Commemorating service and sacrifice: From ancient to modern times

Visual Communication and Design.
VELS Level 5 & 6. VCE Art - Units 1&2 3&4.
CONTENTS

A. Activity Sheets

1. Key terms and meanings
2. Similarities and differences
3. Ideas from other societies
4. Values and personal qualities: From where did they come?
5. Discussion questions
6. Reflecting the Empire and Christianity

B. Resource Sheets

1. What do we already know?
2. Greek architecture
3. Rays of Light
4. Commemorative poetry
5. Works of art

Note: A separate student Education Tour Booklet for use during the Shrine of Remembrance Education program accompanies these materials.
Activity Sheet No. 1:
**Key terms and meanings**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ambulatory</strong></td>
<td>A place for walking, an aisle or cloister in a church or monastery.</td>
</tr>
<tr>
<td><strong>Ancient society</strong></td>
<td>Usually refers to societies around the Mediterranean area and the Near East that existed before the fall of the Roman Empire in 476AD.</td>
</tr>
<tr>
<td><strong>Architecture</strong></td>
<td>The designing and constructing of a building. It involves both arts and sciences.</td>
</tr>
<tr>
<td><strong>Ballad</strong></td>
<td>A poem (or song) telling a popular story.</td>
</tr>
<tr>
<td><strong>Battle Honours</strong></td>
<td>When service men and women undertook deeds of great courage and a battle resulted in important progress Battle Honours were awarded to that Battalion or Unit. This acknowledged their contribution and achievements. Battle Honours were awarded by the King of England during World War I and World War II.</td>
</tr>
<tr>
<td><strong>Bravery</strong></td>
<td>You are able to face danger or pain.</td>
</tr>
<tr>
<td><strong>Buttresses</strong></td>
<td>These are stone supports that project out from the wall. At the Shrine the four buttresses also serve as the base for statues.</td>
</tr>
<tr>
<td><strong>Calligraphy</strong></td>
<td>The art of handwriting. It usually refers to fine handwriting used for decorative purposes. Many of these writing styles were used in manuscripts produced by monks in the Middle Ages and earlier.</td>
</tr>
<tr>
<td><strong>Ceremony</strong></td>
<td>This is a formal public occasion celebrating or remembering a particular event. Ceremonies at the Shrine of Remembrance and other war memorials have a spiritual or religious atmosphere about their rituals.</td>
</tr>
<tr>
<td><strong>Cenotaph</strong></td>
<td>A tomblike memorial, especially a war memorial to honour soldiers who died in war, or a dead person whose body is elsewhere.</td>
</tr>
<tr>
<td><strong>Chivalry</strong></td>
<td>Chivalry was a medieval ideal. It promoted the qualities of the ideal knight, particularly courage, honour, courtesy, justice and readiness to help the weak. If a person is said to be chivalrous, they are courteous in their behaviour, especially towards women.</td>
</tr>
<tr>
<td><strong>Choragic</strong></td>
<td>Refers to the chorus in Greek drama.</td>
</tr>
<tr>
<td><strong>Commemoration</strong></td>
<td>A service or ceremony to remember a person, place or event.</td>
</tr>
<tr>
<td><strong>Civic</strong></td>
<td>Refers to matters concerning a city or citizenship. When a person does their civic duty, he/she has been a responsible citizen, doing good works for the benefit of others. In ancient times, this included fighting to protect your nation or city state.</td>
</tr>
<tr>
<td><strong>Crypt</strong></td>
<td>An underground room often used as a place of burial. Often found in churches, temples and pyramids.</td>
</tr>
</tbody>
</table>
### Key terms and meanings

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doric column</strong></td>
<td>A Doric column is sturdy in style. It has no base. Its top (capital) is plain. Doric columns have plain circular and square shapes at the very top. Doric columns were found in mainland Greece, as well as in the colonies of southern Italy and Sicily.</td>
</tr>
<tr>
<td><strong>Dome</strong></td>
<td>A vault like roof. Often circular or polygonal. The dome at the Shrine of Remembrance is four sided and stepped, almost closing in at the top.</td>
</tr>
<tr>
<td><strong>Forecourt</strong></td>
<td>An enclosed space at the front of a building.</td>
</tr>
<tr>
<td><strong>Fortified</strong></td>
<td>Fortified towns were common during the Middle Ages in Europe and around parts of the Mediterranean. A town built a high stone wall around its perimeter or border to protect it against possible invasion.</td>
</tr>
<tr>
<td><strong>Heraldry</strong></td>
<td>The art and science of the making of simple designs for identification purposes. This originated in the Middle Ages in the twelfth century in Europe and in the fourteenth century in Japan. Symbols are used to represent key qualities of a person, place or organisation. Heraldry was first used on shields. Today, family crests contain symbols of heraldry and are made in a shield shape.</td>
</tr>
<tr>
<td><strong>Hero</strong></td>
<td>A person who does something courageous especially during a time of danger.</td>
</tr>
<tr>
<td><strong>Heroic</strong></td>
<td>An act or personal quality of extreme bravery and courage.</td>
</tr>
<tr>
<td><strong>Inscription</strong></td>
<td>Words written on a monument. For example, in the Entry Courtyard at the Shrine of Remembrance you will see the inscription, ‘Lest we forget’ on one of the walls.</td>
</tr>
<tr>
<td><strong>Ionic column</strong></td>
<td>An Ionic column is thinner and more elegant than a Doric column. The capital has a scroll-like design (volute) atop it. Ionic columns were found in the Greek islands and eastern Greece.</td>
</tr>
<tr>
<td><strong>Knight</strong></td>
<td>In early medieval England knights were an elite group of cavalry. Under the feudal system they were given lands. In return they gave annual military service. This was usually for 40 days every year. Before becoming a knight, a man was a page and then a squire. They were given the title ‘Sir’, which is still used today in Britain when the monarch honours some citizens.</td>
</tr>
<tr>
<td><strong>Laurel</strong></td>
<td>The leaves of a bay tree or hedge. In ancient times it was usually awarded for victory or for distinction in poetry. Its leaves were woven into the shape of a wreath or crown. A person who rests on their laurels is happy with what they have done and no longer seeks success or improvement.</td>
</tr>
</tbody>
</table>
### Activity Sheet No. 1 (continued):

**Key terms and meanings**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mausoleum</strong></td>
<td>A large and stately place of burial. It was originally applied to the Mausoleum at Halicarnassus in modern day Turkey.</td>
</tr>
<tr>
<td><strong>Medieval</strong></td>
<td>Refers to the period known as the Middle Ages.</td>
</tr>
<tr>
<td><strong>Memorial</strong></td>
<td>Something made or built in memory of a person or event.</td>
</tr>
<tr>
<td><strong>Middle Ages</strong></td>
<td>Historians don’t always agree on the period of time to which this applies. Most accept that it applies to the period from the 5th to 15th centuries, though some believe it started later, as late as the 12th or 13th century.</td>
</tr>
<tr>
<td><strong>Monastery</strong></td>
<td>A place where a religious community, usually known as monks, live. In medieval times (and even later) they were places of learning when schools and universities were few.</td>
</tr>
<tr>
<td><strong>Monk</strong></td>
<td>A male member of a religious community. They take vows of poverty, chastity and obedience.</td>
</tr>
<tr>
<td><strong>Monument</strong></td>
<td>A structure or building made to commemorate an important person or event. The Shrine of Remembrance is a monument to the service and sacrifice of men and women in war and peacekeeping since World War I.</td>
</tr>
<tr>
<td><strong>Ode</strong></td>
<td>A solemn poem that usually rhymes and is written as a speech or address in praise of something or someone.</td>
</tr>
<tr>
<td><strong>Patriotism</strong></td>
<td>Love of your country or nation. A patriot is someone who is ready to support or defend their country.</td>
</tr>
<tr>
<td><strong>Pilaster</strong></td>
<td>A rectangular column which projects from the wall. You will see pilasters in the Crypt at the Shrine of Remembrance.</td>
</tr>
<tr>
<td><strong>Portico</strong></td>
<td>A roof supported by columns usually placed at regular intervals.</td>
</tr>
<tr>
<td><strong>Ray of Light</strong></td>
<td>The light that enters the Shrine of Remembrance through two openings in the roof. This light crosses the Stone of Remembrance on 11 November every year and shines on the word ‘Love’ at 11.00am.</td>
</tr>
<tr>
<td><strong>Sacrifice</strong></td>
<td>To give up something important for something else which you consider to be more important. For example, a service man or woman may sacrifice their life in Australia for some time to help bring peace and freedom to people living in another place. To be killed in action is the ultimate sacrifice.</td>
</tr>
<tr>
<td><strong>Sanctuary</strong></td>
<td>The most holy or sacred part of the Shrine of Remembrance. It houses the Stone of Remembrance. In this room you can quietly remember the service and sacrifice of others.</td>
</tr>
</tbody>
</table>
### Activity Sheet No. 1 (continued):

**Key terms and meanings**

<table>
<thead>
<tr>
<th><strong>Term</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
<td>In the defence forces, service means a period when you help by doing defence work for the good of your country. This could be actual fighting, protecting people and property in danger, as well as people such as nurses, engineers, ambulance drivers who help to look after defence personnel in action.</td>
</tr>
<tr>
<td><strong>Shrine of Remembrance</strong></td>
<td>The memorial built to commemorate the service and sacrifice of Australian, especially Victorian men and women in war and peacekeeping. It was dedicated on 11 November 1934 as a memorial for World War I. Today it is used for commemoration ceremonies for all war and peacekeeping activities.</td>
</tr>
<tr>
<td><strong>Statuary</strong></td>
<td>A collection of statues.</td>
</tr>
<tr>
<td><strong>Stone of Remembrance</strong></td>
<td>This Stone is found in the centre of the Sanctuary. The Stone reminds us that many people have served to protect our freedom and way of life. In many cases they paid the ultimate sacrifice, dying to protect our rights. The Stone reminds us that we should remember them and their service.</td>
</tr>
<tr>
<td><strong>Symbol</strong></td>
<td>A thing (often a logo or design) that represents something else. For example, the Rising Sun is a symbol of the Army, two bird wings represent the Air Force and an anchor and rope are used to represent the Navy. The Australian flag is a symbol of Australia.</td>
</tr>
<tr>
<td><strong>Symbolism</strong></td>
<td>The use of symbols to represent ideas.</td>
</tr>
<tr>
<td><strong>Tympana</strong></td>
<td>A triangular shape at the centre of a pediment. It is vertical and held up by the columns at the front of the building.</td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>The ideals, beliefs and personal qualities that a society believes its citizens should possess.</td>
</tr>
<tr>
<td><strong>Wreath</strong></td>
<td>A collection of flowers and/or leaves used as a mark of respect and placed on a grave or headstone. Originally a wreath was circular in shape. Today other shapes are also used, such as a cross.</td>
</tr>
</tbody>
</table>
Activity Sheet No. 2: **Similarities and differences**

Look at the photograph of the Shrine of Remembrance and the illustration of the Mausoleum at Halicarnassus. List as many similarities and differences as you can find in their design and structure.

**Shrine of Remembrance**

**Mausoleum at Halicarnassus**

**Similarities**

- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................

**Differences**

- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................
- ..................................................................................................................................

*Image by Lee Krystek, 1998 [www.unmuseum.mus.pa.us](http://www.unmuseum.mus.pa.us)*
Activity Sheet No. 3:
Ideas from other societies
(Enlarge by 141% to fit an A3 sheet)

Use the boxes below to help you to sort out information from the excursion about ideas from other societies. These could include architecture and design features, works of art, other symbols and objects, or the values promoted. In the first column, some societies and cultures are identified. You may wish to add other societies or cultures. Sort information for each society or culture using the headings across the top of the chart.

<table>
<thead>
<tr>
<th>Society or Culture</th>
<th>Building: architecture and design features</th>
<th>Works of art</th>
<th>Symbols and objects</th>
<th>Values promoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient societies other than Greek</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Ages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christianity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other belief systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>British Empire and Commonwealth of Nations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 4:

**Values and personal qualities:**
**From where did they come?**

(Enlarge by 141% to fit an A3 sheet)

Read reference books and websites to identify which values and personal qualities were also important to people in ancient Greece and/or medieval knights. Sometimes a value such as freedom had a different meaning in one of these societies or it did not apply to everyone. You should note this.

<table>
<thead>
<tr>
<th>Value or personal quality</th>
<th>Was it important in ancient Greece?</th>
<th>Was it important for a medieval knight?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For soldiers &amp; freemen?</td>
<td>For slaves?</td>
</tr>
<tr>
<td>Bravery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brotherhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goodwill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 4 (continued):

Values and personal qualities: From where did they come?

(Enlarge by 141% to fit an A3 sheet)

<table>
<thead>
<tr>
<th>Values and personal qualities</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love of country (patriotism)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyalty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mateship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prudence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacrifice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of self worth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survival</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temperance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tolerance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 5: Discussion questions

Select questions from the following lists to guide your discussions. Also think about other ideas that may be present in the tympanum and/or the work of art.

Analysing the purpose of the images:
• Who and what is in each image?
• What are the people doing?
• How soon or how long after the events portrayed were these images made?
• Why do you think these images were made? What do they tell you?
• What might be happening outside each image?
• Is there anything in any of these images that shows humour?
• How do these images create an atmosphere of importance about the events they portray?
• How do you think the people in these images might be feeling?
• What are some of the feelings you had as you looked at each image?
• What details do you think are missing from these images?
• Are they important images or details? Why?
• If you had to write a caption for each image for a newspaper article, what would it be?
Activity Sheet No. 5 (continued):

Discussion questions

Putting yourself in the picture:

If you were using these images as a resource to help explain what it must have been like for service men and women during war or peacekeeping, how useful would they be? Which of the following questions could you answer by looking at these images:

- Where would service men and women sleep?
- Where would service men and women shelter from extreme heat and the rain?
- How would service men and women keep warm?
- What toilet facilities would service men and women have to use?
- How would service men and women feel if they did not receive any letters from family and friends?
- What would service men and women eat while on active duty?
- Did service men and women always eat ration packs of dried and tinned foods?
- How would service men and women exercise?
- How would service men and women feel having to carry a haversack all day?
- What could service men and women do if they became ill? Where would they be able to receive treatment? What might make this difficult for them?
- How would service men and women try to cope with very wet and soggy conditions or a very heavy dust storm?
- Would service men and women have any leisure time?
- What might service men and women do to stay calm during periods of endless fighting?
Activity Sheet No. 6:

**Reflecting the Empire and Christianity**

The Shrine of Remembrance was dedicated on 11 November 1934 by His Royal Highness, the Duke of Gloucester. At that time most Australians would have described themselves as belonging to a Christian country and to the British Empire and Commonwealth of Nations. They saw themselves as being loyal to God, King and country.

Think of as many ways in which the Shrine of Remembrance and its surroundings reflect these ideas. Record your ideas in the table below.

<table>
<thead>
<tr>
<th>Shrine of Remembrance location</th>
<th>Australia is a member of the British Empire and Commonwealth of Nations</th>
<th>Australia is a Christian country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanctuary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World War II Memorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forecourt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shrine of Remembrance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation and Opening stones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trees near Visitor Centre</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Resource 1:**
**What do we already know?**

<table>
<thead>
<tr>
<th>What are the two Greek columns?</th>
<th>How could you tell a Doric Column from a Corinthian Column?</th>
<th>How would you recognise if a column is from the Ionic order?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where on a temple building might you find the tympana?</td>
<td>What is a buttress?</td>
<td>There are seven wonders of the ancient world. How many can you name?</td>
</tr>
<tr>
<td>In what types of buildings might you find a crypt?</td>
<td>In the Middle Ages where would you be if you were found in the Ambulatory?</td>
<td>What is calligraphy?</td>
</tr>
<tr>
<td>Who lived in a monastery?</td>
<td>What is a knight?</td>
<td>In what modern day country would you find the Mausoleum at Halicarnassus?</td>
</tr>
<tr>
<td>What is the difference between a cenotaph and a tomb?</td>
<td>Who were Vesta and the Vestal Virgins?</td>
<td>What is heraldry?</td>
</tr>
<tr>
<td>Before becoming a knight, you had to go through two training roles. What were they?</td>
<td>What feature distinguishes a fortified town?</td>
<td>What do the letters in ANZAC stand for?</td>
</tr>
<tr>
<td>What does it mean to hand someone the olive branch?</td>
<td>What is the highest gallantry (bravery) medal Australia gives service men and women?</td>
<td>What is a frieze?</td>
</tr>
</tbody>
</table>
### Resource 1 (continued):

**What do we already know?**

<table>
<thead>
<tr>
<th>What is <em>The Bible</em>?</th>
<th>What other sacred texts can you think of besides <em>The Bible</em>?</th>
<th>What is the difference between a column and a pilaster?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When someone signs an armistice, what are they signing?</td>
<td>Where and what is the Acropolis?</td>
<td>What is an ode?</td>
</tr>
<tr>
<td>What is patriotism?</td>
<td>What do the scales of justice represent?</td>
<td>What is a wreath?  When are they used?</td>
</tr>
<tr>
<td>Who was the Greek god of fire and metalwork?</td>
<td>Who was Hestia?</td>
<td>What is the traditional home of the Greek gods?</td>
</tr>
<tr>
<td>What does a cross represent for Christians?</td>
<td>Who was Rudyard Kipling?</td>
<td>Where is Flanders?</td>
</tr>
<tr>
<td>What is laurel?</td>
<td>Name three ways in which we honour people and their achievements today?</td>
<td>How did the ancient Greeks honour people and their achievements?</td>
</tr>
<tr>
<td>What is the difference between a service medal and a gallantry (bravery) medal?</td>
<td>What is a mausoleum used for?</td>
<td>What is chivalry?</td>
</tr>
</tbody>
</table>
Resource 2: Greek architecture

Two orders of Greek columns: Doric, Ionic.

Greek temple. Label its features including the portico, tympana, pediment, columns, crypt and sanctuary

Aerial photograph of the Acropolis
Resource 3:
Rays of Light

Ireland

If you visit New Grange in Ireland you will see a large passage tomb that was constructed about 3,200BC. Some people believe it was the home of the god of love, Oenghus.

New Grange was rediscovered in 1699. In recent times it has been restored with new stone retaining walls built around its circumference. A new controversial entrance to the tomb has also been built over the entrance in a manner which many archaeologists believe is accurate for that time.

A ray of light passes through a box over the tomb’s entrance and along a 19 metre passage to the main chamber. This happens at sunrise at the time of the winter solstice. This lasts for 17 minutes.

Every year a lottery is conducted to select 20 people to be in the central chamber each morning from 19-23 December when the shaft of light enters the building.

Egypt

Pharaoh Ramses II had the Temple of Abu Simbel carved into a cliff face in 1257BC. The Temple is located in southern Egypt near the border with Sudan.

In 1813 the Temple was rediscovered.

In the innermost shrine of the Temple are four statues of the gods Ptah, Amun-Ra, Horakhte and Ramses II.

On 22 February and 22 October each year the first rays of morning shine along the 60 metres of corridor and light up the four statues. After about 20 minutes, the light disappears.

In the 1960s the Temple was relocated at the top of the cliff, about 70 metres above its original site. This was to prevent it being flooded following the construction of the Aswan Dam.
Resource 3 (continued):

**Rays of Light**

**Italy**

The Ray of Light at the Shrine of Remembrance was inspired by the ray in the Church of Santa Maria degli Angeli in Rome. In the days of the Italian monarchy, Santa Maria was the royal church. If you visit that church you will see how the sunlight appears daily on the ‘Meridian Line’. This is a curved brass line which forms part of one of the world’s largest sundials. Sunlight falls on the line at true noon. Since we adjust time when we create time zones, this is about 12.15pm in Rome and 1.15pm during summer time.

Pope Clement VI commissioned the sundial in 1702.

**South Africa**

In 1949 the Voortrekker Monument was opened. It has several features similar to the Shrine of Remembrance. One of these is the ‘ray of light’ which symbolises God’s blessing on the work and aspirations of the Voortrekkers. Sunlight comes through an opening in the upper dome of the monument. It strikes the Shrine of Honour at midday on 16 December. This Shrine is located in the Heroes’ Hall. The inscription on the Shrine of Honour says, ‘We for you, South Africa!’

This date was selected as the Battle of Blood River took place on that day in 1838. More than 10,000 Zulus attacked the 464 Dutch settlers (Voortrekkers). All Voortrekkers survived while over 3,000 Zulu warriors died.

The monument reminds people of the courage of the Voortrekkers.
Resource 4:
Commemorative poetry

Part A
Rudyard Kiplings’ Ode

So long as memory, valour and faith endure
Let these stones witness through the years to come,
How once there was a people fenced secure
Behind great waters girdling a far home.

Their own and their land’s youth ran side by side
Heedless and headlong as their unyoked seas-
Lavish o’er all, and set in stubborn pride
Of judgment nurtured by accepted peace.

Thus, suddenly, war took them - seas and skies
Joined with the earth for slaughter. In a breath
They, scoffing at all talk of sacrifice,
Gave themselves without idle words to death.

Thronging as cities throng to watch a game,
Or their own herds move southward with the year,
Secretly, swiftly, from their ports they came,
So that before half Earth had heard their name
Half Earth had learned to speak of them with fear.

Because of certain men who strove to reach
Through the red surf the crest no man might hold,
And gave their name for ever to a beach
Which shall outlive Troy’s tale when time is old.

Because of horsemen, gathered apart and hid-
Merciless riders whom Megiddo sent forth
When the outflanking hour struck and bid
Them close and bar the drove-roads to the north.

And those who, when men feared the last March flood
Of western war had risen beyond recall,
Stormed through the night from Amiens and made good,
At their glad cost, the breach that perilled all.
Resource 4 (continued):

**Commemorative poetry**

Then they returned to their desired land-
The kindly cities and plains where they were bred-
Having revealed their nation in Earth’s sight
So long as sacrifice and honour stand,
And their own sun at the hushed hour shall light
The Shrine of these their dead!

**Kipling was born in India. He was commissioned to write this poem for the dedication of the Shrine of Remembrance on 11 November 1934.**

Part B

**Ancient Greek Ballad:**

**The Ode for the Victors at Plataea by Simonides of Ceos.**

A great grief seized the war-host; much they honoured you (Achilles),
And with Patroclus’ ashes mingled yours.
It was no ordinary mortal laid you low
’Twas by Apollo’s hand that you were struck.
Athena was at hand, and smote the famous town
With Hera: they were angry with Priam’s sons
Because of Paris’ wickedness. The chariots of God’s
Justice overtakes the sinner in the end.
And so the valiant Danaans, best of warriors,
Sacked the much-sung city, and came home;
And they are bathed in fame that cannot die, by grace
Of one who from the dark-tressed Muses
Had the truth entire, and made the heroes
Short-lived race
A theme familiar to younger men.
But now farewell, son of a glorious goddess,
Daughter of Nereus of the sea, while I
Now summon you, illustrious Muse, to my support,
If you, have any thought for men who pray:
Resource 4 (continued):

**Commemorative poetry**

*Fit out, as is your custom, this grateful song-array*
*Of mine, so that memory is preserved*
*Of those who held the line for Sparta and for Greece,*
*That none should see the day of slavery.*
*They kept their courage, and their fame rose heaven-high;*
*Their glory in the world will never die.*
*From the Eurotas and from Sparta’s town they marched,*
*Accompanied by Zeus’ horsemaster sons,*
*The Tyndarid Heroes, and by Menalus’ strength,*
*Those courageous captains of their fathers’ folk,*
*Led forth by great Cleombrotus’ most noble son,*
*… Pausanias.*
*They quickly reached the Isthmus and the famous land*
*Of Corinth, furthest bounds of Pelops’ isle,*
*And Megara, Nisus’ ancient city, where the rest*
*Then joined the army from the country round.*
*Again they marched, the omens giving confidence,*
*And soon they reached Eleusis’ lovely plain,*
*Driving the Persians from Pandion’s land, by help*
*Of that most godlike seer, the lamid,*
*… overcame* 

*Lawless, Jennifer (Editor), Societies from the Past, Nelson, 1998, p.187*
Commemorative poetry

These men left an altar of glory on their land,
shining in all weather,
when they were enveloped by the black mists of death.
But although they died
they are not dead, for their courage raises them in glory
from the rooms of Hell.

Their tomb is an altar on which stands our bowls of remembrance
and the wine of our praise.
Neither mold nor worms, nor time
which destroys all things, will blacken their deaths.
The shrine of these brave men
has found its guardian
in the glory of Greece. Leonidas, the Spartan King,
lives in the great ornament he left behind
of unending fame and virtue.

Leonidas, king of the open fields of Sparta,
those slain with you lie famous in their graves,
for they attacked absorbing the head-on assault
of endless Persian men, arrows and swift horse

This is the tomb of famous Megistias, slain by
the Persians near the Spercheios River,
a seer who even when aware that death was near
would not desert his Spartan Kings

(From www.geocities.com/Athens/Aegean/7849/poets.html )

To find out about Simonides of Ceos visit:
http://68.1911encyclopedia.org/S/SI/SIMONIDES_OF_CEOS.htm
Commemorative poetry

Part C: Poetry for contemporary commemorative services

The Ode

They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

For the fallen

With proud thanksgiving, a mother for her children,
England mourns for her dead across the sea.
Flesh of her flesh they were, spirit of her spirit,
Fallen in the cause of the free.

Solemn the drums thrill: Death august and royal
Sings sorrow up into immortal spheres.
There is a music in the midst of desolation
And a glory that shines upon our tears.

They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

They mingle not with their laughing comrades again;
They sit no more at familiar tables at home;
They have no lot in our labour of the day-time;
They sleep beyond England’s foam.

But where our desires are and our hopes profound,
Felt as a well-spring that is hidden from sight,
Resource 4 (continued):

**Commemorative poetry**

*To the innermost heart of their own land they are known*  
*As the stars are known to the Night;*

*As the stars that shall be bright when we are dust,*  
*Moving in marches upon the heavenly plain;*

*As the stars are starry in the time of our darkness,*  
*To the end, to the end, they remain.*

*Laurence Binyon (1869-1943), assistant keeper of prints at the British Museum.*  
*This poem was first selected for the unveiling of the London Cenotaph in 1919.*

**In Flanders Fields**

*In Flanders fields the poppies blow*  
*Between the crosses, row on row,*  
*That mark our place; and in the sky*  
*The larks, still bravely singing, fly*  
*Scarce heard amid the guns below.*

*We are the Dead. Short days ago*  
*We lived, felt dawn, saw sunset glow,*  
*Loved, and were loved, and now we lie*  
*In Flanders fields.*

*Take up our quarrel with the foe:*  
*To you from failing hands we throw*  
*The torch; be yours to hold it high.*  
*If ye break faith with us who die*  
*We shall not sleep, though poppies grow*  
*In Flanders fields.*

*John McCrae, Canadian professor of medicine and medical officer with the first*  
*Canadian contingent to serve during World War I. He wrote this poem at the*  
*second battle of Ypres in 1915.*
Resource 5
Works of art

AWM image ART02299.002 - Will Dyson, Battery commander’s dug-out, Hill 60, 1917
Resource 5 (continued):

**Works of art**

**Additional art works**

The Australian War Memorial has an extensive art collection online. There are nearly 1,500 art works (including portraits) for World War I alone. Visit [www.awm.gov.au](http://www.awm.gov.au). Click on ‘Collections databases’ and then on ‘Collections search’. Type in identification codes indicated below or undertake a general search by typing in ‘Art works’ and identifying all or specific conflicts.

The following works, amongst many others, may be used in place of or in addition to the suggested drawing by Will Dyson provided on page 25.

**World War I**

- ART02255  Coming down the ridge, Passchendaele
- ART03530  Sanitary section camp, St Gratien
- ART02482  15th brigade, 5th Division, Allonville Woods, 1918

**World War II**

- ART24074  Kokoda Trail
- ART24347  Mess kitchen 454 Squadron, Falconara
- ART26237  Front line medical unit
- ART27557  HMAS Perth, Sunda Strait, 28 February 1942
- ART22233  Tobruk
- ART24373  Sponging a malaria patient
- ART24353  450 Squadron fitters making tea in the snow, Italy, 1945
- ART23490  Troops on deck
- ART21862  Playing tombola on HMAS Nepal

**Vietnam**

- ART40675  Crew members, HMAS Hobart
- ART40741  Insertion, Helicopter in service in Vietnam

**East Timor**

- ART91052  Tent life, Dili
- ART91048  Morning wash, Interfet Headquarters
- ART91115  Filling jerry cans with recycled water