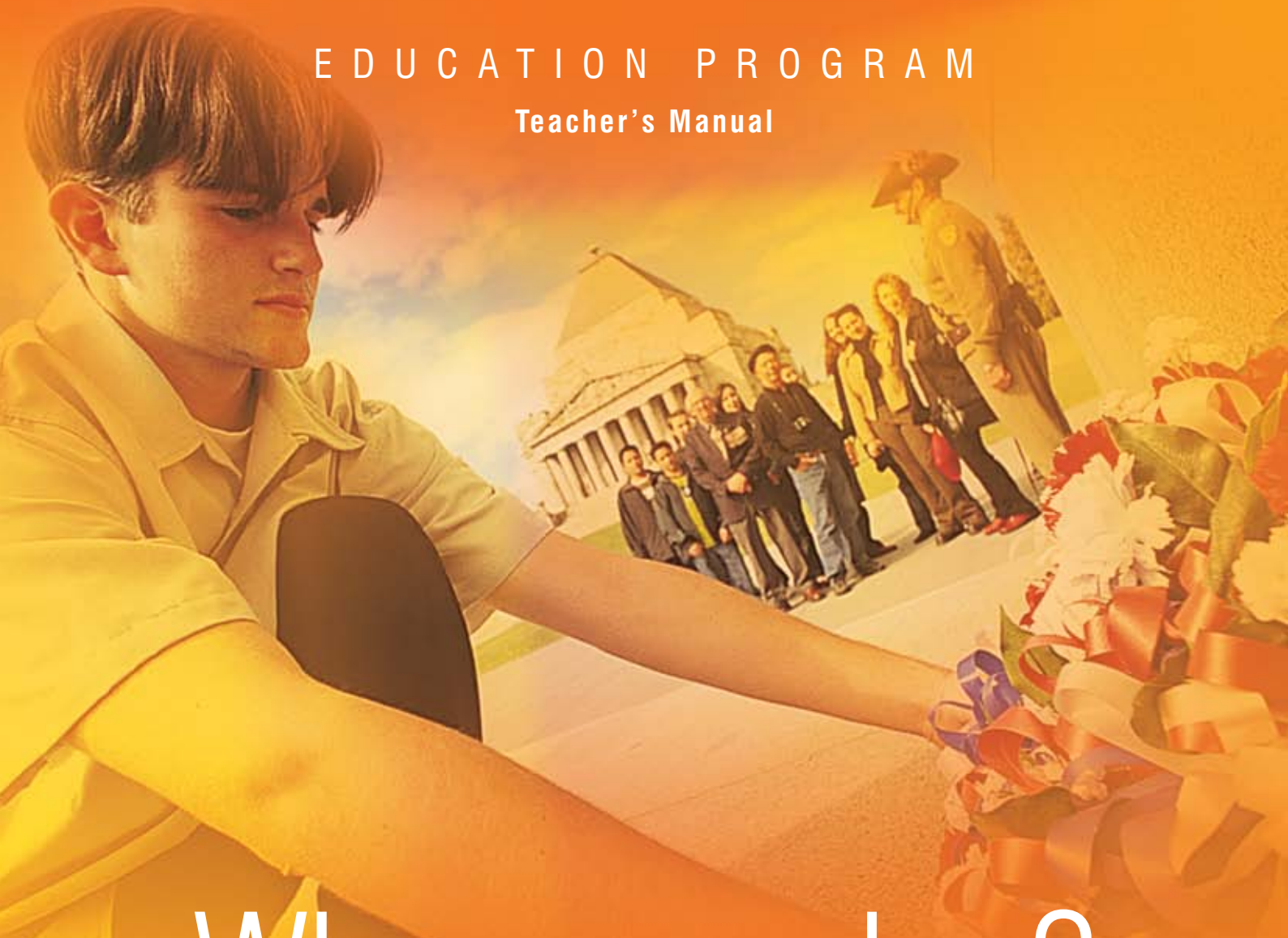




SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Teacher's Manual



# Why remember?

## Understanding Remembrance Day

Education materials to support the commemoration of Remembrance Day





# INTRODUCTION

These materials help students to understand the events that led to the signing of the Armistice on 11 November 1918 and its aftermath at the end of the First World War. Students will also find out about the end of some other major conflicts and the hopes that these events raised. As well as developing an appreciation of the history of these times, students investigate the ANZAC Spirit and tradition and seek reasons for its continuing significance as one expression of being Australian.

These materials are presented in three parts:

- Understanding Remembrance Day, which includes student activities and historical background to major conflicts in which Australia has been involved, particularly the two World Wars and Vietnam, and related student activities.
- Understanding Commemoration Ceremonies, which includes background information about commemoration ceremonies for Remembrance Day in Australia and in other places. A selection of activities help students to make sense of these ceremonies and suggest ways in which they can develop a ceremony appropriate for their school.
- Suggested Resources.

Select materials and activities appropriate for your students. For example, the historical background can be used as a resource for Middle Years (Years 5–9) students. Website materials (except those identified in specific student activities) are more detailed and suitable for independent readers. Most activities can be used with students at all levels. Task expectations (including the amount of factual information researched and used by students) should increase in later years.

Most of the information about commemoration ceremonies is common to all three occasions for which educational materials have been developed: ANZAC Day, the Battle for Australia and Remembrance Day.

Teachers may wish to link these commemorative materials with year level curriculum framework requirements. These are:

- ANZAC Day (Years 5 and 6; 9 and 10)
- Battle for Australia (Years 9 and 10)
- Remembrance Day (Years 5 and 6; 9 and 10)

Teachers at other levels may find it more practical to provide students with a brief introduction to the history of each commemoration as well as investigating components of commemoration ceremonies with their students.



## UNDERSTANDING REMEMBRANCE DAY 1918



In this section you will find:

- Historical background to Remembrance Day 1918 as well as the end of hostilities in 1945 and the cessation of Australia's involvement in the Vietnam War.
- Student activities to help students make sense of the history and tradition associated with Remembrance Day, a day when Australians remember the service and sacrifice of men and women in war and peacekeeping activities.



# HISTORICAL BACKGROUND

## REMEMBRANCE DAY

### Why 11.00 am on 11 November?

The armistice or end of hostilities in the First World War was actually agreed to at 5.00am on 11 November. However, it took another six hours before all fighting units received word that the armistice had been agreed that fighting should cease. Germany surrendered unconditionally. It was felt that the time when all hostilities finally stopped was the more appropriate time to remember the service and sacrifice of men and women involved in World War I. This day was named Armistice Day from 1918. And so we remember at 'The eleventh hour of the eleventh day of the eleventh month'.

### Are Armistice Day and Remembrance Day the same?

Yes. 11 November was originally known as Armistice Day because it was on that day that the armistice occurred. An armistice is when opposing sides agree to stop hostilities against one another. At this time, fighting ceases, guns are unloaded and put away. Although hostilities ended, the peace treaty was not signed until the following year, on 28 June 1919.

After World War II the Australian and British Governments decided to change the name of the day from Armistice Day to Remembrance Day. In the United States 11 November is now known as Veterans' Day. At the times these changes took place, governments were looking for a way to also remember the service and sacrifice of men and women who had served during World War II. It was decided to remember the men and women from both world wars on the same day. Since the armistice was a specific event at the end of World War I it was considered better to have a name that would include both wars. And so Remembrance Day came into existence.

Today on Remembrance Day we remember ALL Australian men and women who served in war and peacekeeping activities. These include World Wars I and II, Malaya, Korea, Borneo, Vietnam, Iraq, East Timor Afghanistan and nearly 40 other peacekeeping activities. You can see the names of these war and peacekeeping activities (and the major battles and theatres of war) in the Shrine of Remembrance, around its precinct, on the Second World War Memorial and at the Remembrance Garden Post 1945 Memorial. This garden is a place of remembrance of the service men and women from post 1945 conflicts and peacekeeping.

### What were some of the main events in which Australians were involved that led up to the armistice on 11 November 1918?

At the start of 1918 the war hung in the balance. British troops (including Australian and New Zealand servicemen) were exhausted. The French armies were threatening mutiny. The Russians had withdrawn from the war as the Communist Revolution was now underway and every effort was needed to focus on events at home. The Germans were of course equally exhausted.

During 1916 and 1917 the situation had seemed gloomy for the Allies. At the Battle of the Somme in July 1916 there were 5,533 Australian casualties in one day. By the end of 1916 fighting on the Western Front had taken 42,270 Australian casualties (service men killed or wounded). The following year also took its toll at Bullecourt, Messines and in the 4-month long campaign around Ypres in Belgium known as the Battle of Passchendaele. In 1917 there were another 76,836 casualties.



# HISTORICAL BACKGROUND

During 1918 the balance began to turn in favour of the Allies and Germany's position was weakened, leading to the eventual armistice. Some of the key events you might want to find out more about are listed below. If you want to find out what living and fighting conditions in these places were like, you can view photographs of these places on the Australian War Memorial's website at [www.awm.gov.au/database/collection.asp](http://www.awm.gov.au/database/collection.asp).

- 21 March 1918: the launch of the final German offensive  
The Germans were keen to have a decisive victory over the Allies before the Americans entered the war. At first the Germans were successful. They moved further west, 64 kilometres past the 1916 Somme battlefields. However, by April 1918 the Germans were beginning to lose momentum.
- 24 - 25 April 1918: Battle of Villers-Bretonneux  
By 18 April it had become clear that the Germans planned to move further west towards Amiens. On 24 April they captured Villers-Bretonneux. This was only a few weeks after the Australians had fought hard to defend the town. On the night of 24 April the Australian and British forces launched an unconventional night attack. The British went in first and bore most of the German attack. While this was happening, the Australians approached the town in two groups. One group came from the north and one group from the south. They surrounded the town and helped to force the Germans out of the town and its adjacent woods. The German advance was halted and the town of Villers-Bretonneux was saved. Today Villers-Bretonneux is the site of the main commemoration in France on ANZAC Day. There is a sign in the local school that says they will never forget the Australians.
- 4 July 1918: The Australians recapture Hamel  
This was the last major offensive in which Australians were involved during 1918. The battle only lasted for 93 minutes with Sir John Monash in command of the Australian troops.
- 8 August: Beginning of the Allied offensive at Amiens  
The Allies, including Australians, advanced rapidly on Amiens. The Germans were now in retreat.
- 28 August - 1 September: Battle of Mont St Quentin  
Mont St Quentin is a fortified hill overlooking the town of Peronne. People believed Peronne was impregnable. That is, it was believed that no-one could enter the town and capture it. During a battle that lasted for three days the Australians captured the hill and the town.
- Capture of the Hindenburg Line  
The Hindenburg Line was an area between Cambrai and St Quentin in France behind which the Germans withdrew between February and March 1917. It was a very strong defence line. It was only in late September 1918 that the Allies finally broke through that line. This was a very important move. The Allies then continued throughout October and November to move further eastwards, forcing the Germans into retreat.  
In early October 1918 Australian divisions withdrew from the front after fighting at Montbrechain. They needed a rest and to refit their equipment. They were preparing to return to combat when Germany surrendered.  
In November 1918, the Allies broke through the German lines between the Sambre and the Schelde. Twenty thousand Germans were taken prisoner. On 11 November 1918 the Germans surrendered.



# HISTORICAL BACKGROUND

Were women involved in overseas service at this time?

Australian women volunteered to help in the war effort. They served as cooks, drivers, interpreters, munitions workers, nurses and skilled farm workers. Nurses were the only group of women to serve overseas during World War I. The government generally rejected the offer of other professional women to serve overseas.

Australian nurses served in Egypt, France, Greece and India. They were often found working in difficult conditions near the front. They were close to the action and often worked with the sounds of gunfire and bombs around them.

How did people at home react immediately after the armistice was announced to the public?

World War I was the most costly of the wars in which Australia has been involved. At this time Australia's population was less than five million, of whom 300,000 had enlisted and over 60,000 were killed. In addition, 156,000 service men were wounded, taken prisoner or gassed.

In all situations like this, when the pressure is off, people react differently. The sense of relief that the fighting was over, and the joy that peace was on its way, brought many people out onto the main streets of towns and cities all over Australia. Thanksgiving services were held in churches.

Others looked for people to blame for all that had happened. And it was easy to find people to blame: the Germans and her allies for starting the war, the British and Australian governments for getting us into the war, Billy Hughes the Australian Prime Minister for trying to extend conscription to include overseas service.

The end of a war or the strong belief that war will soon be over usually brings hopes of a better world. In 1918 when the war was finally over people started to believe (or hoped) that this bloodied and brutal battle had been the war to end all wars. People now wanted peace and the good times that had been denied them these past few years.

At the end of World War II it was no different. Indeed the Australian Government began its post war planning as early as 1942. A special Department of Post War Reconstruction was established to undertake this planning. This led some people to dream of a prosperous Australia. Experience had also taught that despite these hopes and dreams for a better world, service men and women would take time to readjust to civilian life. During the war most of the Australian economy had served the war effort. Plans had to be made to make the change back to peacetime production. There would be new demands when these service men and women returned for housing, jobs and education.

The most visible celebrations were the homecoming marches or victory parades through Australian capital cities when service men and women returned home. These parades were repeated after the end of the war in the Pacific. These victory parades were a very important way for Australians to say thank you to their service men and women.

However, the Vietnam veterans only received their homecoming many years after troops had returned to Australia at the end of 1972. That war divided the Australian community over the issues of conscription and whether or not Australia was justified in being in Vietnam in the first place. The Whitlam Government, in bringing the final troops home and ending conscription,



# HISTORICAL BACKGROUND

decided not to hold a homecoming parade. This decision brought much heartbreak to Vietnam veterans who felt unrecognised, unappreciated and that they were the bearers of the brunt for unpopular political decisions. Their homecoming parade was finally held in Sydney on 3 October 1987 with very large crowds present. This clearly demonstrated that Australians saw a difference between political decisions about the Vietnam War and recognition of the service and sacrifice of Australian men and women during that war.

## What happened after the armistice was agreed to?

When an armistice is agreed to, people can't just pack up and go home. They have to dismantle all the supplies and equipment used in warfare, and arrange for the return of troops and equipment to their homelands.

For those in places like France and Belgium where much of the fighting during World War I took place, there was much reconstruction to begin. The landscape had been destroyed in many places, the soil polluted, and unexploded bombs had to be found and destroyed. The land had to be made suitable for farming once again. In addition as many photographs from the time of World War I so clearly illustrate many homes, public and historic buildings had to be partially or totally rebuilt. Power and water supplies had to be restored. Transport had to be repaired and made usable again. Many of the things people used in their daily and community lives had to be restored or rebuilt.

However, this reconstruction was the easy part in so many ways. Families had lost fathers, sons, uncles and other relatives. There were the sick, wounded and permanently disabled to consider. Service men and women had to adjust to civilian life again and learn to live with the memories they brought back. Some memories, but not all, were ones they wanted to keep. Often they only wanted to remember friendships they had made, times when 'tall poppies' were brought back to reality, and humorous and emotionally touching moments. If they could, they tried to forget the hardships and the continuous deprivation, stress and tension that accompany service in a war zone.

People immediately began to think of ways to remember the service and sacrifice of so many Australian men and women. War cemeteries were created. Towns and cities began building local war memorials, planting avenues of honour and dedicating new buildings (especially public halls) to service men and women. In 1919 the two minutes' silence was introduced on Remembrance Day. In 1920 Remembrance Day took on greater significance when an unknown soldier was buried in Westminster Abbey in London and another at the Arc de Triomphe in Paris. Australia waited until 1993, the 75th anniversary of the Armistice, to bring an unknown soldier home.

At the same time that this reconstruction and readjustment was happening and people were trying to restore life to its normal routines, the Allies began considering the Peace Treaty and what they wanted from Germany.

## What was the Peace Treaty?

The Peace Treaty or Treaty of Versailles was signed on 28 June 1919 at the Palace of Versailles, 23 kilometres southwest of Paris. It came into effect in January 1920. On the same day in 1920, the League of Nations was established to settle international disputes and so, they hoped, would prevent war from ever breaking out again.



# HISTORICAL BACKGROUND

The treaty was particularly hard in the compensation it asked the German people to make. Historians argue whether or not in this treaty the Allies unknowingly sowed the seeds of World War II.

The main parties taking part in the discussions and negotiations were US President Woodrow Wilson, French President Georges Clemenceau, British Prime Minister David Lloyd George and Italian President Emanuele. Wilson had developed 'Fourteen Points' as the condition for the German surrender.

Germany and its allies were blamed totally for the war.

Germany:

- was asked to pay heavy reparations for war damage and loss
- lost some of its territories such as Alsace, Lorraine and West Prussia
- accept the independence of Poland
- was forbidden to make any alliances with Austria ever again
- had to reduce its army to 100,000 soldiers
- reduce the size of its navy to 36 ships
- saw all its wartime guns and weapons melted down into scrap metal
- was banned from having submarines or an air force
- was forbidden to build major weapons
- was forced to accept that the Allies would occupy the Rhineland for 15 years

The conditions of the Treaty were hard and often difficult to enforce. German Chancellor Adolf Hitler stopped making payments in 1931. They were never resumed. In 1935 he started to ignore the military clauses of the treaty. In 1936 Hitler began to build up Germany's military presence in the Rhineland.

## When did World War II end?

There are two days that commemorate the end of World War II:

- VE Day, 7 May 1945, and
- VP Day, 15 August 1945.

VE day commemorates Victory in Europe when Allied forces entered Berlin.

VP Day, Victory in the Pacific (also known as VJ Day, Victory over Japan) commemorates the Japanese surrender following the dropping of atomic bombs on Hiroshima and Nagasaki. Both of these dates are important days of remembrance. They marked the end of hostilities during World War II but also the beginning of a new way in which nations tried to resolve conflicts. While there have been wars between nations and civil wars between people of the same nation, there has also been a growing emphasis on peacekeeping which tries to help resolve conflicts within nations and between nations as well as provide aid to those who are suffering because of these conflicts.





## STUDENT ACTIVITIES

Select activities from the following that are suitable for the ages and needs of your students.

### 1. Remembrance Collage (Prep - Year 10)

As a class, discuss why students believe it is important to remember the service and sacrifice of Australian men and women in war and peacekeeping activities. Focus on some of the living conditions in which these men and women served: for example, hot dusty deserts, the cold, wet fields of Europe, rainforests and jungles, in squally conditions at sea, in cramped living areas, flying at night through cloud and fog, and with a continuous fear of pain, injury and death.

If necessary, explore the difference between the terms 'war' and 'peacekeeping' using activities from *Time to Remember: Understanding Australia's Experiences of War and Peacekeeping*, p.4. This kit was distributed to all primary schools in 2003. You can also download the teachers' booklet at [www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx](http://www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx)

Distribute Activity Sheet No. 1. Students complete the sentence, then produce a drawing to illustrate it. Use these products to make a class collage to display in the school hall or assembly area on Remembrance Day.

### 2. Where Australians served: Mapping and survey activity (Years 3-10)

As a class, brainstorm wars and peacekeeping operations in which Australian service men and women have been involved. You could also include reference to the two conflicts in which the Australian colonies were involved before 1901: the Maori Wars and the Boer War. Search the Australian War Memorial's website, [www.awm.gov.au](http://www.awm.gov.au), to find out the causes of these two wars. Use this as an opportunity to explain how Australia moved from being six separate colonies into one nation. Also inform students that most war memorials, particularly those in capital cities, were built to commemorate service by men and women from the Australian nation. For example, in Melbourne there is a separate memorial to the Boer War across St Kilda Road from the Shrine precinct. The Boer War commenced before Federation, when there were six separate colonies on the Australian continent and continued until 1902.

Provide students with a copy of Resource 1 and a number of atlases. They use their brainstormed list and Resource 1 to locate countries and places in which Australian men and women served. They then transfer this information to a large wall map of the world. On the map students identify these countries and places and give the dates of the conflict, for example World War II (1939-1945). If necessary, encourage students to identify the names of any specific battles or campaigns that they know (Gallipoli, Dunkirk, Kokoda, Long Tan, the Tet Offensive, Fall of Singapore, Battle of Normandy, Coral Sea, etc). Use different coloured labels for countries and specific places. Students could also locate places identified in the historical background to these materials.

Explain to students that if a day like Remembrance Day is to be significant to Australians, they should understand why a commemoration is being held. Students survey family members to find out which war and peacekeeping activities they can name. If necessary, add these places to the map. Share findings as a class. Use these findings to develop a second survey to find out what people in your community know about the history behind Remembrance Day. Develop an action plan to increase public awareness of Remembrance Day.

You will need  
Activity Sheet No. 1:  
Remembrance  
Collage

You will need  
Resource 1:  
Australia's war  
and peacekeeping  
operations



## STUDENT ACTIVITIES

You will need  
Resource 1:  
Australia's war  
and peacekeeping  
operations

### 3. When Australians served: Timeline (Years 4-10)

Students use Resource 1 to produce a timeline of Australia's involvement in war and peacekeeping.

Challenge students to interpret the timeline. For example:

- In how many years has Australia been involved in war and peacekeeping operations?
- How many of these years were spent fighting wars and how many years have been spent in peacekeeping operations?
- How many of these operations have been in the Asia-Pacific region and how many in other parts of the world?
- What do these patterns tell us about Australia's relationships with other countries?

### 4. Who are our veterans? (Years 2-10)

#### 4.1 Oral History Project

Explain to students that nearly all veterans from World War I are now deceased and the number of surviving veterans from World War II is also decreasing significantly. There are many stories that have been lost because these stories have not always been recorded for future generations.

Contact your local RSL to set up an oral history project, recording the memories and stories of veterans from your community who served in war and peacekeeping activities. Make sure students include both service men and women. Visit [www.australiansatwarfilmarchive.gov.au/aawfa](http://www.australiansatwarfilmarchive.gov.au/aawfa) for film and tape recordings of veterans and their memories of service and sacrifice.

As a class, develop a series of questions that students can use to seek information from veterans. Discuss and model the sensitive writing of interview questions before any interviews are conducted by students. Some suggested questions and general information and advice about 'Interviewing a Veteran' can be found on the Department of Veteran Affairs' website at [www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx](http://www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx)

Arrange for students to interview their veteran at school, at the local RSL or as a home task. Students use this information to draft a biography or life story of their veteran using a word processing program. As a class, discuss the organisation of information. Students could also search the extensive Australian War Memorial's website 'Collections database' at [www.awm.gov.au/database/collection.asp](http://www.awm.gov.au/database/collection.asp) to locate photographs of some of the places in which their veteran served. Model a search for students. To extend students' writing, encourage them to find out about some of the places and campaigns in which their veteran served. Deepen student understanding by asking students to show their first draft to their veteran, seeking feedback and further information. Incorporate this feedback and additional information to produce a final version of the biography.

Students could use these biographies to produce one or both of the following products:

- collate biographies by conflict and peacekeeping activities and present copies to the school library, local library and local RSL branch or have these published in the local newspaper
- make life size cut out figures and research the uniform worn by their veteran. Students can find examples of uniforms using the Australian War Memorial's Collections database. Attach a copy of the biography to the figure. Display these around your school as part of the school's Remembrance Day activities.

Students invite these veterans to their school's Remembrance Day ceremony and arrange to present each with a copy of their life story.



## STUDENT ACTIVITIES

### 4.2 Past Students who Served

Identify past students of the school who have served in war and peacekeeping activities. Where possible, use school honour boards and old school records such as enrolment registers and class photographs to identify students. Write an item for the school newsletter seeking assistance with the project. Also approach the local newspaper, RSL, Vietnam Veterans' Association and Legacy for support.

As a class or school (through your Junior School Council or Students Representative Council, meetings with staff and the School Council) decide how best to record the names of former students who served in war and peacekeeping activities. For example, this could be as an honour board, honour books (similar to those at the Shrine of Remembrance), plaques displayed around the school, tree plantings.

Note: This could become a whole school project with each class or year level being responsible for particular war and peacekeeping activities and/or researching particular years in the school records. In schools with a large multicultural population this project could be broadened to include service men and women from all countries, not just Australia. Students should be made aware that:

- just as personal friendships change and go through difficult periods so too do the relationships between countries
- they cannot alter (or be responsible for what happened in) the past, only the present and future.

### 5. What was it like over there? (Years 2-10)

Students meet in interest groups. These could be based on the major war and peacekeeping activities in which Australian men and women have served, or on the three defence forces.

Students search the Australian War Memorial's Collection database to find six or more photographs and/or works of art that help them understand and appreciate what it must have been like living and fighting in these places or in these services. They use these to develop an annotated display acknowledging service and sacrifice. The display could include downloaded images or a work of art produced by the students using these images as a reference guide. Display these finished products as part of the school's Remembrance Day program.

### 6. The history and issues behind Remembrance Day (Years 5-10)

Middle Years and Later Years students work individually, in pairs or in small groups. They select and investigate one or more of the following issues or questions associated with Remembrance Day or another war, conflict or peacekeeping activity:

- Do you think the ways we remember the service and sacrifice of Australian men and women are suitable and appropriate? Would you change any aspect of these remembrances if you were able to do so? Why or why not?
- What do you think is the most important thing we do to remember the service and sacrifice of Australian men and women, and why?



## STUDENT ACTIVITIES

- Why do you think victory celebrations and homecoming parades are or are not important?
- Why do you think we don't hold homecoming parades for men and women who served in peacekeeping activities? Should we?
- In what ways did Australians contribute to the changing fortunes of the Allies in 1918?
- Why will the people of Villers-Bretonneux never forget Australians? What helps them to achieve this?
- Was the Treaty of Versailles fair? Support your views with evidence.

Students prepare a presentation in which they put their case. They support their viewpoint with evidence that might include visual materials and quotations from service men and women found in websites and reference books. They present their case to the class. They answer students' questions and challenges about the conclusions they reached.

### 7. The Unknown Soldier

Remind students that an unknown soldier was buried in Westminster Abbey, London and at the Arc de Triomphe, Paris in 1919. An unknown soldier was buried at the Australian War Memorial on Remembrance Day 1993.

Students discuss why they think Australia might have waited so long to do this, and what the idea of burying an unknown soldier represents.

Download the speech that Prime Minister, Paul Keating made on this occasion at [www.awm.gov.au/commemoration/keating.htm](http://www.awm.gov.au/commemoration/keating.htm). Students listen to or read the speech and identify its main messages. They explain in their own words what the unknown soldier has to do with people living today.

Explain to students that at the Shrine of Remembrance individuals are not honoured or remembered. There are memorials to individuals outside the Shrine grounds. Seek possible reasons for this policy. (The Shrine of Remembrance is a memorial to ALL service men and women from ALL war and peacekeeping activities, not to specific individuals no matter how brave, courageous and inspiring they may be).

Both examples illustrate the fact that ordinary men and women can do extraordinary things and they should be remembered along with the publicly recognised heroes of war and peacekeeping.

### 8. Remembrance Garden

As a class or as a whole school project, develop a Remembrance Garden. Research plants to represent places in which Australian men and women in all three of the defence forces served. Include indigenous plants to represent Australia. Develop boards to place in the Garden providing information about the plants and the campaigns served in the places these plants represent.

Plants associated with remembrance and commemoration ceremonies could also be planted and their significance outlined. These are red poppies, rosemary, laurel bushes and olive trees.

You could also include a safe water feature since Australians served at sea as well as on land and in the air.



## UNDERSTANDING COMMEMORATION CEREMONIES



In this section you will find:

- Information to help students understand the nature of commemoration and what happens at a commemoration ceremony.
- Student activities that investigate elements of a commemoration ceremony particularly as they relate to Remembrance Day and that lead them to suggest ways to make their school ceremony more meaningful.



## UNDERSTANDING COMMEMORATION CEREMONIES

### 1. How can we become involved? (Prep - Year 10)

The Remembrance Day commemoration service is held annually at the Shrine of Remembrance on 11 November at 10.30am. Schools may participate in the ceremony at the Shrine of Remembrance.

Schools in rural and regional Victoria should contact their local RSL or Legacy branch; to find out what is being arranged locally for Remembrance Day. You can also arrange to sell poppies to help raise funds for the ongoing work of the RSL.

Note: Arrange to lay a wreath if your school or class is attending the commemoration ceremony at the Shrine of Remembrance or at a local war memorial. These wreaths may be laid as part of the ceremony.

### 2. Understanding the spread and nature of commemoration (Years 2-10)

Students sit in small groups and share any prior knowledge they have to explain:

- what happens at a commemoration ceremony
- why they are held
- who attends these ceremonies
- other ways in which we remember the service and sacrifice of Australian men and women.

If necessary, explain to students that commemoration ceremonies for Australian men and women take place:

- at local war memorials in their town, city or region
- at special memorials throughout Australia such as the Australian War Memorial in Canberra, the Shrine of Remembrance in Melbourne and similar memorials in other Australian capital cities, the Ex-Prisoners of War Memorial in Ballarat and the Vietnam Memorial in Canberra
- in countries where Australians have served such as France (at Villers-Bretonneux) and at Gallipoli. There are often television and newspaper reports about the Dawn Service and Commemoration Ceremony at Gallipoli. An increasing number of young Australians in particular are making the journey to Gallipoli, often in association with ANZAC Day.
- in countries with whom Australia has strong ongoing links such as at the Australian War Memorial in London.

Service and sacrifice is also remembered by:

- the awarding of service and gallantry medals
- permanent memorials such as local war memorials, avenues of honour, memorial halls and statues to individuals such as those seen in the parkland near the Shrine of Remembrance
- the work of Legacy and the Red Cross
- war cemeteries (visit the websites of the Commonwealth War Graves Commission at [www.cwgc.org/debt\\_of\\_honour.asp?menuid=14](http://www.cwgc.org/debt_of_honour.asp?menuid=14); as well as the Office of Australian War Graves at [www.anzacday.org.au/digging/websites.html](http://www.anzacday.org.au/digging/websites.html); and the Australian War Memorial at [www.awm.gov.au/encyclopedia/australia\\_memorials.htm](http://www.awm.gov.au/encyclopedia/australia_memorials.htm))

The components and order of commemoration ceremonies may vary from place to place. Schools should develop a ceremony that is most appropriate to the needs of their students. A number of resources have been developed that can assist with this task. They are listed in the Suggested Resources section of this unit.



## UNDERSTANDING COMMEMORATION CEREMONIES

Some common elements of commemoration ceremonies may include:

- Laying of wreaths
- March by school cadets
- Recitation of *The Ode*
- Sounding of the 'Last Post'
- Period of silence
- The 'Rouse' and the 'Reveille'
- Wearing of red poppies and recitation of *In Flanders Fields*
- The Unknown Soldier
- Reversed Arms
- A Lone Charger
- The Gun Carriage
- Rosemary
- Flags at half mast
- Rifle Volleys and Gun Salutes
- The Lone Piper and *Flowers of the Forest*.

Some ceremonies, including the ceremonies at the Shrine of Remembrance, include additional hymns such as *O Valiant Hearts* and *God Save the Queen* as well as the National Anthem, *Advance Australia Fair*. In addition prayers such as *The Lord's Prayer* may be used. Today other readings may be used at ceremonies such as these. This is becoming more common as we make commemoration ceremonies more inclusive in a culturally diverse Australia. In doing this, the key focus on remembering the service and sacrifice of Australian men and women in war and peacekeeping should not be lost.

When the form of commemoration ceremonies was established in the mid 1930s most Australians would have described themselves as belonging to the British Empire and Commonwealth of Nations as well as being part of a Christian country. It is particularly poignant when we realise that the ancestors or family members of some students attending these ceremonies at school, the Shrine of Remembrance or at a local war memorial may have come from a country against which Australians once fought for the values in which they believed. In such circumstances the reading of a text such as Ataturk's tribute (see Activity 5, 'Friends again', on page 18 of this kit) is appropriate.

The commemoration ceremony at the Shrine of Remembrance begins in the Forecourt. However, the central focus of the ceremony is inside the building, in the Sanctuary where the most important symbol of commemoration can be found. In the centre of the Sanctuary is the Stone of Remembrance upon which the Ray of Light shines. It is around this Stone and the walls of the Sanctuary that wreaths are laid.



## UNDERSTANDING COMMEMORATION CEREMONIES

### The Stone of Remembrance

The stone is made from marble and is sunk below ground level. This stops people touching it but more importantly, you have to bow your head to read the inscription. The floor around the stone is a classic Grecian temple pattern.

The inscription is part of *The Bible* text from John 15:13 which reads in full: 'Greater love hath no man than this, that a man lay down his life for his friends.' Why do you think a passage from *The Bible* was used?

### The Ray of Light

At 11.00 am on 11 November each year a ray of light passes over the Stone of Remembrance. It takes eight minutes to do this, the ray highlighting the word 'Love' at 11.00 am.

This time was chosen because it marks the end of hostilities during World War I. The peace or armistice was signed at 5.00am on 11 November but it took another six hours before hostilities on all fronts had ceased.

At this time all citizens are asked to observe one minute's silence. It used to be two minutes. The Governor of Victoria lays a wreath on the Stone at that time. He is accompanied by the Premier and Lord Mayor of Melbourne and other invited guests: diplomats, politicians, Shrine of Remembrance Trustees, RSL and Legacy representatives and Defence Service chiefs. Think about the types of people who might have laid wreaths at public monuments in ancient and medieval times. For example, would freemen and slaves in ancient Greece or knights and serfs in medieval times take part in these rituals? What about women?

The accuracy of the ray is the result of many mathematical calculations by the Government Astronomer, Dr Baldwin. He filled 144 pages with astronomical and mathematical calculations. Baldwin calculated that the ray will continue to fall on the centre of the stone within two minutes of 11.00 am for the next 5,000 years or more.

There are two openings through which the sun must pass before it falls on the Stone of Remembrance. A metal plate covers the outside opening on all days except 11 November. If they did not do this, the sun would fall on the Stone on as many as seven days around 11 November. The metal plate prevents this happening. But only on 11 November does the ray illuminate the word 'Love' at 11.00 am. You can see the inside opening just above the frieze panels on the eastern side of the Sanctuary.

Light has been used for astronomical, spiritual and ceremonial purposes for thousands of years. The Ray of Light in the Shrine of Remembrance was inspired by a similar ray in the Church of Santa Maria degli Angeli in Rome. You may be able to find out about other rays of light in South Africa, Egypt and Ireland. If you enter a synagogue and some Christian churches you will see lights burning. In some of these places of worship you can light a candle in remembrance of a deceased family member or friend.

### The Eternal Flame

The key symbol in the World War II Memorial is the eternal flame.

The eternal flame was lit by Queen Elizabeth II when she opened the Forecourt on 28 February 1954. This is acknowledged on the pedestal behind the flame. The flame is eternal, never being extinguished.

You will need Activity Sheet No. 1: Parts of a commemoration ceremony and Resource 5: Hymns, songs, prayers and poetry used in commemoration services today





## UNDERSTANDING COMMEMORATION CEREMONIES

Fire has been an important symbol for thousands of years. Many ancient societies had many gods and goddesses, each with a different purpose. For example, Hephaestus (Vulcan) was the Greek god of fire and metalwork. He was cast out of Olympus and set up his workshop under Mount Etna, a volcano in Sicily. Hestia was the virgin goddess of the Hearth. She was the symbol of the house. She was responsible for keeping the fires alight on Mount Olympus, the traditional home of the Greek gods. Interestingly the Romans had a parallel goddess, Vesta, whose cult goes back to at least the seventh century BC. The six Vestal Virgins were responsible for keeping Vesta's eternal flame alight. It was said that if these six women failed in their responsibility and the flame went out, there would be grave consequences for Rome and its people. In both societies there is the idea of an eternal flame. There is also a Christian parallel. Sanctuary lights burn continuously to tell people the sacred host is present.

Fire (and its light) can also bring us heat and comfort. Through the service of hundreds of thousands of Australian men and women, we live in greater freedom and comfort. Light of course also helps us to see our way forward.

### 3. Understanding commemoration ceremonies (Years 2-10)

Distribute Resource 2 to students. Explain that these works are often included in commemoration services for Australian men and women today. Discuss the meaning of each work and its appropriateness in a multicultural Australia. Students search for alternative works and present these to the class for consideration. Students could also write their own reflections about Remembrance Day and why it is (or is not) important for Australians to remember the significance of this event and the contributions through service and sacrifice of Australian men and women.

As a class, plan and write a proposal for presentation to the junior school council, student representative council and/or school staff. This proposal should outline suggestions of ways to make their Remembrance Day commemoration service meaningful to the youth of their school. It should indicate what resources students already have that could be used as part of this ceremony. Invite other classes in the school to contribute.

### 4. Media coverage (Years 5-10)

Students collect newspaper articles and videotape television news items, current affairs vignettes and/or documentaries reporting or examining Remembrance Day. They can also use archived articles from other newspapers such as

The Age	<a href="http://www.theage.com.au">www.theage.com.au</a>
Herald Sun	<a href="http://www.heraldsun.news.com.au">www.heraldsun.news.com.au</a>
The Australian	<a href="http://www.theaustralian.com.au/archive">www.theaustralian.com.au/archive</a>

Where possible include national, state and regional/local media. Discuss the different focuses of these media and reasons for this.

Students analyse these to:

- identify the writer's/producer's viewpoints
- find out about Remembrance Day commemorations in Australia and overseas (including in countries against whom Australians once fought)

You will need Resource 2: Hymns, songs and poetry used in commemoration services today



## UNDERSTANDING COMMEMORATION CEREMONIES

- compare public interest in Remembrance Day, ANZAC Day and the ANZAC Spirit in recent decades
- locate factual information about Remembrance Day and determine whether or not that information is accurate
- identify the people interviewed or quoted in these items and decide whether or not this provides a balanced representation of interested parties
- decide whether or not any sections of the media see part of their role as being educational, informing people about what happened in 1918 and at the end of other war and peacekeeping activities in which Australia has played a role. That is, is there an historical as well as a contemporary focus in media reporting? Is this the same for the commercial and non-commercial media?

### 5. Friends again

Students read Resource 3 without any information about who wrote the text or why this was written.

Discuss the ideas and messages the text contains. Ask students:

- Where would you expect to find a text like this?
- What type of person do you think wrote this text, and why?

Then explain that these words were written by Mustafa Kemal Ataturk in 1934. You can read these words on his memorial in ANZAC Parade Canberra and at Gallipoli. You can find out more about Ataturk, who served with distinction in the Turkish Army at Gallipoli, at [www.awm.gov.au/encyclopedia/ataturk.asp](http://www.awm.gov.au/encyclopedia/ataturk.asp) and by conducting a global search, keying in 'Ataturk'.

Ask students:

- What does the use of Ataturk's tribute at these places suggest to you about the nature of war and the nature of the author of this text?
- Do you think Ataturk's words are as important for Remembrance Day as they are for ANZAC Day? Give reasons for your answer.

Students will find interesting parallels with the work of Edward "Weary" Dunlop after World War II in re-establishing friendly relations with Japan. Dunlop had been a prisoner-of-war at Changi in Singapore.

Edith Cavell in 1915 remarked in her last recorded words: "I realise that patriotism is not enough. I must have no hatred or bitterness to anyone."

Challenge students to find texts that contain similar sentiments and values. Build up a class resource of these.

You will need Resource 3: ANZAC Tribute. Enlarge Resource 3 for display or create enough copies for class distribution



## SUGGESTED RESOURCES



For teachers and/or students



## SUGGESTED RESOURCES

### Recommended reading

Anderson, Matt, *A is for ANZACs*, ANZAC Day Commemoration Committee (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](http://www.anzacday.org.au/education/afor/afor-00.html)

Andrews, Michael, *The ANZAC Spirit: Australian soldiers at war since 1945*, Grolier Books 2002 (Upper primary - middle secondary)

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](mailto:author@sidharta.com.au)

Bruce, Jill B., *ANZAC Day*, Kangaroo Press 2000 (Upper primary)

Bougaardt, Richard, *D-Day Normandy Revisited: A Photographic Pilgrimage*, Chaucer Press 2004

Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999

Defending Australia Series, *The Anzac Spirit- Creating Australian Military Legend*, Watts Publishing 2004 See Also *Air Force, Army, Navy*

Department of Veterans' Affairs, *Memories and Memorabilia: Recognising and Preserving Australia's War Heritage*, 2003

Department of Veterans' Affairs, *Time to Remember: Understanding Australia's Experiences of War and Peacekeeping*, ANZAC Day Kit, Curriculum Corporation 2003. See pp. 21-32 (A copy of the kit was sent to all primary schools in Australia)

Harris, Nathaniel, *Hiroshima*, Heinemann 2003-

Jorgensen, Norman & Harrison-Lever, Brian, *In Flanders Fields*, Sandcastle Books 2002, ISBN 192073 103 2 [www.fremantlepress.com.au](http://www.fremantlepress.com.au)

Kelly, Darryl, *Just Soldiers - Stories of ordinary Australians doing extraordinary things in time of war*, ANZAC Day Commemoration Committee of Queensland 2004

Lawton, Clive A., *Hiroshima: The Story of the First Atom Bomb*, Franklin Watts 2004

Linnane, Tracey, *Peace in Our Communities: A teaching and learning package for primary schools*, ANZAC Day Commemoration Committee of Queensland 2004

Macdougall, A.K., *Gallipoli and the Middle East 1915 - 18*, Australia in History series, Waverton Press 2004. Also in the series are *Australia and the Second World War 1939 - 45* and *The Peacekeepers: Australians at war since 1945*.

Memorial Boxes, [www.awm.gov.au/education/box/index.asp](http://www.awm.gov.au/education/box/index.asp). Teachers can borrow these boxes through the Australian War Memorial or from the Victorian Association of Social Studies Teachers, phone 9348 4957.

Reid, Richard, *Every day at the Shrine*, Department of Veteran Affairs 2003 Photographic collection.

Ryebuck Media, *The ANZAC Experience*, ANZAC Day Commemoration Committee of Queensland 2002 (Secondary, World War I)

Ryebuck Media, *War and Identity*, ANZAC Day Commemoration Committee of Queensland 2002 (Secondary, Feature: Battle for Australia)

Small, Mary, *The Unknown Australian Soldier*, ANZAC Day Commemoration Committee of Queensland 2001 (Middle primary - lower secondary)



## SUGGESTED RESOURCES

### Recommended websites

ANZAC Day Commemoration Committee of Queensland, [www.anzacday.org.au](http://www.anzacday.org.au)

Australian War Memorial, [www.awm.gov.au](http://www.awm.gov.au)

Look under the Collections database for additional photographs

Look under the Encyclopaedia for useful background information

Look under Commemorations which describes each component of a commemorative ceremony and its history.

Australians at War, [www.australiansatwar.gov.au](http://www.australiansatwar.gov.au)

Australians in France 1918, [www.awm.gov.au/exhibitions/1918](http://www.awm.gov.au/exhibitions/1918)

Australia's War 1939 - 1945, [www.w2australia.gov.au](http://www.w2australia.gov.au)

Australia's Culture and Recreation, [www.culture.gov.au](http://www.culture.gov.au)

Department of Education & Training (Victoria), [www.education.vic.gov.au](http://www.education.vic.gov.au) (FUSE link) for Early and Middle Years teaching and learning activities.

Department of Veterans' Affairs, [www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx](http://www.dva.gov.au/aboutDVA/publications/commemorative/vov/Pages/index.aspx) An extensive list of current and past education resources for primary and secondary students produced by the Department.

Department of Veterans' Affairs, *Remembering Charlie Cooper*, 2001, [www.dva.gov.au/commem/commac/remday01/bigbook/intro.htm](http://www.dva.gov.au/commem/commac/remday01/bigbook/intro.htm). This big book was sent to primary schools in 2001. It can also be purchased at the Shrine. It forms part of the education kit *We Remember*.

Gallipoli Commemorative Site, [www.anzacsite.gov.au](http://www.anzacsite.gov.au)

Hindenburg line, [www.awm.gov.au/units/event\\_98.asp](http://www.awm.gov.au/units/event_98.asp)

Legacy Australia, [www.legacy.com.au](http://www.legacy.com.au)

Peace negotiations, [www.timetravelerproductions.com/world\\_war\\_i\\_project\\_topics.htm](http://www.timetravelerproductions.com/world_war_i_project_topics.htm); [www.fordham.edu/halsall/mod/1919versailles.html](http://www.fordham.edu/halsall/mod/1919versailles.html); and [www.factbites.com/topics/Versailles\\_Treaty](http://www.factbites.com/topics/Versailles_Treaty)

Remembrance Day, [www.awm.gov.au/commemoration/remembrance](http://www.awm.gov.au/commemoration/remembrance)

Returned Servicemen's League, [www.yepoonss.eq.edu.au/anzacday.htm](http://www.yepoonss.eq.edu.au/anzacday.htm)

Service records, [www.w2roll.gov.au](http://www.w2roll.gov.au)

Transcripts of interviews with veterans, [www.australiansatwarfilmarchive.gov.au](http://www.australiansatwarfilmarchive.gov.au)

Unknown Soldier: Paul Keating's Speech 1997, [www.awm.gov.au/commemoration/keating.htm](http://www.awm.gov.au/commemoration/keating.htm)

Valuing our Veterans, [www.dva.gov.au](http://www.dva.gov.au)

Veterans On Line, [www.shrine.org/retrievemedias.asp?Media\\_ID=549](http://www.shrine.org/retrievemedias.asp?Media_ID=549)

Victoria Cross Winners, [www.awm.gov.au/encyclopedia/vic\\_cross.asp](http://www.awm.gov.au/encyclopedia/vic_cross.asp)

Villers-Bretonneux, [www.awm.gov.au](http://www.awm.gov.au)



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