



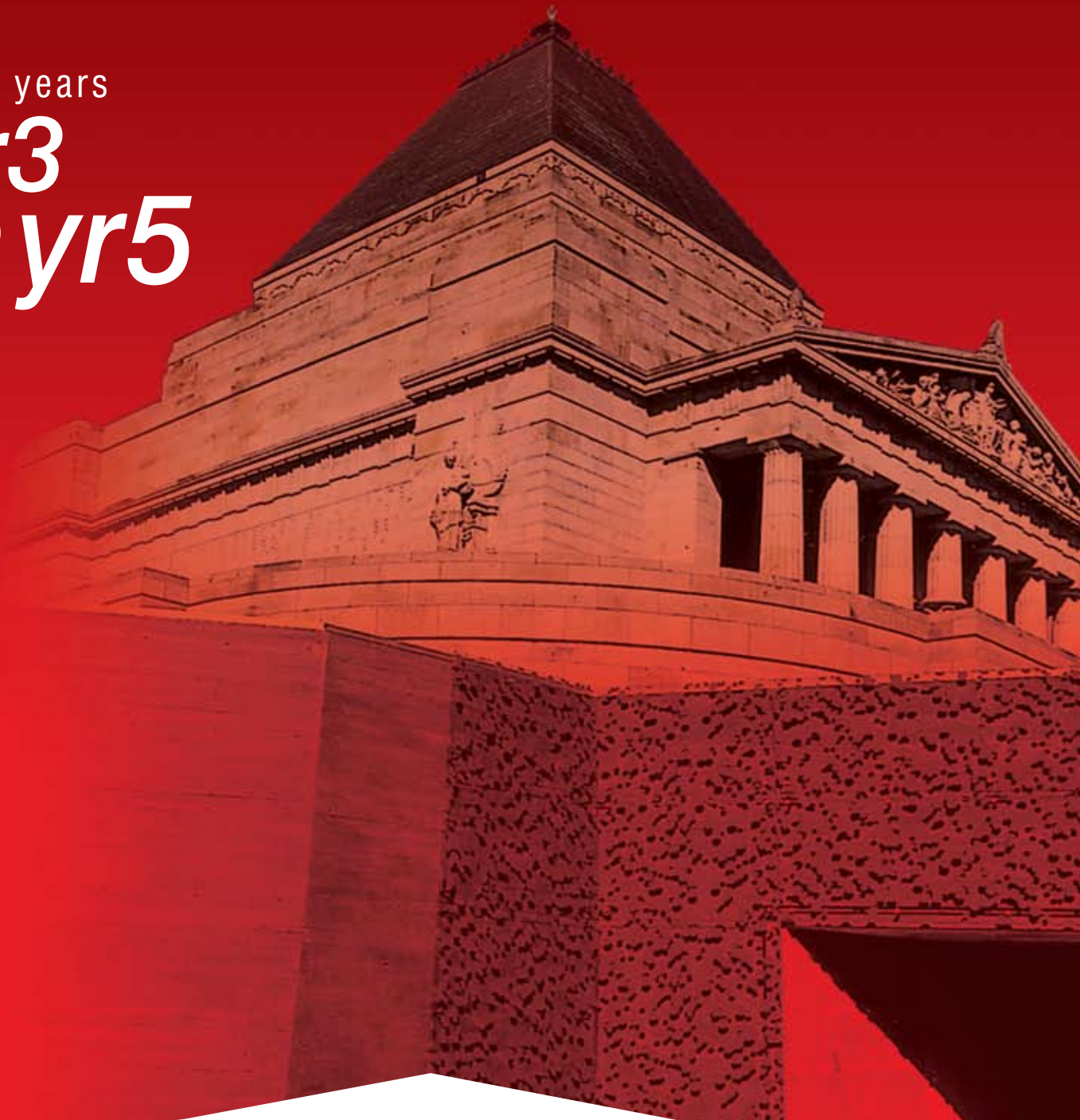
SHRINE OF REMEMBRANCE

HISTORY OF THE SHRINE TRAVELLING EXHIBITION
...a building with a soul

Does the Shrine have a place in multicultural Australia?

Early years

yr3
to **yr5**



EDUCATION MATERIALS



Introduction

The History of the Shrine Travelling Exhibition is touring regional Victorian centres from 2006 to 2009. Over 20 leading venues are hosting this important exhibition which aims to connect all Victorians to the Shrine of Remembrance.

Featured within the exhibition are information panels, archival photographs and audiovisual material including original footage from the Shrine's dedication in 1934 and the Queen's dedication of the Second World War Memorial in 1954.

This exhibition traces the Shrine's fascinating history from concept to construction, through to its role as a contemporary commemorative and interactive learning space. The Shrine's ceremonial focus and its place within the Victorian community as the symbolic home of the ANZAC tradition are also explored within this exhibition.

Original designs for the Shrine of Remembrance considered the human qualities of Love, Peace, Courage, Integrity, Strength, Faith, Honour and Brotherhood. The History of the Shrine Travelling Exhibition endeavours to capture these values.

The content of this exhibition is drawn from over 70 years of archives, newspapers and personal photo collections. Modern developments at the Shrine, such as the Visitor Centre and Education Centre, are depicted with evocative colour images by some of Australia's foremost photographers.

Outline

When the Duke of Gloucester dedicated the Shrine of Remembrance in November 1934 most Australians described themselves as members of the British Empire and Commonwealth of Nations and as living in a Christian country. Today people from over 100 nations and as many belief systems live in Australia. Students therefore consider the question, ‘Does the Shrine of Remembrance have a place in a multicultural Australia?’

During their excursion to the History of the Shrine Travelling Exhibition, students will learn about the relevance of the Shrine in multicultural Australia. They will explore the universal values embodied by service people, look at cross-cultural understanding and undertake active citizenship activities as part of their post-visit experience. This program also helps students become aware of their local commemorative sites.

To conclude, students consider how to make school or local commemorations more meaningful for them. They also think about ways to tell others of their experiences and the service and sacrifice of Australian men and women.

Victorian Essential Learning Standards (VELS)

Level 3

Strand: Physical, Personal & Social Learning; Discipline based learning; Interdisciplinary learning.

Domains: Interpersonal development, Personal Learning, Civics and Citizenship, The Arts, English, Geography, History, LOTE, Mathematics, Thinking.

Dimensions: Interpersonal development, Building social relationships, Working in teams

Personal Learning - The individual learner, Managing personal learning

Civics and Citizenship - Civic knowledge & understanding, Community engagement

The Arts - Exploring and responding

English - Reading, Writing, Speaking and listening

Geography - Humanities knowledge and understanding, Humanities skills

History - Historical knowledge & understanding, Historical reasoning & interpretation

LOTE - Intercultural knowledge and language awareness

Mathematics - Space, Number, Structure, Working mathematically

Communication - Listening, viewing and responding, Presenting

Thinking - Reasoning, processing and inquiry, Creativity, Reflection, evaluation and meta-cognition.

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Part A

RECOMMENDED PRE-VISIT ACTIVITIES

CONTENTS

1. Remembering Charlie Cooper
2. Local excursion: Why do we have a war memorial in our local area?

1. Remembering Charlie Cooper.

Read Remembering Charlie Cooper to the class. Focus on the names of service men and women mentioned in the story. Ask students to identify the different war and peacekeeping activities in which these people served. List the names of the children whose family members have served in war and peacekeeping activities. What does this tell students about the way our society has changed?

Visit your local war memorial or a school honour board. Look at the names listed on it. Students could make a brass rubbing or use close-up photography to record names.

At school use students' knowledge to classify these names by broad cultural groups:

- Anglo-Saxon and Celtic
- Western European
- Eastern European
- African
- Middle East
- South American
- North American
- Asian.

Collate this information and graph the results.

If there is no war memorial in your area, visit www.skp.com.au/memorials/pages/listvic.htm which has an extensive listing of war memorials in Victoria. Click on the name of a war memorial nearest your school. View the coloured photograph, inscriptions and, in many instances, the names of men and women who served during World War I.

2. Local excursion: Why do we have a war memorial in our local area?

Visit your local war memorial. Arrange with your local RSL Branch for a veteran to be present to help explain the features of the memorial and to share some of their personal experiences with students. Students could prepare and rehearse questions to ask prior to the visit. Include questions that inquire about special commemorations at this memorial such as for ANZAC Day and Remembrance Day as well as asking if the veteran has been to the Shrine of Remembrance and what he or she saw while there.

Provide a copy of these questions to the veteran so he or she can be prepared for the visit. Ensure questions are sensitively phrased if they relate to personal experiences. Visit the Department of Veterans' Affairs website for information about interviewing veterans: <http://www.dva.gov.au/commem/commac/studies/ANZACsk/eduact3.htm>.

While at the memorial, photograph key features. Students find features they found out about when reading Remembering Charlie Cooper. Look at the names on the memorial. Find any names familiar to students. Use these photographs at school to undertake such activities as labelling, word identification, writing a class experience book or personal writing (I went to our war memorial and I ... saw/felt/did).

Students follow up at home by finding out about:

- family members who have served in war and peacekeeping
- why and who we were fighting

They share information, anecdotes and artefacts with class members.

You will need the story Remembering Charlie Cooper, by Stacey Hattensen and Nina Sanadz (Commonwealth Department of Veteran's Affairs, 2001) and Activity Sheet 1. The story is part of the kit, We Remember, sent to all primary schools by the Department of Veteran Affairs in 2001. It can also be downloaded or viewed online at www.dva.gov.au/commem/commac/remday01/bigbook/intro.htm.

Activity Sheet No. 1:

Remembering Charlie Cooper

Cut up the question strips and give one question to each group.

Students discuss the question and then write and/or draw to respond to their question.



What did you learn about World War 1 from the story?

How did the town get its war memorial?

What happens at the Remembrance Day ceremony?

What ideas did the children have about ways they could remember the people whose names are on the war memorial?

What did they find out about some of them?



Part B

ON SITE ACTIVITIES

Name:

Grade:

Onsite Activity Sheet No. 1:

When did this happen?

Draw a line to match the correct date with the statement.

- | | |
|-------------|--|
| 1945 | Australia becomes a nation |
| 1918 | World War I ends |
| 1954 | Foundation stone for the Shrine of Remembrance was laid. |
| 1901 | World War II ends |
| 1972 | Shrine of Remembrance official opening dedication. |
| 1927 | The WWII Forecourt was dedicated by Her Majesty, Queen Elizabeth II |
| 1934 | ANZACS land at Gallipoli |
| 1915 | Vietnam Veterans marched on ANZAC Day. |

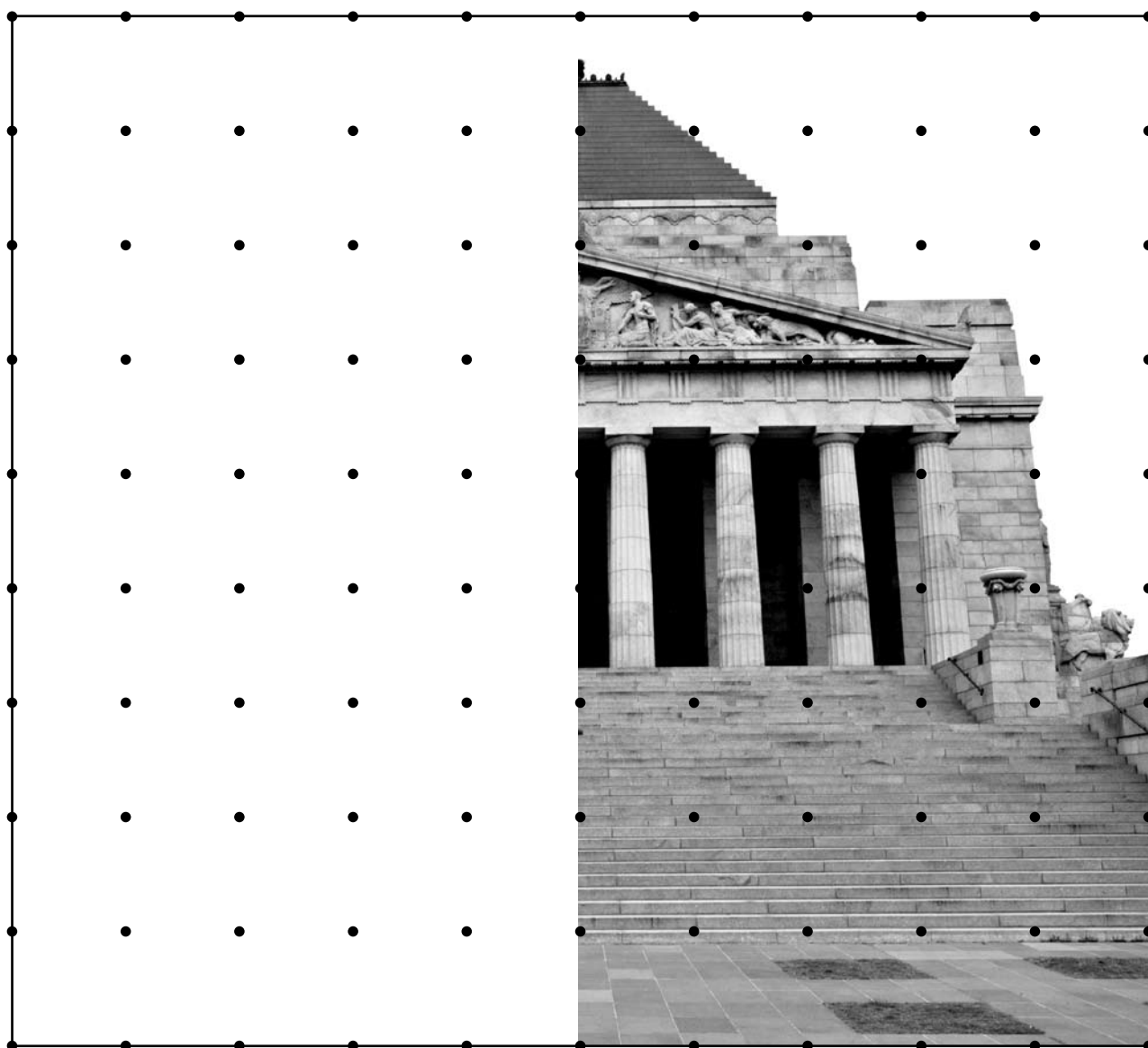
Name:

Grade:

Onsite Activity Sheet No. 2:

Maths Activity. Symmetry

Use the dotted grid to draw the mirror image of the Shrine of Remembrance.



Name:

Grade:

Onsite Activity Sheet No. 3:

Change Over Time

Identify and list the changes in clothing, transport, environment and technology.

CLOTHING	TRANSPORT	ENVIRONMENT	TECHNOLOGY

Name:

Grade:

Onsite Activity Sheet No. 4:

Shrine Spelling and Literacy

r - m e - b - - - n - e	to reflect and remember
m - m - - i a l	to keep in memory
s - n c - - a - y	holy place
f o - e - - u - t	flat assembly area in the front
c o m - e - - r a - -	keep in memory by a ceremony.
u n - - o - m	military clothing
s o - - r e - g n	King or Queen
d - d - - a t - - n	to dedicate
s e - - i - -	the act of serving
s a - - i - - c e	giving something up for someone else.

List 5 new words to add to your weekly spelling list.

1. _____

2. _____

3. _____

4. _____

5. _____

Cloze Activity.

Perhaps the _____ remarkable response _____
 _____ the State _____ children of _____
 _____, whose _____ alone totalled 8,577
 pounds (\$ _____ in today's dollars).
 The _____ they raised enabled the _____
 of the four _____ sculptures.

Illustrate one of the four buttresses.



Part C

RECOMMENDED POST VISIT ACTIVITIES

1. Taking social action – Civics and Citizenship

As a class, share personal reflections. Discuss ways to make some of these ideas a reality for them and their school, to promote cross-cultural understanding.

These could include:

- Displaying posters or a mural illustrating how the Shrine of Remembrance still has a place in multicultural Australia. These could also be sent to the Education Centre at the Shrine of Remembrance for display.
- Celebrating the contributions of Australian service men and women to world peace. Include the lessons learnt about people such as Edith Cavell, Wera Dunlop and Mustafa Ataturk.
- Preparing an exhibition of symbols of remembrance: pictorial, annotated. Include other cultures and how they remember service and sacrifice.
- Identifying countries represented in the school and developing a celebratory class collage to illustrate how people in those countries remember those who served and made sacrifices for peace and security. Look for similarities with Australia.
- Developing a garden of remembrance. (Involve local council/RSL/Legacy/local businesses). Prepare notes to guide visitors around your garden. Include plants of remembrance such as rosemary, laurel, and the olive tree and introduce plants from nations represented in the school/local community. Plant trees found at the Shrine of Remembrance. For each plant identify its country of origin and prepare a plaque about the country and the plant. Identify ways each country has contributed to our way of life.
- Invite members of the local community, including veterans and representatives of different cultural groups to view the exhibition and celebrate student findings during the unit. Organise this to coincide with an important day of remembrance such as ANZAC Day, Remembrance Day or the Battle for Australia in September.
- Organise a fundraiser to help a project associated with the Shrine of Remembrance, Legacy, the RSL, Mediciens Sans Frontiers, or another group concerned with the recognition of service, sacrifice and ensuring world peace.



SHRINE OF REMEMBRANCE
MELBOURNE

HISTORY OF THE SHRINE TRAVELLING EXHIBITION

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MY EXCURSION REPORT

NAME : GRADE:

On the I went to the Shrine of Remembrance.

Here is a picture of something I saw there.

It is a picture of

.....

I chose to draw this because

.....

.....

Something new I have learnt is

.....

This tells how much I liked the excursion



not much



O.K.



great

This tells how much I learnt on the excursion



nothing



a little



a lot



SHRINE OF REMEMBRANCE
MELBOURNE



JOHN T. REID
CHARITABLE
TRUSTS

supporting education at the Shrine of Remembrance.