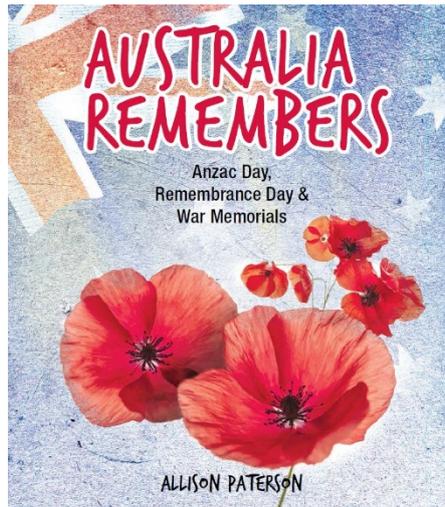


# Australia Remembers:

## Anzac Day, Remembrance Day and War Memorials

By

Allison Paterson



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***Australia Remembers: Anzac Day, Remembrance Day and War Memorials***

*At the going down of the sun and in the morning*

*We will remember them.*

*Australia Remembers* presents a detailed explanation of the origins and traditions of Anzac Day and Remembrance Day, exploring both their connections and significance to young Australians today. The colourful traditions and symbols of these special days are described in language that is easily accessible to younger readers, helping them to understand what these mean and how important it is to remember those Australians who have fought for their country and those who keep us safe today. Young readers are also invited to reflect, and never forget, as they investigate the commemorative role and history of the countless memorials spread across Australia and beyond.

*Australia Remembers* is designed to ensure that the next generation shares the history and traditions of these important occasions.

**About the Author**

Allison Paterson is the author of the 2016 ABIA and CBCA longlisted title *Anzac Sons: Five Brothers on the Western Front*, the children's version of the adult non-fiction title *Anzac Sons: the Story of Five Brothers in the War to End All Wars*. She has written two other children's books, *Granny's Place* and *Shearing Time*. Allison was a classroom teacher, a teacher-librarian for over twenty years and has reviewed children's literature for *Maggies Magazine* for almost as long. She was a recipient of a 2017 May Gibbs Children's Literature Trust Creative Time Fellowship. The resulting young adult manuscript *Follow After Me* will be published in 2019. Allison now works full-time as a writer and presenter in schools. *Australia Remembers: Anzac Day, Remembrance Day and War Memorials* is the first in a series with the next book, *Australia Remembers: Customs and Traditions of the Australian Defence Force*, to be released in 2019.

**The Author's Motivation**

- *Australia Remembers* is the first book in a series that will focus on Australian military history specifically written for children aged 6–12 years.
- Designed to support the History curriculum elaborations of commemoration and the role and significance of war memorials in the local community, nationally and across the world.
- Supports student visits to the Australian War Memorial.
- Includes reflections from both children and service personnel on the meaning of Anzac Day and Remembrance Day.
- Full colour with illustrations and images to support the facts and narrative, activities, questions and breakout boxes ensures an engaging read for young readers with appeal for both children and educators.

## Key Themes:

- Commemoration
- Anzac Day
- Remembrance Day
- Anzacs
- Australian History
- Commemorative Services
- Australian Defence Force
- Anzac Spirit
- War memorials
- Local area

## Key Learning Areas:

### HASS – History

#### Year 2:

ACHASSI034 – Pose questions about past and present objects, people, places and events.

ACHASSI036 – Sort and record information and data, including location, in tables and on plans and labelled maps.

ACHASSI042 – Reflect on learning to propose how to care for places and sites that are important or significant.

ACHASSK044 – The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past.

ACHASSK045 – The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved.

#### Year 3

ACHASSI052 – Pose questions to investigate people, events, places and issues.

ACHASSK012 – How they, their family and friends commemorate past events that are important to them.

ACHASSK064 – Days and weeks celebrated or commemorated in Australia (Anzac Day) and the importance of symbols and emblems.

ACHASSK065 – Celebrations and commemorations in places around the world, including those that are observed in Australia.

### HASS – Civics and Citizenship

#### Year 5

ACHASSK118 – How people with shared beliefs and values work together to achieve a civic goal.

#### Year 6

ACHASSK147 – The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens.

**ARTS****Year 2**

ACAVAM108 – Crate and display artworks to communicate ideas to an audience.

**General Capabilities:** Critical and Creative Thinking, Ethical Understanding, Literacy, Personal and Social Capability

## Discussion Guide

*The following questions are a general guide only to be adapted to the experience of the students.*

### **Chapter 1 Living in Australia**

- Discuss the meaning of the word conflict. Begin with personal conflicts that the students may have experienced or share one as an example. Build this to larger conflicts and the types of issues that may cause a conflict between countries, or within countries.
- Some students may have family members serving in the Australian Defence Force, or an ancestor who has served. Allow the students to share their knowledge.
- Do you know any countries that are not safe, or people who have left the country in which they lived because they did not feel safe? Consider the image on page 3 of the Australian soldier talking to an Afghan child as a catalyst to this discussion.

### **Chapter 2 Commemoration**

- What does commemoration mean? How is it different to a celebration? Brainstorm the children's ideas and form a definition of commemoration based on honouring the memory of an event, group of people or person.
- What does it mean to show gratitude and respect to others? Think of some examples in your own daily life.
- Ask students to share with a partner how their family commemorates people, or an event, in their own family. Do their families commemorate ancestors on Anzac Day or Remembrance Day? If you are not sure, find out if you have ancestors who have served or suffered in a war.
- How might different people's experiences of commemorating Anzac Day and Remembrance Day vary e.g. migrants, indigenous Australians, veterans, family members and those who serve today?

### **Chapter 3 Anzac Day**

- Anzac Day is a national commemorative event. What does this mean? Do you know of other commemorative events that are held in your state, local area or school?
- What do you know about World War I? Find out what countries were involved and highlight these on a world map. Discuss the reasons why it was called a world war. Older students may research the reasons why the war occurred.
- Discuss the reasons why the date of the landing at Gallipoli was chosen as Australia's national commemorative day.

**Chapter 4 The Real Meaning of ANZAC**

- Consider the words of Mustafa Kemal. What are 'Johnnies' and 'Mehmets'? Why would Kemal say these words? How would it make the families of those who died feel?
- Is the word 'Anzac' used on any landmarks in your local area?
- Using a world map, locate the countries where Australians served in World War I, including Gallipoli, Egypt, Syria, Palestine, France and Belgium. Why would Australians want to fight in a war so far away from home?
- What does the Anzac spirit mean to you? Can you think of times when you or someone you know has shown the qualities of the Anzacs?
- Why would it be important to the Anzacs to have great mates? Think about your own friendships. Do you display the qualities of being a good friend to others?

**Chapter 5 Anzac Day Services, Ceremonies and Parades**

- What does 'having mixed feelings about Anzac Day' mean? Can you imagine how a veteran may feel? How does Anzac Day make you feel?
- Symbols and traditions play an important part in Anzac Day services and parades, as well as other commemorative events. Many of these have interesting stories. Can you think of any symbols or traditions that you have noticed on Anzac Day?
- Discuss the meaning of the word 'cenotaph'.
- What is the difference between celebrating and commemorating? What events do you commemorate in your family?
- After the devastating events of WWI, how would people have felt when WWII began?
- Why would some people feel that Anzac Day is a celebration of war?
- On Anzac Day and Remembrance Day some people wear the service medals of family members who have passed away. Does your family or those of your friends have any service medals that were awarded to their ancestors? Do you know on what side of your chest you should wear medals if they are not your own?
- Is there a Returned and Services League of Australia (RSL) in the area in which you live?
- Were there any new memorials or special activities held in your local community to commemorate the centenary of Anzac Day and WWI?
- Why would attendance at Anzac Day services be growing today?

**Chapter 6 Anzac Day Social Events**

- Have students ever made Anzac biscuits? Try out the recipe on page 63.
- Letters and parcels sent from Australia to the soldiers serving during WWI took six weeks or longer to arrive. How does this compare to communication today? What problems would the delay create for families?
- Are there events held in your local community after Anzac Day services and parades?

**Chapter 7 Remembrance Day**

- How is Remembrance Day different to Anzac Day? In what ways are they the same?
- When the Armistice was signed on 11 November 1918 there were celebrations all over the world. How would the end of the war make the families of Australian soldiers and nurses feel? What about the people of countries like France and Belgium?
- Do you know of any countries in the world that are not peaceful like Australia? Perhaps you, or a friend or family member has come to live in Australia from a country that is not safe. If so, what does Remembrance Day mean to you?
- Read Major Bram Connolly's quote. Why would people have thought that WWI was the 'war to end all wars'?
- How do you commemorate Remembrance Day? Do you pause at 11.00 am?
- Who do you think of when you observe one minute's silence?
- How do you show respect to others in your day-to-day life?

**Chapter 8 Poppies**

- What is a symbol?
- Poppies were first used on Remembrance Day. Why do Australians also wear poppies on Anzac Day? Do people wear any other types of symbols on Anzac Day and Remembrance Day?
- Try making your own poppy or a poppy wreath using the instructions on pages 62 and 64.

**Chapter 9 War Memorials Across Australia**

- Sometimes we pass by structures without realising that they are memorials. Have you noticed the memorials in your local area? Where are they? What are they made of? What wars do they represent? Do they list the names of those who died or include the names of everyone who served?
- Have you seen or visited a war memorial that is not in your local area?
- Is there a war memorial at your school? Have you seen an honour board in a church or local hall?
- Australia's coastline still has the remains of constructions, such as look-outs, which were built to protect our country during WWII. In your local area, or in places you have visited, is there any evidence of the time when Australia was under threat?
- What do peacekeepers do? Why is it important to help others?
- Has there been a natural disaster in your community when members of the ADF have arrived to help?
- Research the locations around the world where Australians are serving today on the Australian Government Department of Defence website: <http://www.defence.gov.au/Operations/> Discuss why conflicts have occurred in these countries and indicate where they are on a map.
- Major David Hopgood who served in the Australian Army in Rwanda, East Timor and Afghanistan shares his thoughts on commemoration (page 51). He said, 'Many lives are changed as a result of serving your country'. What could he mean by this? Could there be positive and negative changes?

## ***Chapter 10 The Australian War Memorial***

- Discuss what Charles Bean meant by the words, 'Here is their spirit, in the heart of the land they loved; and here we guard the record which they themselves made.'
- Have you or anyone you know visited the Australian War Memorial? If so, what was your most memorable moment?
- The Australian War Memorial is one of the most visited places in Australia. Why is this?
- What is an archive? Is there an archive at your school? Why is it important to keep things from the past? What sorts of documents might be stored in the archive at the Australian War Memorial?

## ***Chapter 11 Australian War Memorials Around the World***

- Why do people travel such long distances to visit war graves and memorials?
- Sir John Monash is considered to be one of Australia's greatest wartime leaders. Research Monash and his achievements.
- Why do people want to walk the Kokoda Trail? Find out about The Kokoda Challenge which is held on the Gold Coast, in Brisbane and in Melbourne. Why would students want to be involved?

## ***Chapter 12 – The Legacy to Remember***

- What does the 'legacy to remember' mean?
- What does 'being a custodian of a legacy' mean?

## Activities

The following activities can be extended by accessing the resources of The Remembering Them smart phone and tablet application which provides a geo-coded list and historical descriptions of thousands of memorials, museums, monuments, wartime facilities, war graves and other Australian sites that commemorate our wartime history. It is available at:

<http://www.rememberingthem.com.au/>

<http://www.rememberingthem.com.au/education/>

<http://www.anzacportal.dva.gov.au/resources/remembering-them-app-education-activities>

### Prep and Year One

- Using the poppy design on page 62 of ***Australia Remembers: Anzac Day, Remembrance Day and War Memorials***, students can make their own poppy. These could be placed at a simple commemorative ceremony or use them to create a field of poppies display.
- Using the same poppy design, create the wreath on page 64 of ***Australia Remembers: Anzac Day, Remembrance Day and War Memorials***.
- Make some Anzac Biscuits using the recipe on page 63.

### Year Two

- Prior to reading ***Australia Remembers: Anzac Day, Remembrance Day and War Memorials*** ask students to reflect, connect to and share their prior knowledge about the origins of Anzac Day and Remembrance Day. Brainstorm what students know about Anzac Day and Remembrance Day. Sort their responses into Who? What? When? Where? Why?
- Explore personal histories by inviting family members who were members of the ADF (or knew a relative who was) to school to interview. Brainstorm possible interview questions after reading ***Australia Remembers***. Record the interview which could be transcribed or students could report their findings to the class.
- Organise a visit to view a local war memorial. Students complete the Local Memorials Worksheet. Students design their own war memorial to reflect their knowledge of common symbols of remembrance and characteristics of the local area.
- Develop a war memorial for your school or local area as outlined on page 65. More detail can be found at <http://www.anzacportal.dva.gov.au/resources/remembering-them-app-education-activities>

### Year Three

- Using the Venn diagram template, record the similarities and differences of Anzac Day and Remembrance Day.
- Discuss and complete the Commemoration worksheet
- Discuss and complete the Anzac Day Worksheet

- List the symbols and customs that students have noticed at commemorative services. Research their origins. What do they stand for?
- Create a class mural using images to depict symbols of commemoration on Anzac Day and Remembrance Day. Expand to include emotions that are felt as we remember.
- Create a class ceremony on Anzac Day or Remembrance Day. Have students discuss what they will include such as speeches, music, words, prayers. Who will be involved? Will you invite parents, or other children? What time can you hold it? Is there anyone from your local area you could invite?

## Year Four, Five and Six

- In the lead up to Anzac Day ask students to consider the Charles Bean quote regarding the Australian War Memorial:

*Here is their spirit, in the heart of the land they loved; and here we guard the record which they themselves made.*

Allocate to groups of students an element of the Anzac spirit such as endurance, courage, resourcefulness, good humour, sacrifice and mateship. Students then choose a soldier who served at Gallipoli and provide examples of how that soldier displayed all or some of these qualities. Students can present their findings to the class.

- Read pages 45-51 which consider Australian service since WWI. Divide the class into groups to research and report on a military operation since WWI - include the origins of the conflict, who was involved and the impact on families in Australia.
- Extend students to search for service records of ancestors or those on the local war memorial. The Remembering Them App provides guidance on how to research an individual for the various conflicts. <http://www.rememberingthem.com.au/> and <http://www.rememberingthem.com.au/event/how-to-research-family-history/>
- The guidelines and collection of the National Archives of Australia are invaluable. Search for <https://recordsearch.naa.gov.au> and use the name search tab. <https://www.awm.gov.au/collection/understanding-the-memorials-collection/researching-a-person>
- Extend students to research the experience of those who have served from different cultural groups such as Indigenous Australians or Chinese Australians. The following links will be useful.

<https://www.awm.gov.au/index.php/articles/encyclopedia>

<https://www.awm.gov.au/articles/encyclopedia/aboriginal-torres-strait-islander>

<https://www.awm.gov.au/articles/encyclopedia/indigenous>

<https://anzacportal.dva.gov.au/>

Students could be allocated a person to research. Listings can be found at:

<https://www.awm.gov.au/learn/schools/resources/anzac-diversity>

- Ask students to investigate and prepare a report on the United Nations, including human rights and the role of peacekeeping forces.  
<https://www.awm.gov.au/articles/peacekeeping>
- Creative Writing – read *In Flander's Fields* (McCrae) and Moina Michael's *We Shall Keep the Faith*. Discuss the meaning of the words used and the emotion they evoke. Have students write a poem that commemorates Australian servicemen and women.
- Persuasive Writing – read pages 42-43 World War 1 Memorials. Create a scenario where the local council has proposed that a memorial be relocated to a larger town. Students can argue the perspective of why it should remain where it was originally constructed.

For further information about

***Australia Remembers: Anzac Day, Remembrance Day and War Memorials***

please visit

[Author website Allison Paterson](#)

[www.bigskypublishing.com.au](http://www.bigskypublishing.com.au)

Watch out for the 2019 release

***Australia Remembers: Customs and Traditions of the Australian Defence Force***

Name:

# Commemoration



**What is commemoration?** After reading *Australia Remembers: Anzac Day, Remembrance Day and War Memorials* describe what commemoration is:

	What do we commemorate?	Why do we commemorate?	Are there special things we do, create or use?	How does it make you feel?
In your own family				
School or Local Area				
Across Australia				
Across the World				

Name: \_\_\_\_\_

# Anzac Day - 25 April



What does the acronym ANZAC stand for?

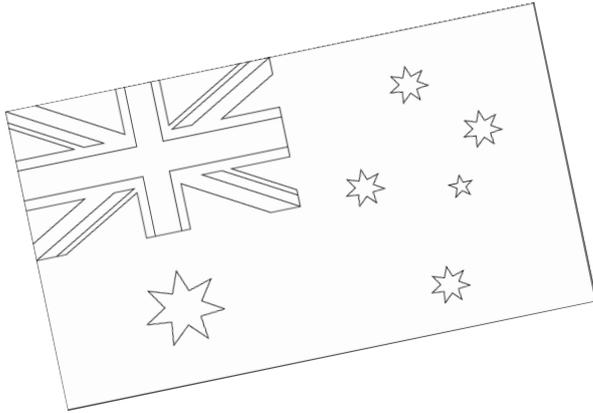
A \_\_\_\_\_

N \_\_\_\_\_

Z \_\_\_\_\_

A \_\_\_\_\_

C \_\_\_\_\_



The Australian and New Zealand troops landed at Gallipoli on 25 April 1915. When was the first Anzac Day held?

\_\_\_\_\_

What words can you use to describe the Anzac spirit? \_\_\_\_\_

\_\_\_\_\_

Why is Anzac Day important for Australians? \_\_\_\_\_

\_\_\_\_\_

Who do you remember on Anzac Day?

\_\_\_\_\_

Name or draw three symbols or traditions you see on Anzac Day in the boxes below:

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Name: \_\_\_\_\_

# Your Local War Memorial

**Visit or view an image of your local war memorial.**

**What is it made of?** \_\_\_\_\_

**Draw some of the symbols on the war memorial in the boxes below:**

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<b>Draw your local war memorial:</b>	<b>Design a new war memorial for your local area:</b>
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# Anzac Day and Remembrance Day

