victoria Cross?

Students work in groups using the SOLE model and research the Victoria Cross

Students report back to class with their findings

Review previous Activity and introduce Ataturk – even though Turkey was victorious the Turkish people and Ataturk especially honoured the bravery of the Anzacs.

SOLE model 1) Students to pose their own *Big idea Question*

2) Investigate in groups (Source information from a variety of sources, such as <https://www.awm.gov.au/encyclopedia/ataturk/> and Kids.Net.Au Mustafa Kemal Ataturk ;

3) Review, report back to their peers and/or a global audience via Skype or social media

Kemal Ataturk (March 12, 1881 - 1938), Turkish soldier and statesman, was the founder and first President of the Republic of Turkey. Some consider him one of the most progressive reformist figures in Turkish history, he gained a major victory by repulsing the Allied invasion of Gallipoli in 1915



Read and discuss the words on the Memorial.

Those heroes that shed their blood and lost their lives... You are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehments to us where they lie side by side now here in this country of ours... you, the mothers, who sent their sons from faraway countries wipe away your tears; your sons are now lying in our bosom and are in peace. After having lost their lives on this land they have become our sons as well.

Activity 6 – Adopting an ANZAC – Links to the local community

In this activity the students will research some of the experiences of soldiers who may have enlisted from their family, their local area or surrounding suburb. They may also be 'wondering' about a soldier who was awarded a Victoria Cross (Activity 5)

VISUAL LITERACY – HARNESSING ORAL LANGUAGE

Talk is a necessary requirement for this task- A group task should REQUIRE, not simply ENCOURAGE, talk.

Students choose a research topic based on their own wonderings of soldiers who may have enlisted from their family, their local area or surrounding suburb and make a list of facts.

Follow a questioning matrix or start by simply asking Who? What? Where? Why? and How? ([Resource 12](#))

A questioning framework/matrix such as Charles Wiederhold's [Question Matrix](#) to promote high-order thinking in the development of questions.

Model this process (if required) by using the following task:

Inquiry question: Can you find a link with WW1 in our community?

Download and review ['Remembering Charlie Cooper', Teacher Notes](#)

Introduce 'We Remember' by Stacey Hattensen

Show front cover and title page of 'We Remember' - Ask students to predict content –

Read to PAGE 17 ONLY (the remainder will be read and used later in the unit)

Have any of the class seen a Memorial?

Where would you find one around here?

What other places have lists of names of Australian soldiers who served and or died in war?

Review 'Visual Literacy - harnessing Oral Language' ([Resource 13](#))

as a context for the following task

Student task:

- Research your topic and make a list of facts
- Carefully select pictures that match your list.
- Each picture must be different.
- Write/ copy a short description and paste or print it onto a sheet of paper twice the size of the picture...fold the paper in half and paste it onto the back of the picture with a blank side facing the student e.g. they have to lift the flap to see the information.
- Give each student a picture and ask them to write a paragraph about what they know and additional information that can be obtained from it.
- Then they turn the picture over to check if they are correct.
- Discuss what their picture is about with a classmate

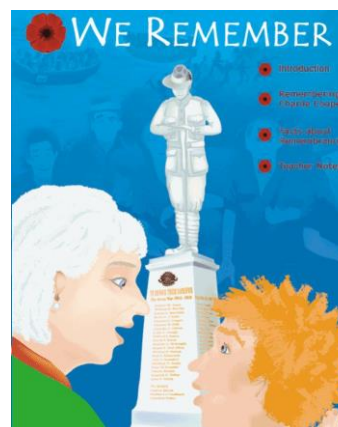
Return to K.W.L. chart and add any new knowledge and wonderings.

Add dates to timeline and new vocabulary to Relevant Word Chart, for example Mehmeds; Johnnies.

Formative Assessment opportunity:

Group talk - Circle Time - Report back to class and depending on the language focus 'I know that' 'I learnt that...' 'My picture is about....'

Each student should have an individual piece of information to be shared.



Activity 7 – In search of evidence in the local community - Excursion

Inquiry Question :-

Where can we find objects (evidence) that will tell us about members of our community that served in WW1?

Setting the mood:

Watch - <https://www.youtube.com/watch?v=CgTFXfcGI3s>

The Last Post (for ANZAC Day) song with memorial photos.

EXCURSION

BEFORE going on the excursion search the website [Australian ANZACs in the Great war](http://www.australiananzacs.com.au).

On this site you can search by suburb. It gives enlistment number; name; address and Battalion.

Students may decide to research someone that lived in their street or possibly their house.

Explore further teaching ideas [here](#)

Many suburbs and towns have Memorial or Honour Rolls. Take photos and use them as the stimulus for discussion on return to school.

Show pictures of Honour Roll

The Shrine of Remembrance

Local site where Honour Board is displayed – War Memorial Monument; Avenue of Honour;

Town hall; Historical Society; RSL; Clubs- Bowling- Football- Sailing etc.; Mechanics Institute

State Library Victoria

State Museums

The National Gallery of Victoria

Army Museum, Fremantle Western Australia



Post-excursion suggested Learning Activities:

Complete a personalised learning research task.

Using names from their own families, the excursion, the Australian ANZACs in the Great War site, the Australian War Memorial site, or their research of Victoria Cross recipients, students select a soldier to research

- Students will present their learning in a written, dramatic, graphic or digital format.
- Encourage students to search for Indigenous or Asian soldier who served in WW1

Additional Curriculum link (Digital Technologies): Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)

Activity 8 – How do we commemorate ANZAC Day today?

Part 1

Inquiry Question - How do we commemorate ANZAC Day today?

Throughout this activity return to K.W.L. chart ([Resource 3](#)) and add dates to Timeline and new knowledge and vocabulary to the relevant Word Chart

Class group discussion (sample questions to spark students' own wonderings/questions)

- What is the main idea for commemorating ANZAC Day?
- How do we remember these soldiers who gave the supreme sacrifice today?
- Why was 2015 a special commemoration?
- Do you know of any other people who were part of WW1?
- Do all soldiers that have fought for Australia reflect the 'Spirit of ANZAC'?
- What if we did not commemorate the ANZACs?

Look at the following resources to obtain a deeper understanding of the various ways people contributed to supporting the soldiers who were in the war.

- Australian War Memorial Resources collection
<http://www.awm.gov.au/education/schools/resources/nurses-primary/>
- [A is for ANZACS](#)
- Education resources and Publications from Department of Veteran's Affairs DVA.
<http://anzacportal.dva.gov.au/>
- French, Jackie, 2012. A day to Remember – THE STORY OF ANZAC DAY

Incursion suggestions

- Invite a veteran to speak with the students about what ANZAC Day means to him/her.
- Loan box or virtual collection from a local museum such as:
[The History Box Ballarat](#) and [The Carnamah Historical Society & Museum](#)
- Read text mark and discuss 'The ANZAC Spirit' and 'The meaning of ANZAC' from the "[Dawn of the LEGEND 25th April 1915](#)" website



AUSTRALIAN WAR MEMORIAL
Citizens of Herberton, Queensland, commemorate Anzac Day in 1944 around their local war memorial.
065880

Ongoing Learning Assessment:

Teacher observation (anecdotal notes) of students using a range of sources to illicit information.

Throughout activity return to K.W.L. chart and add dates to Timeline and new knowledge and vocabulary to Relevant Word Chart

Part 2

Inquiry question - What happens on ANZAC Day?

Class group discussion to ascertain prior knowledge.

Create a '**Mind map**' around the single concept 'ANZAC DAY' with main ideas and branches added.

Survey – students prepare a question to ask – teachers; other students; their families about ANZAC DAY

Read text and discuss the introductory page (About Anzac Day) of '*My Grandad marches on Anzac Day*' by Christine Hoy

Discuss and **add any new information to the Mind map**.

Watch: [The Meaning of ANZAC Day](#) (from ABC Splash website)

Discuss results of survey and compare the results with the people speaking on this video.

Anzac Day means different things to different people. Five people, of varying ages, share their thoughts and feelings about Anzac Day. Some have actually served in wartime, while others have a close family member who has.

Add new information to Mind Map

Log on to [Scootle](#) and search: TLF ID M017718 'The going down of the sun' movie to illustrate the meaning behind the 'Last Post'

Read and explain 'The Ode'

"They shall grow not old, as we that are left grow old; Age shall not weary them, nor the years condemn. At the going down of the sun and in the morning We will remember them."

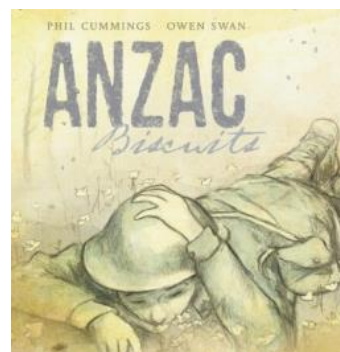
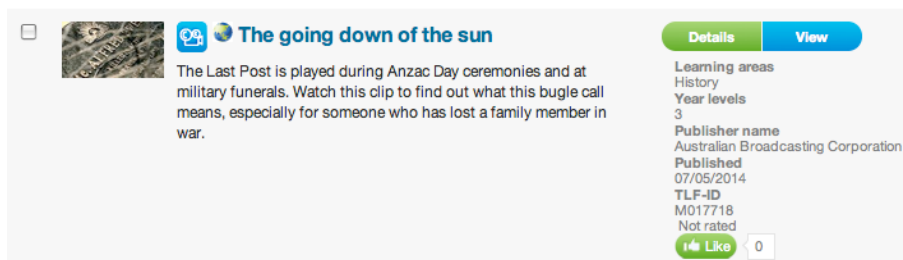
To gain a deeper understanding watch YouTube video [ANZAC Day- Ode and the Last Post – We will remember them](#).

Add new information to Mind Map

What are the **symbols** of ANZAC Day?

Read and discuss '[ANZAC biscuits](#)' by Phil Cummings

Add symbols to 'Symbols' branch on Mind Map.



Part 3

Inquiry question - Where is ANZAC Day commemorated? Why and How?

Add places where it is commemorated around the world to the map

- Viewing resources: 1) [Anzac Day dawn Service 2014](#) 2) [Anzac Day ceremonies around the world](#) 3) [Ten Eyewitness news opener](#)
- Read 'The Poppy' by Andrew Plant

Add new information to Mind Map.

Throughout activity return to K.W.L. chart; add dates to Timeline; new knowledge and vocabulary to Relevant Word Chart

Additional Curriculum link (Geography): Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)

Formative Assessment opportunity:

Class circle time students sit in a circle and each in turn must tell one fact they have learnt during the activity.

The rule is that no one can repeat a fact. Depending on the oral language focus the student must start their response with a designated opening statement such as, 'Today I learnt...'

Extension Activity - Community project

Inquiry question: 'How can we leave a living memory of this project at school?

Discuss the meaning of **Significance**.

Source a community project such as the following:

Review [GALLIPOLI OAKS PROJECT](#) for ideas. Students register their school

Watch the [Story book](#) and have a group prepare a presentation to use to approach the principal for permission to enrol the school. (This should include suggestions regarding where the Gallipoli Oak can be planted. The tree will be a sapling when presented to the school and it only grows 4 cms per year)

Contact your local RSL to source potential community projects in your suburb and/or city.

Suggested SUMMATIVE Assessment task

As a summative task, students can undertake additional research into any aspect of their learning that interests them. They then create their own presentation and present their learning in a written, dramatic, graphic or digital format. To add another dimension of 'purpose and audience', consider entering a History competition such as the [National History Challenge](#).

Inquiry question: 'How can we use what we have learnt to remember ANZAC Day?'

Part 1 Active Summative Assessment

Planning an ANZAC Day or Remembrance Day ceremony at school

Whole class preparation:

Read remaining pages of 'We Remember' and discuss the conclusion of the story.

Read page 24 and 25 'Facts about Remembrance'. This page gives a good overview of the symbols and sequence of a ceremony, except the Rouse.

Information on the Rouse can be found on

www.awm.gov.au/commemoration/customs/rouse

Give the students the experience of 1 minute silence. Watch the minute hand on the classroom clock for 1 minute.

Watch it again and read aloud an excerpt from the book: '[ONE MINUTES SILENCE](#)' by David Metzenthen

See ([Resource 14](#)) for additional teacher's notes and ideas for this text.



Visible Thinking Routine - [Think Pair Share](#).

Individually or with a partner, each student will create a statement of their understandings and reasons for the ceremony. This can be used as part of the event planning (purpose and audience), such as

- An introduction for the ceremony
- Information to be presented to the principal
- Key understandings to share with each class – Year 3 students (ANZAC 'experts') to talk to each class prior to the ceremony.

Create a checklist (To Do list) by referring to the [ANZAC Day Ceremony Outline](#) on the DVA ANZAC Portal.

Perhaps this could be done by students as a **guided reading activity**.

Request permission from Principal to:

- Organise and lead the ceremony, noting date and time.
- Host a competition within the school to design and create ANZAC Day and/or Remembrance Day posters and/or poppies.
- Display the poppies. (Have some suggestions ready) [Make your own poppy - Australian War Memorial](#)
- Arrange with class teachers to visit each classroom to share information about ANZAC Day, the ceremony and competition.

Teacher checklist to guide the students to prepare for the ANZAC Ceremony:

Prepare sequence of ceremony and designate key roles:

- Introduction
- Poem
- Our Father
- The Ode
- Last Post
- One minutes silence
- Rouse and raising of the flags
- Wreath laying
- Advance Australia Fair



Student-made ANZAC wreath and article by

[Year 3 Amity College NSW](#)



- Display posters around the school (made by students or downloaded from Internet) about ANZAC Day or Remembrance Day advertising date, time and place of ceremony.
- Google Images '[ANZAC War Posters](#)' (labelled for non-commercial reuse) for a range of posters free for classroom use.
- Student to be in charge of music.
- Students to lower flags in the morning and raise them during the Rouse in the ceremony.
- Prepare a notice for the newsletter inviting parents
- Write letters to invite a veteran from the local RSL and representative Council to the ceremony
- Student photographers and reporters
- Welcoming party to prepare additional poppies for guests and non-classroom staff at the school.
- Refreshments for guests.
- After the ceremony reporters write an article for the School website and perhaps the local, community newspaper.

Part 2 Summative Assessment

There are a wide range of resources available to support and encourage Reflective Thinking and record a Summative Assessment of your students' learning. The Lotus Graphic Organiser provided in this program as (Resource 15) has been adapted from 'Thinking Outside the Square' lotus diagram (Resource 16) from [Take a Moment! 40 frameworks for reflective thinking by Kath Murdoch](#).

Display and Affirmation Feedback

Conclude with an AFFIRMATION afternoon when students work is displayed, each display has an accompanying Affirmation sheet (Resource 17). Selected classes and parents attend the display and write comments on the sheets after viewing the work. Students stand beside their work and explain and answer questions about their work and what it means to *Commemorate the ANZAC Legend*



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