

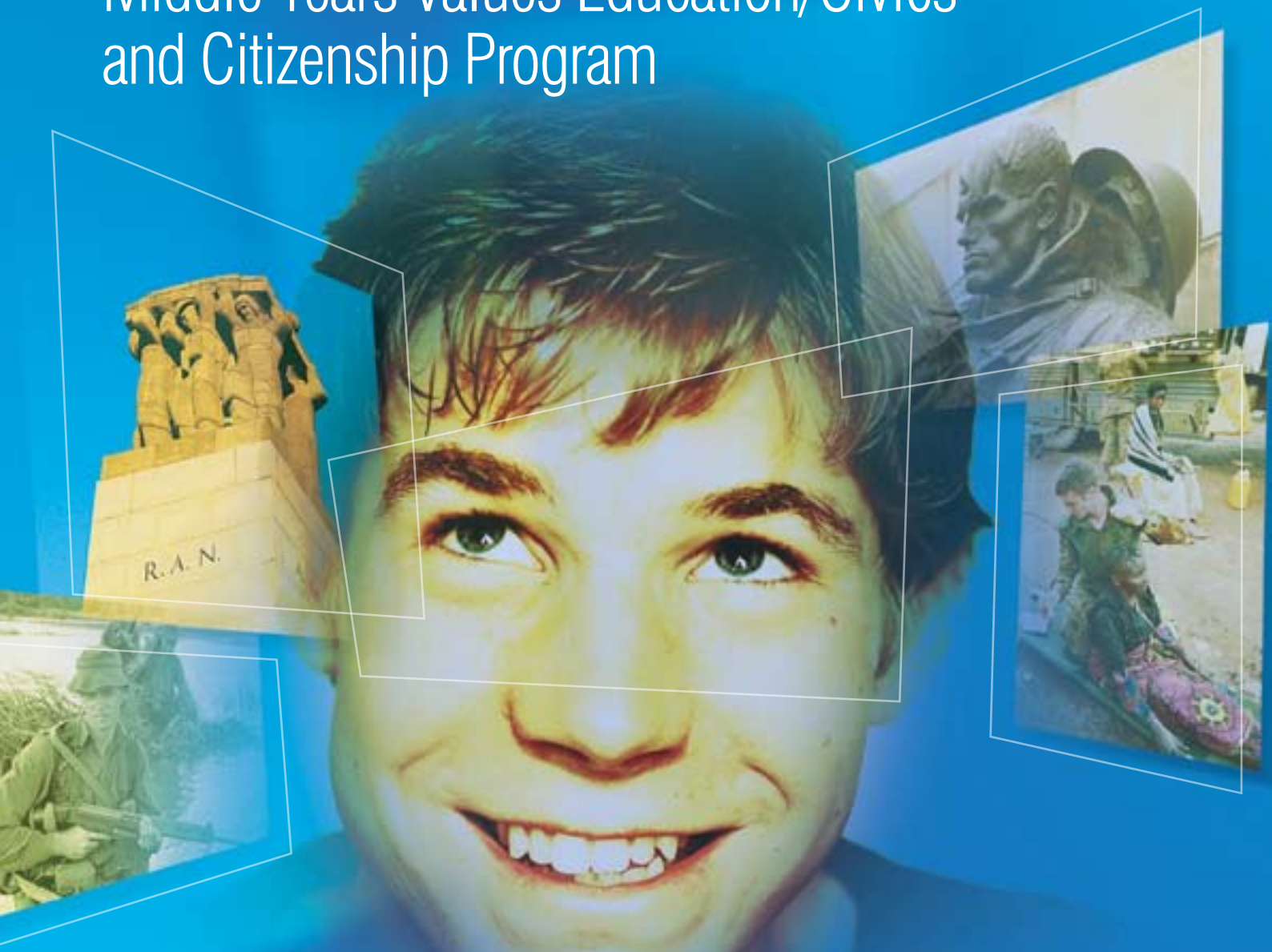


SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Teacher's Manual

Middle Years Values Education/Civics and Citizenship Program



The Future of the Past – Middle Years

yr5
yr10



INTRODUCTION

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Outline

While the Shrine of Remembrance was built to commemorate the service and sacrifice of Victorian men and women during World War I, it has since become the focal point for all commemorations: World War II and post 1945 war and peacekeeping activities. As such the Shrine of Remembrance has also become a potted history of Australia's military history since 1914.

The Shrine of Remembrance is a place of commemoration of the service and sacrifice of Australians in war and peacekeeping. It also gives us a potted history of the contributions of Victorians in World War I.

In undertaking the pre-excursion activities, excursion and subsequent investigations, students consider the role of the Shrine of Remembrance, some of the key events and personalities of World War I, World War II, the nature of work for service men and women, life for people at that time at home and abroad, and the effects of war. They see how ordinary men and women did extraordinary things.



Students consider where Australians served and the conditions that confronted them in those places and whether or not Australia was under threat of invasion in 1942.

Students will be introduced to Values Education as they identify the qualities of **courage, mateship, good humour, endurance, love of country, self-worth, duty and decency**, as being the characteristics of the ANZAC tradition and spirit.

They will reflect on the Spirit of ANZAC and key components of commemoration ceremonies as they observe the features and artefacts of the Shrine of Remembrance, its grounds and nearby parkland.

Opportunities also exist for students to undertake individual and small group investigations about different aspects of war.

Separate educational materials are also available for teachers wishing to undertake more specific investigations about ANZAC Day, Remembrance Day and the Battle for Australia.

Key Understandings

- The Shrine of Remembrance is a place of commemoration of the service and sacrifice of people in war and peacekeeping.
- The symbols and practices of commemoration we use today had their origins in World War I or earlier.

- The Shrine of Remembrance is a potted history of World War I, its symbols, art works and memorial plaques introducing us to some of the key events of that war.
- People serving during World War I came from ordinary backgrounds, bringing with them a wide range of skills that helped the war effort.
- Many wartime stories are about ordinary people doing extraordinary things in difficult circumstances and environments.
- In 1942 the focus of Australian involvement altered significantly following the entry of Japan into the war. This resulted in a military response and a response on the home front.
- A critical and analytical approach to historical sources is essential.

Focus Questions

- Is the Shrine of Remembrance both a place of remembrance and a potted history of World War I?
- What were the major events of World War I?
- How did the war affect people at home and abroad?
- Who are the real heroes of World War I? Do you have to be an extraordinary person to do extraordinary things?
- How can we best remember the service and sacrifice of men and women in war & peacekeeping?
- Who served during World War II?
- Has the nature of service changed over time?
- Was Australia under threat of invasion by the Japanese in 1942?
- What were the effects of World War II at home and abroad?

Key Terms and Vocabulary

ANZAC, armistice, battalion, bravery, brigade, British Empire, commemoration, Crypt, Division, ensign, glossary, hero, history, imperial, inscription, ode, peacekeeping, potted history, remembrance, sacrifice, Sanctuary, service, Spirit of the ANZAC, war.

Victorian Essential Learning Standards (VELS)

Level 4, Level 5, Level 6.

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

Domains: Interpersonal development, Personal Learning, Civics and Citizenship, The Arts, English, Economics, Geography, History, Mathematics, Communication, Information and Communication Technology (ICT), Thinking.

Dimensions: Interpersonal development, Building social relationships, Working in a team
 Personal Learning - The individual learner, Managing personal learning
 Civics & Citizenship - Civic knowledge and understanding, Community engagement
 The Arts - Creating and making, Exploring and responding

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* These books are available from the Shrine of Remembrance Bookshop and can be ordered by phoning 9654 8415.

English - Reading, Writing, Speaking and listening.
 Economics - Economic knowledge & understanding, Economic reasoning & interpretations.
 Geography - Geographical knowledge and understanding, Geospatial skills.
 History - Historical knowledge & understanding, Historical reasoning & interpretation.
 Mathematics - Measurement, Chance & Data, Structure, Working Mathematically.
 Communication - Listening, Viewing and responding, Presenting.
 Information & Communications Technology (ICT) - ICT for visualising thinking, ICT for creating, ICT for communicating.
 Thinking - Reasoning, processing & inquiry, Creativity, Reflection, evaluation & meta-cognition.

'The above material is an extract from material produced by the Victorian Curriculum and Assessment Authority, Australia. Students and teachers should consult the Victorian Essential Learning Standards website <http://vels.vcaa.vic.edu.au> for more information. This material is copyright and cannot be reproduced in any form without the written permission of the VCAA.'



Recommended reading (Teachers and/or students Yrs 5 - 7)

- Adams, Simon, *World War I, Eyewitness Series*, Dorling Kindersley 2004
- Anderson, Matt, *A is for ANZACs*, ANZAC Day Commemoration Committee of Queensland 1997. This book was distributed to all schools in Australia during 1997 as part of the Their Service-Our Heritage ANZAC Kit. It can also be downloaded at www.anzacday.org.au/education/afor/afor-00.html
- Anderson, Matt, *Don't forget me, cobber!*, ANZAC Day Commemoration Committee of Queensland 1995
- Andrews, Michael, *The ANZAC Spirit: Australian soldiers at war since 1945*, Grolier Books 2002
- *ANZAC Day 2004*, ANZAC Day Commemoration Committee of Queensland 2004 (Includes The Home Front and World War I)
- *ANZAC Day - Traditions, Facts and Folklore**, ANZAC Day Commemoration Committee of Queensland 2000
- Australian Broadcasting Commission, *Australians at War**, 2 DVDs. Available from ABC shops.
- Barrett, Paul & Collison, Kerry B, *The Happy Warrior: An Anthology of Australian and New Zealand Military Poetry*, Sid Harta Publishers 2001. Email author@sidharta.com.au
- Brasch, Michael, *Australia's Victoria Cross Recipients Book 1 - World War I*, Heinemann 2003
- Bruce, Jill, *ANZAC Day*, Kangaroo Press 2000
- Carlyon, Patrick, *The Gallipoli Story*, Penguin 2003 (Good independent readers)
- Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999
- Cupper, Pam & Taylor, Phil, ANZAC, *Australian Issues Collection*, McGraw Hill 2003 (Teacher reference or Years 5-6 extension)
- Curran, Tom, *Not Only a Hero: An Illustrated Life of Simpson, the man with the Donkey**, ANZAC Day Commemoration Committee of Queensland 1998
- *Defending Australia Series, The Anzac Spirit- Creating Australian Military Legend*, Watts Publishing 2004, Also in the series are Air Force, Army, Navy
- Dorling Kindersley Readers, Level 3 Zeppelin: *The Age of the Airship; Spies*
- Department of Veterans' Affairs, *Time to Remember: Understanding Australia's Experiences of War and Peacekeeping*, ANZAC Day Kit, Curriculum Corporation, 2003. (A copy of the kit was sent to all primary schools in Australia)
- Dowsell, Paul, *True Stories of the First World War*, Usborne 2004 (British stories)
- Farrer, Vishta, *Walers Go To War*, ANZAC Day Commemoration Committee of Queensland 2001 (Lower-middle primary)
- Gilbert, Adrian, *Weapons and Warfare, World War One series*, Franklin Watts London 2004 (Other titles: *Causes and Consequences, War in the Trenches, Women and War*)
- Gwilliam, Heather, *Sir John Monash*, Cambridge Livewire Series 1999
- Hamley, Dennis, *The First World War*, Franklin Watts 2002
- Hosken, Graeme, *Digging for Diggers**, ANZAC Day Commemoration Committee of Queensland 2002 (Guide to researching the military history of the Australian World War I digger, middle primary to adult)

*These books are available from the Shrine of Remembrance Bookshop and can be ordered by phoning 9654 8415

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- Jorgensen, Norman & Harrison-Leve, Brian, *In Flanders Field*, Sandcastle Books, n.d., ISBN 192073 103 2 (Picture story book of the year about Ypres, not the famous poem) www.facp.iinet.net.au
- Laffin, John, *Gallipoli*, Kangaroo Press 1999
- Linnane, Tracey, *Peace in Our Communities: A teaching and learning package for primary schools*, ANZAC Day Commemoration Committee of Queensland 2004
- Macdonald, Fiona, *Peace and War 1900 - 1945, Women in History series*, Chrysalis Children's Book (British focus)
- Macdougall, A.K., *Gallipoli and the Middle East 1915 -18, and Australia and the First World War, 1914-18*, Waverton Press 2004
- Pugsley, Chris, *The Anzacs at Gallipoli*, Lothian 2000
- Reid, Richard, *Every day at the Shrine*, Department of Veterans' Affairs, 2003 Photographic collection.
- Ripley, Tim, *Weapons Technology, History of Inventions Series*, 2004 (Prehistoric to the present)
- Ryebuck Media, *The ANZAC Experience*, ANZAC Day Commemoration Committee of Queensland 1999
- Ryebuck Media, *In Search of Jacka*, VC, ANZAC Day Commemoration Committee of Queensland 2002
- *Shrine Pictorial Booklet* *
- Shute, Jane, *War Machines, Travel Through Time Series*, Raintree Publishers London 2004
- Small, Mary, *Simpson and Duffy**, ANZAC Day Commemoration Committee of Queensland 2003 (Includes primary teaching and learning package)
- Small, Mary, *The Unknown Australian Soldier*, ANZAC Day Commemoration Committee of Queensland 2001
- Woolf, Alex, *Assassination in Sarajevo, 28th June 1914, Days that Shook the World series*, Hodder 2002 (Good independent readers)
- World War 1 *Recruiting Posters* (Set of 7), ANZAC Day Commemoration Committee of Queensland

Recommended Reading (Teachers and/or students Yrs 8-10)

- Adams, Simon, *World War II, Eyewitness*, Dorling Kindersley 2004
- Andrews, Michael, *The ANZAC Spirit: Australian soldiers at war since 1945*, Grolier Books 2002
- Anderson Matt, *Don't forget me Cobber - Australia and the First World War** Anzac Day Commemoration Committee. 1995
- ANZAC Day 2002, Ryebuck Media, ANZAC Day Commemoration Committee of Queensland 2002 (Feature: Battle for Australia)
- ANZAC Day 2003, Ryebuck Media, War and Identity, ANZAC Day Commemoration Committee of Queensland 2003 (The Home Front, World War II)
- ANZAC Day- *Traditions, Facts and Folklore** ANZAC Day Commemoration Committee of Queensland, 2000
- *Australians on the Burma-Thailand Railway 1942-43** Commonwealth of Australia 2003
- Barrett, Paul and Collison, Kerry B., *The Happy Warrior: An Anthology of Australian and New Zealand Military Poetry*, Sid Harta Publishers 2001. Email author@sidharta.com.au (Includes poetry from World War I to the present)

- Blanded, Meg Grey, *Australia: All our yesterdays*, Longman, 1999
- Bougaardt, Richard, *Normandy Revisited: A Photographic Pilgrimage*, Chaucer Press, 2004
- Damousi Joy, *Living with the Aftermath** - Trauma, Nostalgia and Grief in Post War Australia. Cambridge University Press 2001
- Dawe, Bruce, *Condolences of the Season: selected poems*, Cheshire 1976
- Dawe, Bruce, *Sometimes Gladness: collected poems 1954 to 1997*, 5th edition, Pearson Education (Longman) Australia, 1997
- Days that Changed the World Series, *The Day the War Was Won: June 6th 1944*, ticktock Media 2003
- Deary, Terry, *The Blitzed Brits, Horrible Histories series*, Hippo 1994 (A useful comparison to the home front in Australia)
- Deary, Terry, *The Woeful Second World War, Horrible Histories series*, Hippo 1999
- Department of Education & Training, *Veterans on Line education materials*, www.sofweb.vic.edu.au/vol/teach/activindex.htm
- Department of Veterans' Affairs, *Memories and Memorabilia: Recognising and Preserving Australia's War Heritage*, 2003
- Dowsell, Paul, *Pearl Harbour: 7th December 1941, Days that Shook the World series*, Hodder 2002
- Eldridge, Jim, *Desert Duel*, Scholastic UK 2004 (Montgomery and Rommel)
- My Story: *The Bombing of Darwin, The Diary of Tom Taylor*, Scholastic 2002
- Fewster Kevin, *Basarin Vecihi and Basarin Hatice Gallipoli the Turkish Story**: Hurmuz. - Allen & Unwin 2003
- Hankey, Denis, *The Second World War, Franklin Watts 2004* (Easy text, suit Year 6-7 students)
- Gibbons, David, *The Timechart History of World War II*, Worth Press
- Harris, Nathaniel, *Witness to History series*, Heinemann, 2003-. Titles include: *The Rise of Hitler, Hiroshima, the War on Iraq, The Vietnam War, World War II*.
- Jorgensen, Norman & Harrison-Leve, Brian, *In Flanders Field*, Sandcastle Books, n.d., ISBN 192073 103 2 (Picture story book of the year about Ypres, not the famous poem) www.facp.iinet.net.au
- Lawton, Clive, *Hiroshima: the Story of the First Atom Bomb*, Franklin Watts 2004
- Macdougall, A.K., *Australia and the Second World War 1939 - 45*, Australia in History Series, Waverton Press 2004
- Macdougall, A.K., *The Peacekeepers: Australians at War Since 1945*, Australia in History Series, Waverton Press 2004
- *Mud over Blood - Stories from the 39th Infantry Battalion 1941-43. Kokoda to Gona.** Compiled by Carl Johnson. History House 2006
- Rice, Earle, *Korea 1950*, Chelsea House 2004
- Ryebuck Media, *Battle for Australia*, ANZAC Day Commemoration Committee of Queensland 2003 (Interactive CD-Rom)
- Ryebuck Media, *Home Fronts at War*, ANZAC Day Commemoration Committee of Queensland 2001
- Ryebuck Media, *War and Identity*, ANZAC Day Commemoration Committee of Queensland 2000

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- * Thompson Peter and Macklin Robert. *Keep off the Skyline - The story of Ron Cashman and the Diggers of Korea.* * John Wiley & Sons Australia 2004
- *Voices of War - Stories from the Australians at War film Archive** Edited by Caulfield Michael. Hodder Australia 2006
- Wilmott, H.P., Cross, Robin and Messenger, Charles, World War II, Dorling Kindersley 2004 (British perspective)
- *World War II Recruiting Posters*, ANZAC Day Commemoration Committee of Queensland

Recommended novels:

- Collins Peter. *Strike swiftly - The Australian Commando Story.** Watermark Press 2005
- Fenton-Huie Shirley. *Ships Belles.* * Watermark Press 2000.
- Fitzsimons Peter. *Kokoda.* * Hodder Headline Australia. 2004
- Forbes Cameron. *Hellfire Pass - The story of Australia, Japan and the prisoners of war** MacMillan 2005
- French Jackie. *Soldier on the Hill.* Angus & Robertson (1997, 2003)
- Haran Peter. *"Trackers" The Untold Story of the Australian Dogs of War.* (Vietnam) Published by New Holland Publishers
- Haran Peter and Kearney Robert. *Crossfire - An Australian Reconnaissance in Vietnam* * New Holland 2001
- Heard Barry. *Well done those men. -Memoirs of a Vietnam Veteran** Scribe Publications Pty Ltd. 2005
- Hill Anthony *Young Digger.** Penguin Books 2002
- Hill Anthony *Soldier Boy.* * Penguin 2001
- Hill Anthony *Animal Heroes** Penguin 2005
- King Jonathon & Bowers Michael. *Gallipoli untold stories** 2005
- *Legacies of our fathers. WWII prisoners of the Japanese - their sons and daughters tell their stories.** Edited by Carolyn Newman. Thomas C. Lothian Pty Ltd. 2005
- Lockwood Douglas. *Australia under attack - The bombing of Darwin - 1942** New Holland 1966.
- Marsden, John, *Tomorrow, When the War Began; The Dead of the Night; The Third Day, The Fish; The Night is For Hunting; The Other Side of Dawn;* The Tomorrow Series, Pan 1993
- Metzenthén, David, *Boys of Blood & Bone,* Penguin 2003 (Set during World War I)
- McHugh Siobhan. *Minefields and Miniskirts - Australian women and the Vietnam War** Thomas C. Lothian 2005
- Perry Roland. *Monash the outsider.** Randon House 2004
- Ray, James, *Billy Mack's War,* UQP 2004 (World War II)
- *The battle of Long Tan as told by the Commanders to Bob Grandin** - Allen and Unwin 2004

Recommended Websites: (Teachers and/or students)

- A is for ANZAC, www.anzacday.org.au/education/afor/afor.html
- Air raids, www.awm.gov.au/encyclopedia/air_raids/index.htm and www.awm.gov.au/encyclopedia/air_raids/darwin.htm
- ANZAC Day Commemoration Committee of Queensland, www.anzacday.org.au
- Australian War Memorial www.awm.gov.au Look under the 'Collections database' for additional photographs. Look under 'Encyclopaedia' for useful background information. Look under 'Commemorations' which describes each component of a commemorative ceremony and its history.
- Australian Government, Culture and Recreation Portal, www.acn.net.au/articles/anzac including Reflections and articles on ANZAC Day and links to other websites
- Australians at War, www.australiansatwar.gov.au
- Australia's War 1939 - 45, www.w2australia.gov.au
- Battle for Australia, www.battleforaustralia.org.au
- Battle of Long Tan Vietnam http://www.diggerhistory.info/pages-army-today/rar-sasr/6_rar.htm, <http://users.tpg.com.au/garymcm/6rar.htm>, <http://www.ausvets.com.au/vietnam/ops/longtan.htm>
- Boer war, www.awm.gov.au/atwar/boer.htm
- Deane, William, Sir, Address by Sir William Deane on the Occasion of the Dawn Service, ANZAC Cove, Sunday, 25 April 1999, www.gg.gov.au/speeches/textonly/speeches/1999/990425-2.html You can also access speeches Sir William Deane made later that day and in East Timor on ANZAC Day, 2002.
- Department of Veterans' Affairs, Valuing our Veterans, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm
- Department of Veterans' Affairs, www.dva.gov.au/commem/commac/studies/studies.htm An extensive list of current and past education resources for primary and secondary students produced by the Department.
- Bombing of Darwin, www.naa.gov.au/Publications/fact_sheets/fs195.html
- British Commonwealth Occupation Force 1946 - 1951, www.awm.gov.au/atwar/bcof.htm
- Confrontation in Indonesia, www.awm.gov.au/atwar/confrontation.htm
- Crete, May 1941, www.awm.gov.au/atwar/crete.htm
- Department of Education & Training (Victoria), www.sofweb.vic.edu.au/vol/teach/activindex.htm and www.sofweb.vic.edu.au/sose/events/anzacintro.htm. <http://www.vcaa.vic.edu.au/>, <http://vels.vcaa.vic.edu.au/>
- Fighting in Timor 1942, www.awm.gov.au/atwar/timor.htm
- First World War 1914-1918, www.awm.gov.au/atwar/ww1.htm
- France in 1918, www.awm.gov.au/1918; www.awm.gov.au/1918/timeline.htm
- Gallipoli Commemorative Site, www.anzacsite.gov.au
- John Howard's ANZAC Day Speech 1997, www.awm.gov.au/commemoration/howard.htm

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- Japanese air raids in Australia during WW2, <http://home.st.net.au/%7Edunn/bomboz.htm> and www.awm.gov.au/encyclopedia/midgetsub/doc.htm
- Japanese midget submarine attacks on Sydney 1942, www.naa.gov.au/Publications/fact_sheets/fs192.html and www.awm.gov.au/encyclopedia/midgetsub/doc.htm
- History Teachers' Association of Victoria, www.htav.asn.au. Includes an extensive list of publications and Webquests.
- Korean War, www.awm.gov.au/atwar/korea.htm and www.awm.gov.au/events/talks/oration2003.asp
- Korean Veterans Association <http://austkoreavets.asn.au/content/photos.html>
- Londey, Peter, 'Faces of Australian peacekeeping', www.awm.gov.au/wartime/16/article.asp
- Malayan Emergency, www.awm.gov.au/atwar/emergency.htm and www.awm.gov.au/atwar/remembering1942/malaya/index.htm
- Memorial Boxes, www.awm.gov.au/education/box/index.asp (Boxes 4 - 7)
- Military organisation and structure, www.awm.gov.au/atwar/structure
- Prime Minister Robert Menzies wartime broadcast, 3 September 1939, www.awm.gov.au/encyclopedia/prime_ministers/menzies.htm
- Peacekeeping: Timeline at www.awm.gov.au/peacekeeping/timeline/timeline.htm; Map at www.awm.gov.au/peacekeeping/timeline/map.htm, History at www.awm.gov.au/peacekeeping and www.awm.gov.au/atwar/peacekeeping.htm
- Remembering 1942, www.awm.gov.au/atwar/remembering1942/index.htm (includes education activities and other resource materials)
- Returned Servicemen's League, www.rsl.org.au/commemoration/anzac.html
- Service records, www.wv2roll.gov.au
- Shrine of Remembrance, www.shrine.org.au See VCE materials
- Simpson and Duffy, www.awm.gov.au/encyclopedia/spatrick.htm; www.awm.gov.au/encyclopedia/simpson.htm
- Sir John Monash, www.awm.gov.au/people/8442.asp
- Transcripts of interviews with veterans, www.australiansatwarfilmarchive.gov.au
- Valuing Veterans, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm
- Veterans On Line, www.sofweb.vic.edu.au/vol/voldg/VOLBioindex.htm
- Vietnam War, www.awm.gov.au/atwar/vietnam.htm; Reading list at www.awm.gov.au/research/bibliographies/vietnam.htm; Australians in Vietnam:
- Photography, art and the war at www.awm.gov.au/events/travelling/impressions/aust_vietnam.htm; Overview 1962-73 www.awm.gov.au/events/travelling/impressions/overview.htm; Vietnam, Australia and New Zealand, www.awm.gov.au/journal/j32/rabel.htm
- Vietnam Veterans Association Australia <http://www.vvaa.org.au/> <http://www.vvaavic.org.au/> <http://home.vicnet.net.au/%7Evvaeduc/>
- Vietnam - 3RAR Charlie Company 9 Platoon <http://freepages.military.rootsweb.com/~bobw/members-9.htm>



PART A



GETTING READY FOR THE VISIT

Select and/or adapt activities appropriate to the students in your class.

These activities will give students the necessary background information to make their visit to the Shrine of Remembrance enjoyable and rewarding.

Note: On the excursion itself, Shrine of Remembrance education staff will assume students are familiar with:

- Key terms and abbreviations
- The language and literature of remembrance
- Key events of World War I and WWII particularly about perceptions of the threat to Australia in 1942

Some of these preparatory activities can be shared with other teachers, particularly the English teacher. Some follow up activities could also be undertaken in collaboration with English and Arts teachers.



WWI Focus Questions.

What do you know about World War I?: Assessing prior knowledge

Where did World War I take place?: Mapping activity

Timeline

What was it like being a service man or woman during World War I?

What were the effects of war?

What work did service men and women do?

What can we learn about war from literature?

How can we get the most out of the excursion?

World War II and Beyond 1945 Focus Questions.

- Who served during World War II and in post 1945 war and peacekeeping activities?
- Has the nature of service changed over time?
- Was Australia under threat of invasion by the Japanese in 1942?
- What were the effects of World War II at home and abroad?
- What can we learn from our study about the nature of some different types of evidence?

WWI - Pre visit activities:

1. Classroom collection: Photographs and memorabilia

Note: A4 pages can be enlarged by 141% to fit on an A3 sheet

Display photographs of Australian service men and women during World War I. Make a collection of reference books and fiction from the school and local libraries including titles from 'Recommended reading' listed in the Introduction to these notes. Sensitive include resources that show the effects of war at home and in the theatres of war. Encourage students to bring copies of artefacts from home.

Enlarge copies of inscriptions students will see during their visit to the Shrine of Remembrance and display these around the classroom. These are provided as Resource 1.

Set up a large sheet or question board on which students can add questions they would like answered as their investigations about World War I proceed.

2. Key terms: Glossary

To help students better understand the nature of World War I and the contributions of Australian men and women, assist students to understand the meanings of key terms they will encounter during their investigations and excursion.

Discuss the different purposes of a dictionary and a glossary. Note that both are organised alphabetically.

You will need Resource 1: Inscriptions and poetry

You will need Activity Sheet No. 1: Key terms and meanings

Distribute Activity Sheet No. 1 as a preliminary activity to find out which words are commonly understood by students. Cut up the sheets and ask students individually or in groups to match words and meanings. Identify those words that are unfamiliar to students. Focus on these words. Using unfamiliar words, undertake word identification and vocabulary activities such as dictionary work, crosswords, 'What am I?', cloze activities, 20 questions.

Use the key terms and any new words students contribute as their work progresses. Students might like to check their glossary with the list in A is for ANZACs at www.anzacday.org.au/education/afor/afor-00.html

3. Abbreviations

Explain to students that Activity Sheet No. 2 contains a list of abbreviations and acronyms they will see as they walk around the Shrine of Remembrance. Discuss the difference between an abbreviation

(Btn, Div) and an acronym (ANZAC). Challenge students to write the abbreviations and acronyms in full. Share findings as a class. Recheck these after the excursion.

Add unfamiliar words to the class glossary or frieze.

4. What do you know about World War I?: Assessing prior knowledge:

Distribute a copy of Activity Sheet No. 3 to students. They work in pairs or trios to discuss and record what they know about the words or ideas listed on the sheet. Explain that this is an introductory activity to find out what they already know. They will not be able to answer all questions. Collate information as a class.

and/or

Place large sheets of paper around the room. Each sheet should have a heading of one of the ideas listed in the left hand column of Activity Sheet No. 3. Students work in pairs.

Pairs of students stand in front of one of the 17 sheets. Pose the following questions:

- What do think of when you hear the words written on the sheet in front of you?
- What do you know about this?

Students record their ideas and information. At a given signal students move to the next sheet. Repeat the process as often as you think is appropriate for your class. Explain that students should only add new information or correct recorded information as they move to their second and later sheets.

After students have completed the activity, rule off to indicate that this information is preliminary information. Encourage students to add new information and ideas as they discover them after their excursion and/or investigations. In some instances this will add to previously recorded ideas, in other instances it will correct information.

Ask students:

- What else do you want to know about World War I?

Record students' questions on the question board. Return to this question in the final pre-excursion activity, 'How can we get the most out of our excursion?'

You will need Activity Sheet No. 2: Abbreviations and acronyms

You will need Activity Sheet No. 3: What do you know about World War I?



5. Where did World War I take place?: Mapping activity

Display a large world map. As a class, identify and list places or theatres of war students know that are associated with World War I. Invite students to confirm or challenge this list before proceeding. Locate these places on the world map and use labels to identify locations. Add places as students undertake further investigations, both before and after the excursion.

6. Timeline

This could be an ongoing activity.

Set up a timeline with space for years and months. Students share dates and events they already know and add these to the timeline. If an event is known and the date is unknown, list these separately for students to follow up. Add to this timeline as students find dates and associated events. Students write their name next to found dates and events on the timeline for checking purposes. A word processing document set up as a table with rows for each year provides the flexibility for students to insert new information as it is found.

Pose, discuss and resolve the problem:

- What do you do if you have conflicting dates for an event? How can you resolve this?

Following this discussion, set up a sheet with the heading 'Contestable information'.

Record information on this sheet and resolve these issues as the unit progresses.

7. What was it like being a service man or woman during World War I?

Students list what they would consider to be necessary for a good healthy lifestyle. Identify basic needs.

Use photographs such as those provided in Resource 2 that illustrate daily life in two different types of environments: France & Belgium and the Middle East & Gallipoli.

Students work in two expert groups, one group for each environment. They use the discussion questions on Activity Sheet No. 4 to guide their discussions. These questions are presented in two sections:

- Analysing the photograph (Exploring visual literacy)
- Putting yourself in the picture (Empathy activity)

Model one photograph with the class. Within each group students first work in pairs, each pair analysing one or two of the photographs. Then within their group they share their ideas and opinions.

They next form groups of four, made up with a pair from each of the two expert groups. Using the 'Putting yourself in the picture' questions, students compare and contrast the environments in which service men and women in their photographs lived. Discuss which needs of service men and women were met and which needs were not met. Decide whether or not one environment was more difficult for service men and women, or just different. Students should consider the roles played by each defence force in defence work and in transporting people and supplies.

Share findings as a class, responding to the statement, 'We know that ordinary men and women did extraordinary things during World War I. This is illustrated by...'

You will need Resource 2: Daily life during World War I and Activity Sheet No. 4: Discussion questions

Students suggest information they already have that illustrates the statement. Also ask students if they have any information that disproves the statement. Revisit this statement at strategic times during pre- and post-excursion activities to add further ideas and opinions

8. What were the effects of war?

Students investigate the effects of war on people at home as well as in the actual theatres of war. This will further assist them to understand the nature of service and sacrifice.

Divide the class into three groups:

- People living in Australia
- Service men and women at war
- People living in a theatre of war.

Each group prepares a visual representation such as a chart, web, concept map, diagram, Powerpoint presentation, series of drawings, story map to illustrate what it must have been like for people living in their circumstances.

To help them prepare their visual representation, students reflect on the photographs they saw when looking at the daily life of service men and women and the photographs in Resource 3. Discuss other types of information students need to know, where to find such information and how best to present it. Each group is responsible for sharing tasks fairly within the group. Explain to students that in some instances tasks may be best undertaken by individuals, for other tasks pairs or trios may be more appropriate. Refer to the 'Recommended reading' listed at the beginning of these materials for suitable reference materials including websites.

Each group presents its findings. Use this information to identify:

- positive and negative effects
- similarities and differences between the three groups of people.

Decide what this tells you about the service and sacrifice of men and women.

Ask: Are there any areas of information you require to help you build up a complete picture of how war affected these groups of people?

List students' questions to ask on the excursion and to follow up as a post excursion activity.

Inform the class that the photographs they have used in this and the previous activity are official photographs. Discuss how this might affect what was photographed and why. Reflect on the effects of war not shown in official photographs or other reference materials. These include casualties and other effects on people.

9. What work did service men and women do?

This activity helps students to organise information and ideas they already have about the different types of work Australian men and women did during World War I. They build on this information during the excursion and in post-excursion activities.

In groups, students list the range of jobs they know service people did during the war. Ask students to consider what knowledge, training and skills were needed to do this work. Use this information to prepare a job description. List these jobs separately and then cover the name of the job on the

You will need Resource 3: War impacts on natural and built environments

job descriptions. Students read these and try to identify which job matches which description. Make sure students include all three defence services: Navy, Army and Air Force. They prepare a chart to explain their findings.

Ensure students also include the work of male and female support staff: nurses and other medical staff, signals, transport and so on.

You will need Resource 1: Inscriptions and poetry

10. What can we learn about war from literature?

Explain that literature about war & peacekeeping activities can belong to several categories or genre.

Poetry in particular can be reflective and commemorative and is often used in ceremonies of remembrance. Sometimes poetry has been selected from poems already written such as In Flanders Fields and The Ode (an extract from Laurence Binyon's For the Fallen). At other times the poetry has been commissioned. It reflects the official interpretation about the event. Rudyard Kipling's Ode which you can see as you climb the stairs to the balcony is an example of a commissioned or official piece of writing. Kipling's Ode is the more difficult of these poems to discuss. Teachers might decide to use selections from the complete work.

Other poems, short stories and novels reflect personal experiences during these historic events. They provide a personal view by someone who took part in the events or by someone writing a personal viewpoint at a later date about these events. See 'Recommended novels' in the Introduction.

Use these books as part of the class reading program. Encourage students to make a book presentation to the class as individuals or as a group. As a class, brainstorm a range of presentation modes: written, oral, multimedia, dramatised, using art work or combinations of these.

Discuss the inscriptions and poetry in Resource 1. Deconstruct unfamiliar phrases. Identify the main ideas in each piece. Discuss how the language of these works differs from everyday speech and how language is used to create images and atmosphere. Encourage students to select a preferred poem and to justify their choice in a written oral or visual presentation.

11. How can we get the most out of the excursion?

Explain that students will be visiting the Shrine of Remembrance to learn more about World War I. They will look at the Shrine of Remembrance as a place of commemoration and remembrance but also as a potted history of World War I. That is, as they walk around they will see words, statues, plaques, features and artefacts that help them to reflect on some of the key events of that war, and how service men and women did extraordinary things to survive and help the war effort.

Pose the question: What else do you want to know?

In small groups, students list questions for which they seek answers either on the excursion or as part of their post-excursion investigations. These questions could be about the nature of service and sacrifice, and how war affected the lives of people here in Australia as well as in the places where war campaigns took place. They also consider framing questions that will help them to identify ways in which the Shrine helps us all to remember this service and sacrifice. Distribute a copy of the key understandings and/or focus questions for the unit (or draw students' attention to them if written on a wall chart) to guide their development of questions to ask at the Shrine.

Students use 'the Question Matrix Grid' (Widderhold, C. (1991) Co-operative learning and critical thinking) (Teaching Thinking skills - a whole school approach. Michael Pohl. Hawker Brownlow 1997) to develop a broader range of questions that promote deeper analytical understanding. Collate responses as a class.

Students each bring a copy of the questions they developed during pre-excursion activities to ask at the Shrine of Remembrance. Encourage students to ask additional questions at the Shrine of Remembrance to clarify information or to explore ideas.

12. Final excursion preparation

When conducting your final briefing prior to the excursion ensure students are:

- aware of behaviour expectations while inside the Shrine of Remembrance and on the precinct. This is outlined in the 'Information for Visiting Groups' brochure provided with this kit. It is also comprehensively covered in the required booking literature. Inform students that the words 'Let all men know that this is holy ground' are inscribed on the Forecourt pavement. Discuss the meaning of this statement and the concept of sacred ground which also applies to churches, temples, mosques, synagogues, etc. Decide what this means for people visiting the Shrine of Remembrance in terms of acceptable behaviours.
- students are clear about their responsibility in relation to the expected behaviour guidelines. If you wish, provide each of your students with a copy of the Shrine Map, which can be downloaded from www.shrine.org.au. Follow the Education link.

PART A - continued



WORLD WAR 11 AND BEYOND 1945 - Pre visit activities:

In this kit, students focus principally on the contribution of Australian men and women during World War II. Some attention is given to post 1945 war and peacekeeping activities. It is not meant to be a comprehensive study of World War II and post 1945 war and peacekeeping activities. Teachers may wish to add or substitute other post 1945 war and peacekeeping engagements such as Korea, the Indonesian Confrontation or Malaya, as well as the Middle East, African, and/or eastern European peacekeeping activities. Students consider where Australians served and the conditions that confronted them in those places, and whether or not Australia was under threat of invasion in 1942. The changing role of women at this time is also considered. Students are introduced to some of the issues facing historians generally through an introduction to the language and literature of war and peacekeeping and the use of works of art and photographs as valid historical records. Opportunities also exist for students to undertake individual and small group investigations about different aspects of war and peacekeeping since 1939.



Key Understandings

- Australians have served in a range of environments in Europe and North Africa and the Asia-Pacific area since World War II.
- In 1942 the focus of Australian involvement altered significantly following the entry of Japan into the war. This resulted in a military response and a response on the home front.
- Australia has continued to be involved in war and peacekeeping activities since 1945 under the auspices of the United Nations.
- Historians use a range of evidence to recreate and interpret the past.
- A critical and analytical approach to historical sources is essential.

Select and/or adapt activities appropriate to the students in your class. These activities will give students the necessary background information to make their visit to the Shrine of Remembrance enjoyable and rewarding.

Note: On the excursion itself, Shrine of Remembrance education staff will assume students are familiar with:

- Key terms and abbreviations
- Part 1 of Resource A: The language and literature of remembrance
- Key events of World War II particularly about perceptions of the threat to Australia in 1942

Some of these preparatory activities can be shared with other teachers, particularly the English teacher. Some follow up activities could also be undertaken in collaboration with English and Arts teachers.

1. Class display

Relevant Memorial Boxes can be borrowed from the Australian War Memorial, or the Victorian Association of Social Studies Teachers (phone 9347 4957)

Display maps such as the following:

- World maps, circa 1939-1945 and contemporary
- Australia - New Guinea - Asia - Pacific region.

Historical atlases may also contain useful maps to help students locate theatres of war.

Make a class collection of reference books, DVDs, relevant websites and photographic reference books from the school and local library. If students work in different rooms develop a resource box instead of a display.

Set up a question board with the heading, 'What do you want to know that will help you to analyse the continuing significance of World War II and post 1945 war and peacekeeping activities?' Encourage students to add questions as you undertake pre- and post-excursion activities. Regularly revisit the board to provide answers to currently displayed questions and add new questions to deepen students' understanding. Take a copy of these questions with you on the excursion to the Shrine of Remembrance. Encourage students to search for resources to answer these questions.

2. Key terms: Glossary

Discuss the similarities and differences between a dictionary and glossary.

Pre-test students' knowledge of key terms. Distribute cut-up copies of Activity Sheet No. 1. Students match terms and meanings. They check their work with a peer before proceeding. Resolve any differences. They then paste correct responses in their personal glossary. Other terms and meanings can be added to the glossary as students begin to understand the meaning of these terms as work progresses.

Students add unfamiliar terms to their glossary as they undertake further investigations. They use the glossary as an ongoing reference tool.

3. Abbreviations and Acronyms

Explain that many of the plaques students will see during their visit to the Shrine of Remembrance contain abbreviations and some contain acronyms. Ensure students understand the meaning of both terms.

Distribute Activity Sheet No. 2. Students write as many abbreviations and acronyms in full as they can. They also identify which are abbreviations and which are acronyms. Share findings as a class.

Students add new abbreviations and acronyms to their list as they investigate the history of World War II and post 1945 war and peacekeeping activities.

Students should keep this list as a reference tool to search for information that helps answer these questions.

4. Introducing the language and literature of remembrance

Background information

Explain to students that an extensive literature has developed around themes and issues associated with war, remembrance, commemoration and people's attitudes to war. Some of the literature is a personal response, written because people wanted to do this or felt that they should record their experiences. Other pieces can be considered as official pieces, having been commissioned and written for a specific occasion. Commissioned works include literary pieces (usually short poems for use on official occasions) and the works of war historians, artists and photographers.

Distribute Resource 1: Part A.

Students read and identify unfamiliar words. Use these words and phrases as the starting point for deconstructing each poem or inscription.

Identify the main idea(s) or message(s) of each text. Discuss how the images in the text support these ideas or messages. Consider the period in which each text was written. Students discuss those elements of each text that illustrate that the text was written during an earlier historical period and those ideas or elements within the text which are timeless and universal.

The text, 'The Spirit of ANZAC' that is seen in the Entry Courtyard to the Visitors' Centre is included here. In addition, the online address is given so students can read and/or download the full text of Sir William Deane's speech at the Dawn Service, Gallipoli, 25 April 1999. Teachers (including teachers of English) may wish to analyse this speech to contextualise the quote at the Shrine of Remembrance and identify the key values, attitudes and personal qualities expressed. Students then prepare a personal response to the speech.

Students should understand that all texts in Part A are official works recognised by agencies

You will need Activity Sheet No. 2: Abbreviations and acronyms

You will need Resource 1: The language and literature of remembrance: Part A



concerned with remembrance. Part B will introduce some alternative perspectives for student consideration during the post-excursion activities.

5. Interpreting evidence: Visual literacy exercise

You will need Resource 2: Reading photographs and Activity Sheet No. 3: Analysing photographs. If you want to use additional photographs for this exercise, you can download these from the Australian War Memorial's extensive collection at www.awm.gov.au. Click on 'Collection database' and then 'Collections search'. In the box, 'Search terms' select the particular category of images and the conflict you select

This activity could also be undertaken as a Part C activity, after the excursion but before students begin to interpret visual evidence.

Explain to students that the skills developed during this exercise will equip them with important discriminatory skills for interpreting visual and artistic historical evidence. These same skills also can be applied in their daily lives when interpreting visual materials in the media.

Brainstorm and list reasons why people they know take photographs. To the list, add reasons why people in particular careers might also take photographs or have photographs taken for their use. Include people such as:

- Advertising agents
- Newspaper photographers
- Politicians
- Freelance photographers
- Tourist agencies
- Spectators at a concert or sporting event
- Defence forces (official photographs)
- Member of the defence forces (private photographs)

Consider how the images taken might be different for two or more of these categories of people.

Divide the class into small groups. Distribute Resource 2. Allocate each group a pair of photographs from Resource 2: one photograph is posed and one not posed. Distribute Activity Sheet No. 3, which includes a series of questions that are designed to assist students to unpack and analyse the photographs.

If this is an unfamiliar activity for students, use one of the pairs of photographs to model the activity.

Students work in small groups, analysing their pair of photographs. Each group should nominate a recorder to assist with their reporting to the class at the conclusion of their discussions.

Follow up this activity by posing these questions:

- Why do you think historians need to ask questions like these when viewing photographs?
- If you had to take photographs for propaganda purposes or for a photographic essay, what do you think would be the essential elements? Answer the question from the viewpoints of both a person supporting a particular conflict & a person opposing Australia's involvement in that conflict.
- How can these skills help you when looking at photographs in the print media and at video clips and documentaries on television?

Explain that these photographs are part of the Australian War Memorial's collection. Discuss ways in which photographs taken by a service person or independent observer would be similar to and different from official photographs. Students should also be aware of associated security issues when taking photographs in theatres of war.

6. What do you already know about World War II and post 1945 conflicts and peacekeeping? Assessing prior knowledge

Explain to students that they will undertake a number of short activities to help them to answer the question, 'What do you already know about World War II and post 1945 conflicts and peacekeeping?' Students are not expected to provide comprehensive answers at this stage. Sometimes there will be no response.

6.1. Mad minutes

Students form groups of four. At a given signal, students take turns to share any information, ideas, perceptions and opinions they may have about World War II and post 1945 war and peacekeeping activities. Give students 2 or 3 minutes to do this, then stop them. Now give students one minute to decide the most important information or ideas presented in their group. Share with the class. Use this as an opportunity to develop further analytical and evaluative questions for investigation. and/or

6.2. Bus stop or small group activity

Students work in pairs or trios. Place the A3 question sheets around the room or distribute one sheet to each small group. Each pair or trio focuses on one question sheet. They record as much information as they can to help answer that question.

After a set time, each pair or trio moves on to the next sheet or exchanges their sheet with another group. Repeat the process, with students only adding new information to the subsequent sheets. Explain that this could include information to correct or expand information & ideas already given.

Repeat as necessary. Allow students to briefly review sheets on which their pair or trio has not written information. Keep these sheets for checking after students have completed their investigations in Part C of the unit.

If practical, display these sheets while students continue their investigations. Encourage students to expand on or challenge facts as their investigations proceed.

6.3. Who were they? What happened there?

Distribute the Resource 4 cards face down to pairs of students. Inform students that their card has either the name of a person associated with World War II or a place associated with World War II or a post 1945 conflict or peacekeeping activity.

In pairs, students think of as many facts or ideas as they can. If pairs appear to have reached a stalemate, give them a new card.

After a set time (2-5 minutes) students share their information with the class. Explain the need to communicate information about these people and places accurately but sensitively. This is

You will need Resource 3: Bus stop questions and several sheets of A3 paper. Paste each question on a separate A3 sheet

You will need Resource 4: People and places. Cut up Resource 4 to create individual cards



particularly relevant in relation to more recent conflicts which may impact on members of the class or their families. Sensitive and controversial issues should not be avoided but students need to be aware that a range of viewpoints will exist on the issue. Each student should examine the evidence and become as fully informed as possible before reaching a personal position.

Invite other students to provide additional information or to challenge information and ideas presented. Where there is an unresolved difference of opinion, record these to check at the conclusion of student investigations during Part C of this unit. Following the excursion, students could undertake further research about these people and places as well as in response to the questions asked in the previous activity.

Before concluding, invite the class to provide information for any cards not used during this activity.

7. Mapping

Students recall places associated with World War II & post 1945 war and peacekeeping activities.

Develop a key using colours or symbols to represent the three defence services. Locations will include countries, regions and specific places.

Since the information students collect during the unit will cover World War II and a range of post 1945 activities, also decide as a class how to distinguish between different conflicts as well as the different defence services.

Further work on this activity may be undertaken after the excursion. Students also collect relevant data while on the excursion.

8. Class timeline

You will need Resource 5: Class timeline. Students may use the Resource 5 graphic organiser to organise their information. The organiser may also be set up as a Word document. This provides greater flexibility for inserting information on a progressive basis

Prepare a timeline for the years 1939–1945 to record dates. Organise data on the timeline into geographical areas (Europe, the Mediterranean and North Africa, and Asia-Pacific).

Use the same colour coding as used for the mapping activity to represent the three defence services on the timeline.

Students provide dates and events for the timeline as the unit progresses. If students only have information about the event, they display this information on a paper strip attached to a Challenge Board. They or other students add it to the timeline when the date is found. Provide another area where contested dates and information can be recorded for later resolution as a class.

9. What else do we want to know? Small group and whole class activity

Students work in small groups.

Explain that students will be visiting the Shrine of Remembrance to learn more about World War II and post 1945 war and peacekeeping activities. They will look at the Shrine of Remembrance as a place of commemoration and remembrance of Victorians who have taken part in military engagements since 1914 but also as a potted history of World War II and post 1945 war and peacekeeping activities. Ask students what they think is meant by a “potted history”. Explain that

as they walk around they will see words, statues, plaques, features and artefacts that help them to reflect on some of the key events and how service men and women did extraordinary things to survive and help the war effort. These items will not provide all the information. Instead they point students’ attention to key events and personnel involved in these events. Some of these features and artefacts will also help them to reflect on the continuing significance of World War II and post 1945 activities. That is, they are not only finding out what we are remembering and commemorating, but also why we remember these events. They need to consider how these events affected people involved in them and at home, both during and since the events took place. They will need to develop a personal position to explain whether or not they think World War II and/or these post 1945 events have a continuing significance. They will need information about these events to reach that decision and evidence to support their personal position. The place names and other information they receive on the excursion will provide a good basis for collecting the evidence they need to reach this personal position and to understand the nature of conflict during World War II and in the period post 1945.

Pose the question: What else do you want to know?

In their groups, students list questions for which they seek answers either on the excursion or as part of their post-excursion investigations. These questions could be about the nature of service and sacrifice and how the war affected the lives of people here in Australia as well as in the places where war campaigns took place. They will also consider issues about the continuing significance of these events. Students should also reflect on the effects these events had on the people for whom these battlefields were homes and places of work.

Distribute a copy of the key understandings and/or focus questions for the unit (or draw students’ attention to them if written on a wall chart) to guide their development of questions to ask at the Shrine. Students use ‘the Question Matrix Grid’ (Widderhold, C. (1991) Co-operative learning and critical thinking) (Teaching Thinking skills – a whole school approach. Michael Pohl. Hawker Brownlow 1997) to develop a broader range of questions that promote deeper analytical understanding. Collate responses as a class.

Students each bring a copy of the questions they developed during pre-excursion activities to ask at the Shrine of Remembrance. Encourage students to ask additional questions at the Shrine of Remembrance to clarify information or to explore ideas.

10. Final excursion preparation

When conducting your final briefing prior to the excursion ensure students are:

- aware of behaviour expectations while inside the Shrine of Remembrance and on the precinct. This is outlined in the ‘Information for Visiting Groups’ brochure provided with this kit. A comprehensive outline is also included in the required booking literature. Inform students that the words ‘Let all men know that this is holy ground’ are inscribed on the Forecourt pavement. Discuss the meaning of this statement and the concept of sacred ground which also applies to churches, temples, mosques, synagogues, etc. Decide what this means for people visiting the Shrine of Remembrance in terms of acceptable behaviours.
- students are clear about their responsibility in relation to the expected behaviour guidelines.

If you wish, provide each of your students with a copy of the Shrine Map, which can be downloaded from www.shrine.org.au. Follow the Education link.



PART B



AT THE SHRINE OF REMEMBRANCE

Have you made a booking? Bookings are essential and can be made by contacting the Education Centre on (03) 9661 8113, (03) 9661 8116 or (03) 9661 8117 email: education@shrine.org.au.

Students will need to be divided into class size groups prior to arrival. Education Program groups will be advised of the required groupings on the returned booking confirmation form. General Tour groups are advised to divide students into groups of 20-30 (i.e. class size) A ratio of one teacher/adult per 10 Primary Students and one teacher per 20 Secondary Students is required for both Education Programs and General Tours. Other adults are most welcome to accompany teachers and students.

Teachers are responsible for student behaviour at all times. Shrine staff are facilitators of the program you have booked, they are NOT responsible for checking appropriate student behaviour, participation or movement.

WHAT TO BRING:

- Map of the Shrine grounds to enhance your visit prior to or after your experience. The map shows the location of the memorials you can visit which are located in the grounds of the Shrine of Remembrance.
- Prepared student questions formulated as part of their pre-visit activities.
- Digital camera

WELCOME TO STUDENTS

When the teacher in charge of excursion enters the Shrine Visitor Centre:

* Please report to the Reception Desk with your booking confirmation letter showing your booking number. You will be directed to the Education Centre (for education programs) or to the introduction/viewing room for General Tours. Your group to be given an official welcome. Secure bag lockers are available in the Education Centre for Education Programs. Bag storage is available for General Tour groups.

Introduction

Students will be welcomed in the Visitor Centre by Shrine staff. As an introduction 'Tuning in' activity, to establish students' level of knowledge, they will be asked a few questions.

Appropriate behaviour

Students will also be asked to suggest what is acceptable and what is unacceptable behaviour in the Shrine of Remembrance and on the exterior Forecourt. The importance of the building as a place of commemoration where respectful behaviour is necessary will be emphasised. This is especially required during the 'Ray of Light' commemoration ceremony. Students will be actively involved in this experience as the highlight of their visit. Teachers are responsible for student behaviour at all times.

Guidelines are provided in the brochure, 'Information for Visiting Groups' that accompanies this kit. A comprehensive outline is also included in the booking literature.

- Using the map of the Shrine of Remembrance grounds to enhance your visit prior to or after your experience, the following information will assist you and your students:

Sir John Monash Statue:

Monash is one of Australia's most celebrated military leaders.

He was born in Melbourne 27 June 1865. He studied arts & engineering at the University of Melbourne.

Monash's military career began some years before World War I. In 1884, aged 19, he joined the university company of the 4th Battalion, Victorian Rifles. In 1895 he was promoted to Captain in the Garrison Artillery and in 1897 he was promoted to Major of the North Melbourne Battery. He served with them for 11 years.

In 1908 he became a Lieutenant Colonel of the Australian Intelligence Corps. At this time he and a friend were also operating their own engineering firm. In 1913 Colonel Monash commanded the 13th Infantry Brigade.

When war broke out in 1914, he became commander of the Australian Infantry Force's 4th Infantry Brigade. He landed at Gallipoli on 26 April 1915, one day after the first Australian and New Zealand troops landed there.

In June 1916 he was in charge of his brigade in France. In July he became a Major General and took command of the 3rd Division. At this time his men fought in the Battle of Messines, one of the Battle Honours you saw at the Shrine of Remembrance. The battle was a great success. In May 1918 he became a Lieutenant General and was given command of the Australian Corps until the war ended.

Back in Australia Monash became manager of the State Electricity Commission that was then responsible for making and selling Victoria's electricity. He became a leading figure in Melbourne's Jewish community and supported the welfare of ex-service men and women.

Sir John Monash was the driving force behind the construction of the Shrine of Remembrance. The credit for inaugurating and achieving the erection of the Shrine belongs to the National War Memorial of Victoria Committee, and the Chairman ex-officio was the Rt. Hon. the Lord Mayor of Melbourne. Regular meetings of the committee were held over the twelve years of its existence, and although often confronted with many delicate situations, complete harmony was continuously maintained.

The success of the committee was largely attributed to the incessant energy and enthusiasm of Sir John Monash, who acted as Deputy Chairman from the inception of the Committee in 1921 until his lamented death in October 1931. His knowledge as an engineer was an asset, & his views on the most intricate subjects were invariably adopted. Upon his death some 25,000 people attended his state funeral.

Students look at the statue and its inscriptions. They recall any information they recorded about him at school. Look at the statue and describe the type of person students think Monash was. Students record any additional information from the statue and its base that they believe would be useful starting points for writing a biography or lifestory about him.

South African Monument - This monument was erected to honour and remember the Victorians who served during the Boer War, 1899-1902. The British and Dutch had both occupied parts of southern Africa since the early nineteenth century. Both the British and the independent Dutch-Afrikaners, known as Boers, wanted to control southern Africa. The discovery of gold and diamonds there in the 1880s made control more inviting.

The Boers attacked the British in 1899 when they believed that the British were getting ready to conquer them. The Australian colonies offered troops to help the British. At least 12,000 Australians served. Other Australians also joined the British and South African units. Over 600 Australians died during the war, about half from disease and half from actual fighting.

The monument particularly remembers those Victorians from the 5th Victorian Contingent who went to South Africa. The main battles in which they fought are named on the monument. On the top of the crown you can see three important inscriptions: 'Lest we forget'; 'King and Empire'; 'Honour the brave'. Monuments like this one tell us a great deal about the values, ideas and beliefs of people at the time they were built.

The first soldiers were sent to South Africa by the six colonies. When Australia became a nation on 1 January 1901, responsibility for defence was taken over by the Commonwealth. Australia then sent three more contingents to fight. Australian soldiers became well-known for their horsemanship, for their ability to shoot & ride. Conditions for both soldiers & horses were harsh and disease was common. Australian quarantine regulations meant that once the war was over, Australian horses couldn't return home.

Five Australians won the Victoria Cross during the Boer War.

Student activity

Ask students:

- Why do you think the memorial is in the shape of a crown? Are there any words on the memorial that might give you the reason for this?
- Students then identify the six major battles of the Boer War.

The Shelter of Peace - Students need to gather information to enable them to answer three questions. For Question 1, students are asked to identify what the Shelter commemorates. For Question 2, students are asked to record ideas listed within the Shelter that they think should be universal. To answer Question 3, students note two or more things that impressed them about the way people defended Malta or about things others have said about their defence of the country. For Question 4, students find & write down the 8 personal characteristics/values mentioned on the memorial.

The two women's statues - This activity is undertaken at the statues of Edith Cavell and Sybil Howy Irving. Students create a table with biographical information about the two women. They also search for Edith Cavell's last message.

Australian-Hellenic memorial - Students look for information revealing why the memorial was built and record their response.

Sir Thomas Blamey - At this memorial, students note down any biographical information that they would find useful in writing Blamey's biography.

"Weary" Dunlop - Students note down information on Sir Edward "Weary" Dunlop that they would choose to include in his biography.

OPTIONAL FOR THE TEACHER AT THE END OF THE EXCURSION

Defining the inquiry: Unanswered or further questions

Revisit the class list of inquiry questions. Ask students:

- Were any of your questions not covered?
- Do you have any additional questions you would like to ask as a result of our excursion?

Please inform the Education Officer so students may be assisted in their search for further information.

End of excursion reflection: Who are the World War I heroes at the Shrine of Remembrance?

Restate the fact that the Shrine of Remembrance is both a place of commemoration and a potted history of Australia's and especially Victoria's service in war and peacekeeping. Ask students:

- What is the important message for all of us who come here?

Students are invited to complete a personal reflection/letter and post it to the Shrine of Remembrance Education Centre GPO Box 1603 Melbourne 3001 or email education@shrine.org.au. Student work is displayed in the Education Centre.



The Future of the Past - WWI, WWII and beyond 1945

Suitable for Middle Year students (5-10) 'The Future of the Past' is a Values Education Program underpinned by the Values of the Spirit of ANZAC and VELS. Most importantly, they will identify the values upheld by Australian service men and women over time. They will come to an understanding that these values are not distinctively Australian but are universal.

Visual Literacy and Thinking Curriculum activities enhance this two-hour program enabling all students to participate at their own level. An interactive tour of the Shrine of Remembrance will encourage students to respond critically and/or creatively, using problem solving skills during this experience. The tour is a core component of the program. This program does not incur a fee but donations are gratefully accepted. Travel assistance is also available to schools who meet the criteria, so please enquire about this when making your booking. Bookings are essential.

Vietnam:

A comprehensive VCE Unit with reference material is available on www.shrine.org.au.

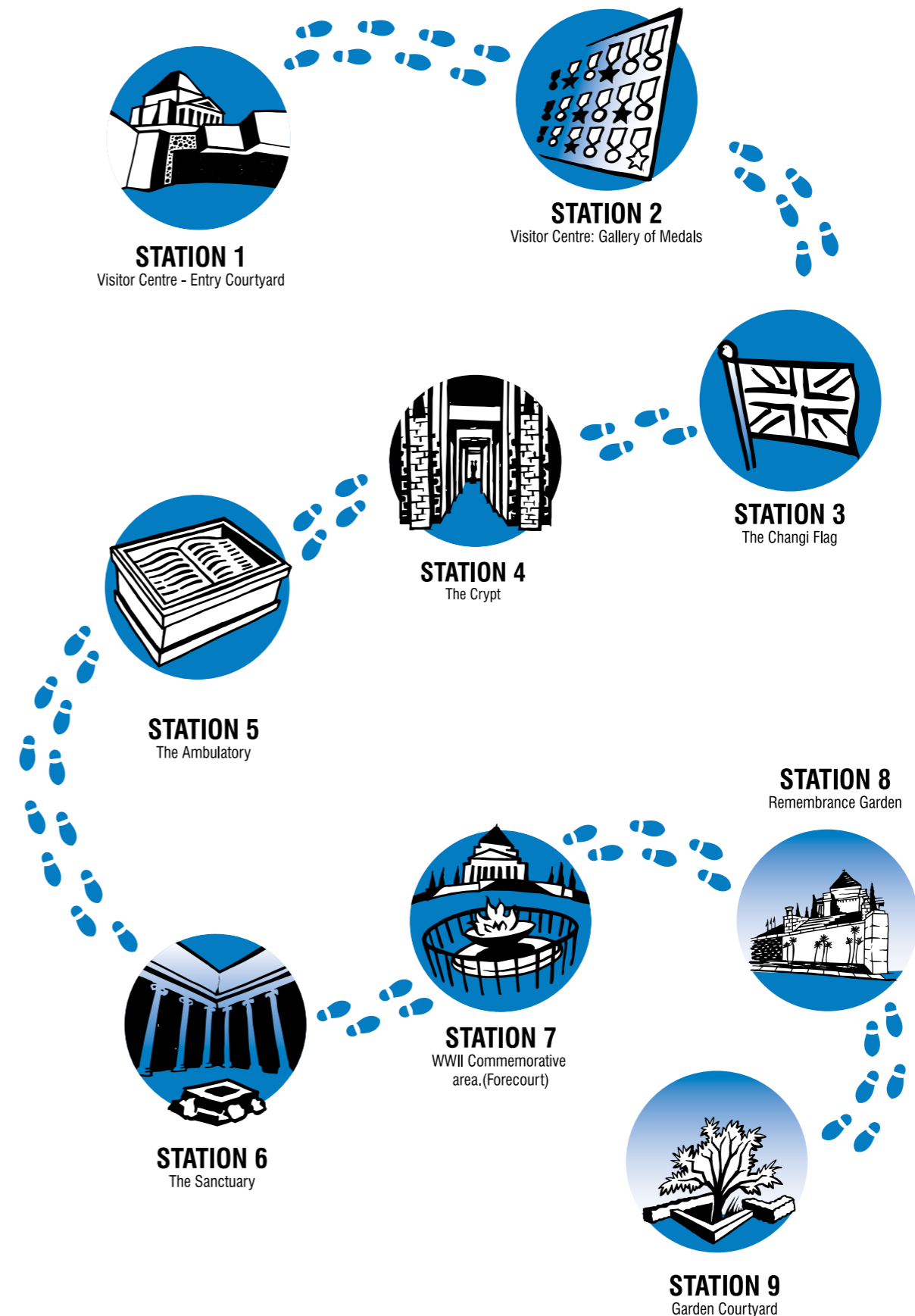
The Education Program on offer at the Shrine of Remembrance Education Centre for VCE students will guide students through the factual and historical detail, and then transfer this knowledge into the emotional realm of dealing with life on return from the horror and madness associated with service in Vietnam. Many Veterans (15,000 conscripts) are still trying to make sense of their experiences along with those of their comrades. These men were sent off to war completely unprepared for the emotional and psychological impact it would have on them. A focus on what happened to them when they returned home to Australia - their shared experiences of alienation, anxiety, depression and guilt and the ongoing effect this has on their families.

Visual Literacy and Thinking Curriculum activities enhance this two-hour program enabling all students to participate at their own level. An interactive tour of the Shrine of Remembrance will encourage students to respond critically and/or creatively, using problem solving skills during this experience. The tour is a core component of the program. This program does not incur a fee but donations are gratefully accepted. Travel assistance is also available to schools who meet the criteria, so please enquire about this when making your booking. Bookings are essential.



EDUCATION TOUR

The Education Tour may vary depending on time restraints, weather and ceremonial services.





PART C



POST VISIT ACTIVITIES - WWI

From the activities outlined, select appropriate activities for your class to help them extend and strengthen their understandings.

1. Place of commemoration or potted history: Is it more of one than the other?

Create a 'community circle.'

Remind students that the Shrine of Remembrance is:

- a place of remembrance of the service and sacrifice of men and women in war and peacekeeping
- a potted history of key events and people during World War I.

Students think of places or items they saw at the Shrine of Remembrance that either have a message about remembrance or tell some of the history of World War I.

Move around the circle, seeking students' ideas as you proceed. Record ideas on paper strips.

Place two hoops in the centre of the community circle. Overlap the hoops to form the outline of a Venn Diagram. In the three sections place the labels: 'Remembrance', 'Both' & 'Potted war history'.

Students take turns to place their paper strips in the appropriate section of the Venn Diagram. Indicate that students must be prepared to justify their decision and respond to any challenges from other students. Encourage students to make statements and draw conclusions about the patterns they see inside the Venn Diagram.

2. Where did World War I take place?: Mapping activity

Revisit the class map. Add any places from the Battle Honours found on the 'Colour Banners' in the Crypt at the Shrine of Remembrance not already located on the map.

Students prepare statements to describe the general location of theatres of war.

3. Timeline:

Remind students that as they undertake further investigations, they can add key dates and events to the timeline.

4. What was it like living and fighting during World War I?

Students work in sixteen pairs, one for each Battle Honour. They use the Australian War Memorial collections database www.awm.gov.au to search for 4 to 6 photographs to show what it was like living and fighting in this place. They again use Activity Sheet No. 4 to focus their analysis of the photographs. They compare these photographs with the area in which they live. Encourage students to think about the challenges the climate and landscape might have presented in different seasons of the year. Students should also reflect on the hardships (physical, social, emotional) that service men and women faced when living in a war zone. They think about these conditions and how ordinary people faced extraordinary challenges just to survive.

Bring the class together and ask students to share ideas from this activity that help them to better understand what wartime conditions were like. As a class, add further information to the pre-excursion statement, 'We know that ordinary men and women did extraordinary things during World War I. This is illustrated by...'

*You will need
Activity Sheet No. 4:
Discussion questions*



5. What work did service men and women do?

Students look at the notes they made in the Crypt. They identify any new types of work service men and women did. For these jobs, students list the knowledge, training and skills they would need to do this work.

Students next look at notes they made in the Sanctuary. They link the pieces of equipment and tools they identified with the jobs on the list developed by the class before the excursion. Encourage students to find out about other tools and equipment service men and women used.

Ask students: What do the types of work service men and women did tell you about the people who served?

Optional activity:

Extend students understandings by asking them to identify jobs which are no longer required as part of our defence and peacekeeping services. Find out if there are any new jobs that have emerged since that time. Consider too how the work of some sections such as people working in the Transport Unit, Medical Corps and Signals (Communications) unit may have changed since World War I. Use websites such as www.defencejobs.gov.au/sca to help students locate relevant information. Visit www.defence.gov.au/index.cfm and click on the top of the homepage for the connection to each defence force for additional ideas and information.

Ensure students also include the work of male and female support staff: nurses and other medical staff, signals, transport and so on.

6. Battle Honours: Why were they given?

Students refer to the 16 Battle Honours identified at the Shrine of Remembrance. In pairs, they use the Australian War Memorial website www.awm.gov.au and resources listed in the 'Recommended reading' section to find out about the battle(s) and campaigns that took place at their chosen theatre. Students use the 4 to 6 photographs selected for post-visit activity 4: What was it like living and fighting during World War I? (These could be the same photographs as used in Resource 2) Students could also find current information about the place including information about the ways in which people there remember the service of others during World War I. For further information, visit the Office of Australian War Graves' and the Commonwealth War Graves Commission's websites:

www.dva.gov.au/commem/oawg/wargr.htm and www.cwgc.org.

Refer to the timeline developed during the unit. Students 'teach' the class about their selected theatre of war. Presentations should be made in correct chronological order. Invite other students to ask questions of the 'teachers'. If necessary, the 'teachers' prepare a short follow-up lesson.

Optional activity:

Students imagine they are a service person fighting at this place. They write a letter home to their parents or a best friend about daily life and what is happening in the war.

When students have finished writing their letters, they form pairs. They exchange letters. Each student is now the censor. The censor's job is to make sure the writer of this letter has not been over critical of what is happening or given away any information about future strategies and campaigns to help win the war. Read the letter and underline any parts of the letter you believe should be crossed out. Return the letters to their authors.

You will need Resource 2: Daily life during World War I

As a class, discuss this censorship and how students feel about it. Think about reasons for this. Ask if any student felt angry about this censorship and why? Ask students:

- What do you think is more important: your right to tell people everything about the war or the need to protect security information? Students justify their opinions.

7. What were the effects of war? (Extension)

In small groups, look again at the photographs in Resource 3 that show some of the destruction to natural and built environments in various theatres of war during World War I. Students consider the following: If you were the government of the country in which this damage has been done, what would you have to do after the war to restore these environments? Use a chart or other graphic organiser to present your ideas. Students should consider how this damage would have affected ordinary people living and working in these areas.

8. Victorian Victoria Cross winners

Students search the Australian War Memorial website at www.awm.gov.au/database/h_award.asp to identify Victorians (such as Albert Jacka and Robert Grieve) who won the Victoria Cross during World War I. In the space, 'Honour/Award', click on 'Victoria Cross'.

Working in pairs, students draw and cut out a lifesize body shape. They look at a photograph of a service person in uniform and 'dress' or paint their cut out figure in that uniform. Suitable photographs for this activity can be found at www.awm.gov.au/database/collection.asp. Click on 'Collection Search' and type the following numbers individually in the space, 'Search terms':

- P02842.004 (Variety of military uniforms)
- A00886 (Oversized/ill-fitting uniforms)
- A03313 (Light Horse)
- P01102.023 (Red Cross).

Students can type in 'Uniform' instead of the identification numbers above and select photographs of individual uniform items such as caps, trousers, boots and jackets. Use words such as 'Nurse', 'Navy' 'Flying Corps' to find photographs of people from specific defence forces or units.

Students write a brief biography about this person. The person could be one of the Victoria Cross winners or a real or imaginary person who served at the place students investigated during the Battle Honours activity. Some students may wish to select an alternative battle location for their soldier. Display the cut out figure and biography.

9. Expert research groups

Students identify any other issues or topics that interest them about service and sacrifice during World War I.

This can be undertaken as an individual, paired or small group activity. Students may require help with ideas such as:

- Sir John Monash: a biography.
- Who were the ANZACs? What happened on 25 April 1915? Was it a victory for the ANZACs?

You will need Resource 3: War impacts on built and natural environments

- Why was 11 November 1918 an important day?
- Bravery medals: their history, how they were awarded, Victorian recipients
- Who was the man with the donkey? Should he be recognised? Develop a case for or against the suggestion that Simpson should/should not be recognised as a war hero.
- Find out about the work of Legacy and the Red Cross.
- Why did we have an expeditionary force in New Guinea?
- What was the role of women during World War I?
- War artists: who were they? What did they do? Is their work accurate? How do you know? (Students use the same discussion questions on Activity Sheet No. 4 to guide them. They search the Collections database for art works related to the place they investigated for 'Battle Honours'.)

Students prepare questions to help them clearly identify what they want to find out about this issue or topic. They use Six Thinking Hats, Bloom & Gardner's Taxonomy, Habits of Mind, Thinkers Keys (or a similar process) to help them. Students discuss and negotiate these questions with the teacher before proceeding.

As a class, discuss and record possible presentation modes such as a Powerpoint presentation, chart, story map, oral presentation, dramatic/music presentation, detailed annotated timeline, television interview with an 'eyewitness'.

Think about ways to display student work to better inform the public about the service and sacrifice of Australian men and women during World War I.

10. What about the little people?

Students discuss and debate the following:

We know about the big heroes: Simpson, Monash, Jacka and some of the other VC winners. How can we recognise and tell the stories of ordinary service men and women who often did extraordinary things, especially since we can no longer interview them? Have they left records or are there records about some of them? Should we make other people in our community more aware of the contribution to the war of people identified on the local war memorial or of all people in our community who served?

11. Reflection: The Spirit of ANZAC

Enlarge the text of the Spirit of ANZAC from Resource 4. Cut this up into strips, each strip identifying one quality demonstrated by the ANZACs and place them on large sheets. Students move from one station to the next writing down facts and thoughts about World War I that help to illustrate each point.

Next, ask students to prepare a personal response to the questions:

- The Spirit of ANZAC, - how is this relevant to me and the 21st Century?
- Did ordinary men and women do extraordinary things during World War I? How can you tell?

Students are invited to write a letter of appreciation, a poem, poster or written/digital piece about service, sacrifice and/or remembrance. Use these in your school commemorations and/or send to the Shrine Education Centre.

12. Taking social action: Civics and Citizenship

Ask students:

- How could we make ANZAC Day and/or Remembrance Day more meaningful to students at this school and to our community?
 - How can we include the achievements of ordinary men and women in our commemoration? * *Contact the Shrine of Remembrance to be involved in 'Adopt an Ex-service organisation' program.*
 - What can we do to collect the stories of the service men and women in our community? How can we make others in our community aware of these stories? Develop & implement an action plan.
 - How can we make the public more aware of the legacy of World War I? Develop an action plan for the most practical of these suggestions.
 - What can we do to help people affected by war and peacekeeping? Consider projects in association with aid and support agencies such as Legacy and/or Red Cross.
- Present any of the following suggestions not provided by students before a final decision is made.
- Prepare a presentation to Junior School Council and/or School Council suggesting ways to make our ANZAC Day/Remembrance Day ceremony more meaningful for students.
 - Develop an action plan to promote the work of places like the Shrine of Remembrance that preserve our military heritage. Follow on from the contributions of Victorian school children in the 1930s and fundraise for a special project related to Education of future generations.
 - Create a class collage, mural or quilt for display in a prominent place in the school and/or in the local community. The product should illustrate that 'Ordinary men and women did extraordinary things during World War I.' A feature-wall display area is available at the Education Centre of the Shrine of Remembrance.
 - Attend a commemoration ceremony at the Shrine or Remembrance &/or your local war memorial. If part of the 'adopt an ex-service organisation' program, students would participate in one of the suggested activities related to this innovative program. Arrange to place a wreath on behalf of the class or school. Students each wear a red poppy on the day to support the work of the RSL.
 - Sell badges at your school to raise funds to support Legacy.
 - Adopt an ex-service organisation. Find out about its contribution to service and sacrifice and write up its history to keep these memories alive. This could be as a website or in a written or visual format. Make a wreath each ANZAC Day to remember this organisation
 - Hold a celebration of students' work. Invite veterans, the RSL, Shrine volunteers, Legacy and family members to participate.

PART C - continued

POST VISIT ACTIVITIES - WWII

From the activities outlined below, select appropriate activities for your class to help them extend and strengthen their understandings. World War II provides the main focus for these activities.

1. Mapping activity

Use the class maps started prior to the excursion to locate places identified on plaques at the Shrine of Remembrance. Use the key developed prior to the excursion to represent the three defence services and the different conflicts and activities. Locations include countries, regions and specific places.

Students use this information to write sentences explaining the theatres of war in which Australia was involved during World War II. They compare these patterns with the focus of post 1945 conflicts and peacekeeping activities. Encourage students to suggest possible reasons for this.

2. Class timeline

Organise data into geographical areas on a timeline.

Extend the timeline, providing one box for each year from 1946 to the present to include post 1945 war and peacekeeping activities. To begin, students transfer information from Special Task No. 4. To extend this activity, students visit www.awm.gov.au/peacekeeping/timeline/timeline.htm and www.dva.gov.au/commem/commac/studies/anzacsk/res1.htm

Students add further important dates during subsequent investigation activities. You could also refer students to the Australian War Memorial website at www.awm.gov.au/atwar/thismonth/index.asp for a comprehensive chronology as well as to the 'Recommended websites' for this unit. Students should be selective with the detail provided online at 'This month in history'.

Prior to the Reflection, students make statements about the nature of Australia's involvement during World War II using information from their investigations, the timeline and map. This information could also be the basis for a class quiz or question-and-answer session. Select a number of important events students have investigated such as the Fall of Singapore, Dunkirk, the Bombing of Darwin, Battle of the Coral Sea and the discovery of submarines in Sydney Harbour. Students make a semi-circular indicator with the word 'Defeat' written at one end and the word 'Victory' written at the other end of it. They indicate the position of the Allied Forces before and after each event. They justify their positioning on the barometer.

Students could also adapt these activities when they investigate selected post 1945 war and peacekeeping activities.

You will need:
Resource 5:

3. Who belonged to the defence services?

Students prepare information using a chart, graphic organiser or PowerPoint presentation to illustrate the following statement:

To be effective, each defence service required men and women with a wide range of skills, training and information. The Federal Government decided that men were needed in areas of combat. This changed the nature of the role undertaken by women to help the war effort.

Explain that these skills could be physical, manual, intellectual and/or technologically based. Students use reference books and website resources to expand on information gathered on the excursion. They identify the types of equipment service men and women used to undertake their work. They describe the various tasks and roles people within each unit (for example, infantry, artillery, transport, signals) undertook. They should also indicate the types of skills people required to undertake each of these roles.

Each group presents its findings to the class. Ensure all students actively contribute to their group's presentation. They identify any special skills and/or qualities they think people in their defence service (or a part of it) required to be able to perform their roles.

At the conclusion of the presentation, ask students:

- Who do you think would be the leaders and who would be the followers amongst the people in your defence service?
- Who do you think were the decision-makers? (If necessary prompt students further, by asking 'Could there have been decision-makers at different levels of importance or seniority in this defence service?')
- What do you think would be the special challenges facing service personnel in action in your defence service?

As an extension, students research those roles still undertaken by personnel in their defence force. They also find out how the training provided to and the technologies used by defence personnel have changed over time. Students could annotate photographs of personnel and their equipment to illustrate this. Students select two or more post 1945 war or peacekeeping activities and compare the use of related skills and technologies over time. They decide to what extent the nature of the technology and the role have changed and if this has increased or reduced the demands and complexities of this role. They could also compare their data with the way work during World War I was illustrated on the Frieze in the Sanctuary at the Shrine.

4. Were all groups represented?

Present the following statement to the class:

Historians have argued that as a result of World War II, the role of women in Australia changed significantly and permanently. These changes came about because women were directly involved in the war effort at home and in theatres of war. As well as giving more women increased financial independence, wartime work gave many women the opportunity to reconsider their role in society and what they could do to achieve this.

Students work in groups to search through evidence collected at the Shrine of Remembrance and during the previous activity that supports or refutes this statement. Each group prepares draft



statements expressing their ideas in response to the statement. To assist them, ask students:

- How and why did the role of women change?
- What evidence is there of this change?
- In what ways did women contribute to the war effort?
- What effects were likely because more women entered the workforce? Consider the effects on their self-esteem, on family life, the role they saw for themselves in the family and in society, and on men returning from the war.
- What information did the plaques provide about the work women did during World War II?
- Was this significantly different from the role of women in World War I and if so, in what ways?
- How might you explain this difference?
- Are women adequately recognised at the Shrine of Remembrance?
- Are there any groups not recognised at the Shrine of Remembrance who should be recognised?
- What other information do you need to be able to respond to this statement in an informed way?
- Where might you find this information?
- What is the role of women in the Australian defence forces today?
- How would you explain this change in attitude and practice?

Students research the issue using library resources such as those listed in the 'Recommended reading' section and websites such as www.awm.gov.au/encyclopedia/index.htm

To conclude, present the following scenario and task:

You have just been given land near the Shrine of Remembrance to build a memorial acknowledging the role of women at home and in theatres of war during World War II and since 1945.

Describe what you would include in your memorial and/or prepare a design and label it to show what features and information your memorial would include.

Be prepared to justify your proposal.

5. The language and literature of war and peace

These activities could be undertaken in collaboration with the students' English teacher.

Students may be able to refer to inscriptions they saw on the walls and plaques at the Shrine of Remembrance.

5.1. Plaques and epitaphs

As a class, list any inscriptions students noted while on their excursion. Students look at phrases they recorded that have been used on plaques, buildings and memorials to recognise, remember and acknowledge the service and sacrifice of men and women in war and peacekeeping.

Students then describe the type of language used in these texts. They describe how it is similar to or different from general conversational language used today.

Ask: Would students use similar language to write an epitaph today?

Challenge students to think of places where language such as this has been used. Suggest students visit public buildings, churches and/or cemeteries to search for examples of the use of similar language. Refer students to the text extract from The Authorised Version of the Bible According to King James in Resource 1, Part B.

and/or

5.2 Shrine of Remembrance inscriptions

Students select one of the inscriptions from Activity Sheet No. 4.

Explain that these inscriptions were placed on the Shrine of Remembrance prior to its official opening in 1934. An explanatory note about the author of each inscription accompanies the text. They contain words and phrases people would not use today for a variety of reasons. Some of the language could be dated, discriminatory or exclusive from the viewpoint of a person living now (but not at that time).

Students rewrite the inscription to convey the same message but use language familiar and accessible to people today. They write a brief explanatory note to justify each change made.

and/or

5.3 Commissioned works

Explain that Rudyard Kipling's Ode was commissioned for the opening of the Shrine of Remembrance on 11 November 1934.

Students refer to the copy of Kipling's Ode in Part B of Resource 1. Provide time for students individually to read the poem and identify unfamiliar names, words and phrases. As a class, discuss these. (Note: Megiddo is an ancient city southeast of Haifa in present-day Israel. Its location allowed the city to control an important route linking Syria and Mesopotamia. It was, as a result, the scene of many early battles. In 1918 the British defeated the Turkish forces there. From its name the word 'Armageddon' is derived.)

Ask students:

- What do you think is the main idea or message of this ode?
- How does Kipling support this idea?
- What values & personal qualities does Kipling believe Australian service men & women displayed?
- What things, if any, in this ode suggest to you that Kipling was not an Australian?
- How would you describe the relationship between Australia and Britain conveyed in Kipling's Ode? How has the relationship between the two countries changed since 1934?

and/or

5.4 Different viewpoints

Students should understand that people often have different viewpoints about war. These may arise from their general political or values position or because of particular events or initiatives with which they agree or disagree.

You will need Activity Sheet No. 4: An inscription for today

You will need Resource 1: The language and literature of remembrance, Part B

You will need Resource 1: The language and literature of remembrance, Part B

You will need Resource 1: The language and literature of remembrance



Students read each poem in Part B of Resource 1 and prepare a statement summarising the poet's personal viewpoint. They then list ideas and evidence provided by the writer to support their personal viewpoint.

Ask students to identify which poem they prefer:

- as a literary piece
- as an expression of a personal viewpoint.

Discuss similarities and differences between these poems and Kipling's commissioned ballad.

As an extension, listen to Eric Bogle's *And the Band Played Waltzing Matilda* (for the lyrics visit www.fortunecity.com/tinpan/parton/2/matilda.html) and Bob Dylan's *With God On Our Side* (lyrics at www.bobdylan.com/songs/withgod.html) and other folk ballads of the 1960s and 1970s. These songs were written in response to the Vietnam War. Compare them with the themes and language of songs from the two world wars. Why are the themes of poems and songs coming from these conflicts so different? Are songs being written now about recent war and peacekeeping activities? If so, how are these events presented? Are the concerns similar to those of past musicians? Play and discuss these songs in class. What effects do the songwriters use to convey their main messages?

<http://brokenyellow.com/> The latest video clip release of the song "I was only 19" (Vietnam era) by 'The Herd'.

6. Was Australia at risk of invasion in 1942?

History teachers may be able to work with English, Media & Arts teachers on parts of this activity.

Teachers wishing to explore this question in greater detail should refer to the Shrine of Remembrance's education kit for the Battle for Australia - www.shrine.org.au which provides additional activities and investigation ideas.

Explain to students that the first Wednesday in September commemorates the Battle for Australia, when Australia's war efforts focused increasingly on Asia and the Pacific. This decision was made by the Curtin Labor Government when Japanese forces were moving further south. The conclusion was that if Australia was not the next target, it would not be long after. The decision also brought Prime Minister Curtin into conflict with his British counterpart Winston Churchill who wanted efforts concentrated on winning the European war first. The bombing of Darwin on more than 60 occasions and other northern Australian settlements and the presence of Japanese submarines in Sydney Harbour provided the evidence that Australia's leaders needed to prove that the threat was a real one.

Refer students to the list of websites and other materials identified in the 'Recommended reading' and 'Recommended websites' listed in the Introduction to this unit of work. These resources will help students to undertake their research and develop an understanding about the Battle for Australia and the national response to the changing fortunes of the war at that time. Students should develop an understanding that there was a military response to the entry of Japan into the war and a response on the home front. For example, rationing was introduced in December 1942 and more women were encouraged to join the war effort, working in formerly male areas of employment.

The military presence in northern Australia was increased as were commitments in New Guinea and the Pacific.

You will need Activity Sheet No. 5: The Battle for Australia

The task requires students to develop a proposal to heighten public awareness about the importance of the Battle for Australia using various media. As a class, suggest appropriate modes of presentation for group proposals. These could include a television documentary or series, dramatic presentation or historical re-enactment, illustrated history, annotated photographic display or series of posters, maps, charts, timelines, use of historical artefacts or a combination of these.

Students are expected to:

- outline their proposal
- indicate the purpose and focus of each component
- identify central ideas, information and key events such as the Kokoda Trail, Milne Bay, Battles of the Coral Sea and Midway for each component of their product
- indicate how the Government & people viewed the threat of invasion by the Japanese in 1942-43
- list the types of resources to be used and outline how and why these resources will be used in their proposal.

They are not expected to produce the final product outlined in their proposal.

7. Definition - War and peacekeeping.

Explain that some of these conflicts are considered to be wars while others are considered to be peacekeeping activities.

Divide the class into two groups, one group focussing on 'war' and the other on 'peacekeeping'. Each group uses dot points or brief notes to identify and describe the main characteristics of 'war' or 'peacekeeping'. Share findings.

Use these findings to create a Venn Diagram to illustrate the similarities and differences between 'war' and 'peacekeeping'.

7.1 Evaluating Australia's role in peacekeeping

Explain that the United Nations Organisation (UNO) was formed in 1945. Students visit their website at www.un.org and use reference books to find out about their objectives and work. Ask students to explain how the changed emphasis from 'war' to 'peacekeeping' reflects the UNO's objectives and mission statement.

Present students with the statement:

Considering its population size, Australia has played a significant role in making the world a safer place for all people through its involvement in peacekeeping activities.

Students visit the Australian War memorial website at www.awm.gov.au/peacekeeping and conduct a global search using 'peacekeeping' to locate additional information to support, refute or qualify the statement. Advise students that the United Nations' website should also be consulted. Students work in small groups, each group focussing on a particular peacekeeping activity. As a class, use these individual searches and evaluations to develop a general class position in response to the statement. Ensure students include the four key campaigns identified on the Shrine of Remembrance steps - Korea, Malaya, Borneo and Vietnam. Refer students to Activity 2:

Class timeline to identify other peacekeeping activities to consider. Analyse and evaluate Australia's role in several of these war and peacekeeping activities since 1945. Students prepare



a chart or web to show their personal position about Australia's role in these activities. How would they justify their position to someone who disagreed with them?

8. The conditions of war and peacekeeping

Distribute copies of Resource 6. This resource contains photographs of Australian service men and women in different environments and covers a number of theatres of war and peacekeeping.

Students work in small groups. They select photographs for one of these environments. Students discuss the challenges and threats of living in an environment like those illustrated in the photographs. Encourage students to think about meeting basic needs and wants (food, clothing, shelter, sleep, hygiene, mental health, leisure and entertainment) as well as the conditions of active warfare. Share ideas as a class.

Next suggest that improved technologies, transport and communications have improved the living and fighting conditions of service men and women over time. Students re-examine the photographs in Resource 6 to support, refute or qualify this statement. Students annotate their photographs to support their personal position. If additional photographs are required to illustrate specific points of view or ideas, students can search the Australian War Memorial's website at www.awm.gov.au/database/collection.asp. Type in the name of the conflict to narrow the search on the website.

Explain to students that these are official photographs. Compare them with photographs in reference books found in the school and local library. Also view contemporary and historical television footage (for television news coverage about the Vietnam War see Frontline 013825 and Frontline: the search for truth in wartime 308025 at www.acmi.net.au. The ABC DVDs *Australians at War* are also useful resources for this activity). Discuss how the perspective or personal viewpoint of the photographer may affect the types of images recorded. Discuss the types of information provided in these different visual images and what they do or do not tell us about effects of war on those fighting, people at home and civilians in theatres of war. Include the impact of war on built and natural environments, and the economy as well as on personal lives. Reflect on the role of censorship during wartime. For example, what did the Australian people know about key events and effects such as the fall of Singapore, the bombing of Darwin, and political discussions and the well-being of prisoners of war on both sides of these conflicts? Compare this with Australia's role in more recent war and peacekeeping activities. For example, is more information being provided now than for past conflicts? Reflect on the impact of 'instant news' coverage and whether or not this desensitises viewers to the 'realities' of war.

9. Going Further: Art as an historical record

Provide students with a copy of Resource 7 which includes works of art recording events during World War II and in two post 1945 conflicts. A list of questions is also provided to guide analysis.

Students select one of the artworks and respond to the listed questions.

and/or

Students imagine the Shrine of Remembrance had been built as a memorial to the service and sacrifice of men and women during World War II. In their defence service group they decide what to include and exclude in the three panels allocated to them. Students should be able to justify why they included or excluded elements in their friezes.

and/or

After undertaking one or both of the previous two activities, discuss the advantages and disadvantages of using art to record the contribution of Australians to war and peacekeeping activities. Consider how accurately historical events can be portrayed using art. Reflect on what information can be included and what is excluded.

10. Going Further: Ideas for individual or small group investigations

Students select from any of the following, time permitting.

- Write a biography of a leading Australian figure from World War II such as John Curtin, Field Marshal Thomas Blamey, Sir Edward "Weary" Dunlop, Sybil Howy Irving, Vivian Bullwinkel
 - What was the Australian Women's Land Army?
 - The Fall of Singapore
 - What happened at Kokoda? Should it be given equal significance with the campaign at Gallipoli? Justify your personal opinion.
 - Gallantry awards: Their historical background. Biography of a gallantry medal recipient. Students could research Australian winners of these awards, particularly the Victoria Cross during World War II and since. If they do this, they should endeavour to locate information that illustrates what made each award distinctive or special. Challenge students to identify categories or types of action undertaken by winners. A list of Victoria Cross winners can be downloaded www.anzacday.org.au/education/medals/vc/austlist.html. Use the Australian War Memorial's biographical database and encyclopaedia to research recipients: men such as Diver Derrick, Roden Cutler, Jack Edmondson, Frank Partridge, BS Kingsbury and 15 others from World War II and the four Vietnam winners. Why do some have individual website biographies, while others do not?
 - Investigate a particular post 1945 war or peacekeeping activity: its causes, Australia's role and whether or not external intervention was "successful"
 - The Geneva Convention
 - The work of Legacy and/or the Red Cross
 - Conscription in Australia since Federation and the reasons why Australians have accepted or rejected the concept at different times in history
 - The Rats of Tobruk
 - Vietnam: What caused the war? Who supported it? Why did it divide Australian opinion?
 - Examine war posters, their messages and the ways in which they were designed to appeal to specific groups in society and to particular emotions. Find out if the appeals to males and females were the same and whether or not women were seen as a way of encouraging males to enlist.
- Students negotiate an area for investigation. They collect relevant information and organise this. Encourage students to develop analytical and evaluative questions as well as record historical information. They present their information and personal viewpoint using presentation media that reflect their preferred learning styles. They use this presentation to 'teach' the class. Conclude each presentation with a question and answer session.

You will need Resource 7: Is art a reliable historical record?



REFLECTION

Present the following to students:

During your visit to the Shrine of Remembrance and in your readings and investigations, you have come across references to many different values, beliefs and personal qualities.

- Which of these do you believe best describe the Spirit of ANZAC for you?
- Do you consider any of these values, beliefs or personal qualities to be timeless, universal, specific to Australia or outdated? If so, why? If not, why not?
- Was the Spirit of ANZAC as relevant during World War II as it was in 1915?
- Is it still relevant? Explain your personal position.

Students should also revisit the issues posed at the commencement of their excursion. Students prepare a personal position statement indicating whether or not they believe World War II or a subsequent war or peacekeeping activity has continuing significance for Australians. They provide evidence to support their opinions and ideas.

SOCIAL ACTION

Select one or more of the following:

- Develop and implement an action plan to make other students and/or community members more aware of the historical importance (continuing significance) of the Battle for Australia. Incorporate materials developed as part of your investigations. Also send your ideas to the Battle for Australia Commemoration National Council (www.battleforaustralia.org.au). This could be adapted to increase public awareness about other war and peacekeeping activities such as Korea, The Indonesian Confrontation, Malaya, Borneo, or Vietnam.
- Prepare a proposal for the Student Representative Council to make school commemorations more meaningful.
- Arrange for students to attend one of the principal commemoration services conducted annually at the Shrine of Remembrance (ANZAC Day, Remembrance Day and Battle for Australia).
- Determine how people overcome conflicts in their daily lives. How can decisions-makers use these ideas at the national and international levels to reduce the likelihood of war and conflict? Decide upon a strategy to make your ideas known to others.
- Investigate the work of Legacy and/or the Red Cross and initiate an ongoing school/class fundraising program to support their work.
- Establish a school-based activity to support the work of the Shrine of Remembrance.
- Identify a country where Australians have worked as part of a peacekeeping force. Find out what one of the international aid agencies is doing to support people in that country. Decide what you can do on a personal/class/school level. Investigate the possibilities of establishing ongoing communication with students at a school in that country to promote cross-cultural understandings.

