

Year 3: Humanities and Social Sciences

Australian Celebrations and Commemorations: Anzac Day

This resource can be used to plan an individual Humanities and Social Sciences lesson or a unit of work. The suggested activities can be used in the order presented here, or they can be adapted for your teaching plan and classroom.



CURRICULUM OBJECTIVES

VIDEO OUTCOMES

Humanities and Social Sciences / F-6/7 HASS / Year 3 / Knowledge and Understanding / History / ACHASSK064

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems

- identifying and discussing the historical origins of an important Australian celebration or commemoration

CURRICULUM CODES IN THIS TEACHER PACK

Humanities and Social Sciences / F-6/7 HASS / Year 3 / Knowledge and Understanding / History / ACHASSK064

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems

- identifying and discussing the historical origins of an important Australian celebration or commemoration
- generating a list of local, state and national symbols and emblems (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance

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Locate and collect information and data from different sources, including observations

- locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online)

ACTIVITY	RESOURCES	OBJECTIVE
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Activity 1: Timeline

Timeframe: 45 minutes

Watch ClickView's *Australian Commemorations and Celebrations: Anzac Day* Miniclip.

Miniclip - *Australian Commemorations and Celebrations: Anzac Day*

ACHASSK064

Divide students into five groups. Assign each group one of the following events in Australian history:

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- Australian Federation
- Formation of the Australian and New Zealand Army Corps (ANZACs)
- ANZACs landing at Gallipoli
- Start of World War 1
- End of World World 1

Laptops or tablets
(with Internet access)

Students should use the Internet to identify when and where each event occurred.

Use the information collected by students to create a class timeline of Australia's involvement in World War 1. This may be done using butcher's paper or several pieces of A4 paper taped together. Ensure that there is substantial space left between each event so that you can add more events to the timeline in subsequent activities.

ACTIVITY	RESOURCES	OBJECTIVE
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Activity 2: The Donkey of Gallipoli

Timeframe: 45 minutes

Read *The Donkey of Gallipoli* by Mark Greenwood to your class.

The Donkey of Gallipoli by Mark Greenwood

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Ask students:

- Why do you think Jack and Duffy's story is still remembered decades after the war?
- Why do you think it is important to share the stories of soldiers like Jack Simpson?
- What does Jack and Duffy's story reveal about the reality of war?
- What do you think is meant by "lest we forget"?

Timeline (from previous activity)

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Add Jack and Duffy to your class timeline, underneath or beside 'ANZACs landing at Gallipoli'. Discuss the importance of adding people and stories to a historical timeline. Discuss how doing so enhances our emotional understanding of the past.

ACTIVITY**RESOURCES****OBJECTIVE****Activity 3: Indigenous soldiers**

Timeframe: 40 minutes

Watch the Douglas Grant and Sendy Togo episode of 480: ANZAC with your class (URL: <http://online.clickview.com.au/exchange/videos/805/480-anzac>)

Compare and contrast their stories with the story of Jack Simpson from the previous lesson. Ask students to discuss:

- Why was it so difficult for Douglas Grant and Sendy Togo to enrol in Australia's armed forces?
- Do you think Douglas Grant and Sendy Togo were treated fairly?
- Do you think they were considered "heroes" in their time?

Identifying the prejudice and racism that existed at this time, explain to students that it is important that we recognise the contribution of Australia's Indigenous soldiers like Douglas Grant and Sendy Togo.

Using tablets or laptops to research, ask students to determine when:

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- Douglas Grant was sent to France to join the 13th Battalion
- Douglas Grant was captured by German troops
- Douglas Grant returned to Sydney.

Add these events to your class timeline.

Video - *Douglas Grant and Sendy Togo, 480: ANZAC* (available on ClickView Exchange)

Timeline (from previous activity)

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ACTIVITY	RESOURCES	OBJECTIVE
Activity 4: Poppies		
Timeframe: 45 minutes		
Watch ClickView's <i>Australian Commemorations and Celebrations: ANZAC Day</i> Miniclip.	Miniclip - <i>Australian Commemorations and Celebrations: ANZAC Day</i>	ACHASSK064
Read the poem <i>In Flanders fields</i> by Lieutenant Colonel John McCrae with your class. (URL: https://www.awm.gov.au/commemoration/customs/poems/#flanders)		ACHASSI053
Discuss why John McCrae might feel that poppies blowing and growing on the battlefield are an important part of his experience at war. Add the date and location of the poem's composition to your class timeline.	Worksheet - <i>Make a Poppy</i>	
<i>Make a Poppy</i>		
Distribute the <i>Make a Poppy</i> worksheet. You may choose to display your students' poppies near your timeline.		

ACTIVITY**RESOURCES****OBJECTIVE****Activity 5: The Rouse and The Last Post**

Timeframe: 30 minutes

Ask students to listen closely to *The Rouse* (URL: <https://www.awm.gov.au/sites/default/files/media/rouse.mp3>) and *The Last Post* (URL: https://www.awm.gov.au/sites/default/files/media/last_post.mp3)

Music - *The Rouse*

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Music - *The Last Post*

Ask students:

- Which piece of music do you think was played to call soldiers to duty?
- Which piece of music do you think was played to signal the end of the day?

Encourage your students to consider the musicality of each piece as they explain their answers. Discuss other scenarios in which sounds or melodies are used to regulate activities (e.g. school bells, fire alarms, etc.).

Explain to students that *The Rouse* and *The Last Post* are often played at commemorative ceremonies like Anzac Day. Play each piece of music again, asking students to ensure they remain silent so they can absorb its impact. Ask students to pay attention to how the music makes them feel.

Ask students:

- What emotions do you think these pieces of music are designed to make you feel?
- What do you think these pieces of music might symbolise when we commemorate the soldiers we have lost?