

# Year 3

## Commemorating the ANZAC Legend

# Programme



A.I.F. 4th Battery C Sub, Egypt, Xmas 1914.  
State Library of Victoria



Soldiers marching down Collins St during World War I c1914 - State Library of Victoria



Gallipoli Anzacs at Broadmeadows Camp, 1914  
State Library of Victoria

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

Year Level	Year 3					
Title	Community and Remembrance					
Key Concepts Year 3-6	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Sources (Evidence)
Historical Skills Year 3 & 4	<p><b>Chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>Sequence historical people and events.</li> <li>Use historical terms.</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>Pose a range of questions about the past.</li> <li>Identify sources</li> </ul>	<p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Locate relevant information from sources provided.</li> </ul>	<p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>Identify different points of view</li> </ul>	<p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Develop texts, particularly narratives.</li> <li>Use a range of communication modes (oral, graphic, written) and digital technologies.</li> </ul>	
Achievement Standards	By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.					
Year level Description	The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. The content provides opportunities to develop historical understanding through key concepts including <b>sources, continuity and change, cause and effect, perspectives, empathy and significance</b> . These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.					
Key Inquiry Questions	<p>What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past?</p> <p><i>Additional focus questions to guide this inquiry:</i> How was the Spirit of Anzac created? What are the public symbols of the Spirit of Anzac? What can we see in our community that reminds us of the sacrifice of these men and women? Why is it important to commemorate ANZAC Day? Why was 2015 a special year? How can we commemorate ANZAC Day at our school?</p>					
Historical Knowledge and Understanding	<p>The role that people of diverse backgrounds have played in the development and character of the local community</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p> <p>Celebrations and commemorations in other places around the world for example, Gallipoli.</p>					
Pedagogical approach	<p>The unit will use a range of thinking routines drawn from the Visible Thinking website <a href="http://www.old-pz.gse.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html">http://www.old-pz.gse.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html</a> and teacher-developed evidence and demonstrating understanding.</p> <p>It will model the inquiry and Personalized Learning process: using, interpreting and analysing historical sources (images and documents), contain guided group discussions and opportunities for investigation and provide opportunities for creating, presenting and evaluating narratives based on evidence from historical sources.</p> <p>The unit will provide meaningful ways to develop literacy, including skills to pose and answer genuine inquiry questions and demonstrate their communication skills through meaningful, rich tasks in context of the commemoration of ANZAC Day.</p>					

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

<p><b>Teaching and Learning Sequence</b></p> <p>See attached detailed lesson sequence including specific resources for each activity</p> <p><b>INCLUDING</b></p> <p>Formative and Summative Assessment tasks</p>	<p><b>Summary of lesson sequence:</b> The activities scaffold the inquiry and personalized learning processes enabling the students to gain evidence by developing questions from provided sources and presenting their understandings of the history of the Anzac Legend of Gallipoli and its significance to their lives today. It is expected that teachers will select and modify these suggestions to meet the needs of their learners, available time and resources.</p> <p><b>Pre-unit preparation</b> is suggested at the beginning of the teaching and learning sequence. Introducing the topic.</p> <p><b>Activity 1</b> Focus: Gallipoli – What do you know? What are you wondering?</p> <p><b>Activity 2</b> Focus: What was Australia like in 1910? Why did they volunteer?</p> <p><b>Activity 3</b> Focus: The journey to Gallipoli.</p> <p><b>Activity 4</b> Focus: Eight months on Gallipoli - creating the Legend (Including <i>The Anzac Legend</i> extension activity).</p> <p><b>Activity 5</b> Focus: How and why do we honour the Bravery of the Anzacs?</p> <p><b>Activity 6</b> Focus: Adopting an ANZAC – links to the local community.</p> <p><b>Activity 7</b> Focus: In search of evidence in the local community – Excursion.</p> <p><b>Activity 8</b> Focus: How do we commemorate ANZAC Day today?</p> <p><b>Extension Activity</b> - Community project</p> <p><b>Summative Assessment task</b> (including student-led Anzac Ceremony and Display)</p>
<p><b>Assessment</b></p>	<p><u>Learning Outcome</u></p> <p>Students will develop inquiry skills by investigating historical sources relating to the Commemoration of the ANZAC Day. They will produce written, graphic or digital presentations based on evidence from their examination of sources and class group discussions, and they will demonstrate an understanding of significance, empathy, perspectives and cause and effect.</p> <p>Suggestions for formative and summative assessment are made at various points throughout the learning sequence.</p> <p><u>Formative Assessment</u></p> <p>Suggestions for formative assessment and gathering of evidence of student learning are outlined within each activity in the lesson sequence. Students could keep a learning journal in which they could write or record observations, understandings, personal reflections and questions for further investigation.</p> <p><i>What specifically will students produce, learn and develop in this unit?</i></p> <ul style="list-style-type: none"> <li>• Develop relevant questions based on their understanding of sources investigated.</li> <li>• Create images that represent aspects of the journey to Gallipoli; the conditions, loss of life and consequences of the Gallipoli campaign and the innovative inventions that assisted in the evacuation without loss of life.</li> <li>• Interview a veteran and use the knowledge gained to add rigour to their understanding.</li> <li>• Use graphic organisers and other methods to represent their understanding of evidence gathered from interpretation of the history of the Anzacs.</li> <li>• Use historical images and other sources to develop relevant questions based on their understanding of sources investigated.</li> <li>• Survey parents, teachers, family members and students to ascertain their understanding of the significance of ANZAC Day.</li> <li>• Create a range of written and visual texts to demonstrate their understanding over the course of the inquiry.</li> <li>• Prepare and present a school based ANZAC Day ceremony.</li> </ul> <p><u>Summative Assessment</u></p> <p>Students will complete: 1) A 'Lotus' diagram to demonstrate assessment of learning 2) A personalised learning presentation based on an aspect of the story that motivated them to complete a detailed research project.</p>

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

	<u>Historical sources</u>	<u>Teaching and Learning Resources</u>	<u>Suggested Excursions</u>
<b>Resources</b>	<p>RSL Victorian Branch <a href="http://www.rslvic.com.au/">www.rslvic.com.au/</a></p> <p>Australian War Memorial – Anzac Voices <a href="https://www.awm.gov.au/exhibitions/anzac-voices/">https://www.awm.gov.au/exhibitions/anzac-voices/</a></p> <p>The Ode – Australian Army <a href="http://www.army.gov.au/Our-history/Traditions">www.army.gov.au/Our-history/Traditions</a></p> <p>Australian War Memorial – Ataturk (Mustafa Kemal). <a href="http://www.awm.gov.au/encyclopedia/ataturk">www.awm.gov.au/encyclopedia/ataturk</a></p> <p>100 Years of Anzac: The Spirit Lives On <a href="http://www.anzacportal.dva.gov.au">www.anzacportal.dva.gov.au</a></p> <p>ANZAC -2014-2018 CENTENARY <a href="http://anzaccentenary.vic.gov.au/get-involved/">http://anzaccentenary.vic.gov.au/get-involved/</a></p> <p>Museum Without Walls <a href="http://www.mandurahcommunitymuseum.org/">www.mandurahcommunitymuseum.org/</a></p> <p>Words of Remembrance <a href="http://www.anzacday.org.au/education/tff/rememwords.html">http://www.anzacday.org.au/education/tff/rememwords.html</a></p> <p>War Animals <a href="http://www.abc.net.au/btn/story/s3483698.htm">http://www.abc.net.au/btn/story/s3483698.htm</a></p> <p>National Archives site <a href="http://vrroom.naa.gov.au">http://vrroom.naa.gov.au</a></p> <p>Simpson and his Donkey (pic chat) <a href="http://vrroom.naa.gov.au/print/?ID=19316">http://vrroom.naa.gov.au/print/?ID=19316</a></p> <p>An Introduction to Anzac Day for Early Childhood <a href="http://www.anzacday.org.au/education/childhood/">www.anzacday.org.au/education/childhood/</a></p> <p>Traditions Australian Army <a href="http://www.army.gov.au/Our-history/Traditions/Anzac-Day">http://www.army.gov.au/Our-history/Traditions/Anzac-Day</a></p> <p>Drip or Pop-Off Rifle <a href="https://www.awm.gov.au/encyclopedia/gallipoli/drip_rifle/">https://www.awm.gov.au/encyclopedia/gallipoli/drip_rifle/</a></p> <p>Fact or Fiction 5 Common ANZAC myths put to the test <a href="http://www.abc.net.au/news/2014-04-25/five-anzac-myths-put-to-the-test/5393750">http://www.abc.net.au/news/2014-04-25/five-anzac-myths-put-to-the-test/5393750</a></p> <p>Gallipoli Oak Tree Harvested to Provide Living Memorial for Schools. <a href="http://www.abc.net.au/news/2014-05-30/...oak-harvested.../5489978">www.abc.net.au/news/2014-05-30/...oak-harvested.../5489978</a></p>	<p>Australian Curriculum: History <a href="http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/curriculum/f-10?layout=1">http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/curriculum/f-10?layout=1</a></p> <p>K.W.L Chart <a href="http://www.eduplace.com/graphicorganizer/pdf/kws.pdf">http://www.eduplace.com/graphicorganizer/pdf/kws.pdf</a></p> <p>Commemorations, Memorials and War Graves <a href="http://www.dva.gov.au/aboutdva/publications/comemorations-memorials-and-war-graves">http://www.dva.gov.au/aboutdva/publications/comemorations-memorials-and-war-graves</a></p> <p><a href="http://www.anzacsite.gov.au/download/schoolkit.pdf">http://www.anzacsite.gov.au/download/schoolkit.pdf</a></p> <p><b>Education resources</b></p> <p>Headlines - Visible Thinking <a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Headlines/Headlines_Routine.html">http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Headlines/Headlines_Routine.html</a></p> <p>School in the Cloud <a href="https://www.theschoolinthecloud.orgv">https://www.theschoolinthecloud.orgv</a></p> <p>SOLE Toolkit <a href="http://www.ted.com/prize/sole_toolkit#the_ole_mindset">http://www.ted.com/prize/sole_toolkit#the_ole_mindset</a></p> <p>ANZAC Day Ceremony Outline <a href="http://www.anzacday.org.au/education/tff/commemserve.html">http://www.anzacday.org.au/education/tff/commemserve.html</a></p> <p>ANZAC Day Traditions and Symbols <a href="https://56mps2012.wikispaces.com/file/view/ANZAC+DAY+TRADITIONS+%26+SYMBOLS.pdf">https://56mps2012.wikispaces.com/file/view/ANZAC+DAY+TRADITIONS+%26+SYMBOLS.pdf</a></p> <p>Fort Queenscliff Traditions and Symbols <a href="http://www.fortqueenscliff.com.au/page21.htm">http://www.fortqueenscliff.com.au/page21.htm</a></p> <p>Australian War Memorial ANZAC Day <a href="https://www.awm.gov.au/commemoration/anzac-day/">https://www.awm.gov.au/commemoration/anzac-day/</a></p> <p>Wordle websites <a href="http://www.abcya.com/word_clouds.htm">http://www.abcya.com/word_clouds.htm</a> <a href="http://www.wordle.net">http://www.wordle.net</a></p> <p>Thinking Routines <a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html">http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html</a></p> <p>See think Wonder <a href="http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html">http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html</a></p>	<p>Local site where Honour Board is displayed – War Memorials Monuments; Avenues of Honor; Town Halls; Historical Society; RSL; Clubs – Bowling, Football, Sailing etc.; Mechanics Institute. See specific examples for each Australian State and Territory below.</p> <p>Suggested Incursions (guest speakers) Local veteran. Speaker from your local RSL. Iconic Performances <a href="https://www.iconicperformances.com.au">https://www.iconicperformances.com.au</a> 'The ANZAC Story'. This show brings to life the real story of the Anzacs, in one of Australia's most interactive and educationally sound performance.</p> <p><b>Victoria</b></p> <p>The Shrine of Remembrance</p> <p>State Library Victoria <a href="http://gallery.slv.vic.gov.au/anzac-spirit">http://gallery.slv.vic.gov.au/anzac-spirit</a> (Get live help – chat with a librarian).</p> <p>Melbourne Museum <a href="http://ww1exhibition.com.au/?gclid=Cj0KEQIAu_GmBRDhtK-kzqKcuJwBEiQAJvB8n45yuZSEf5pFQ7s0KzzJJZxpTRQHnQ-b-C9g4fBiM2caAudx8P8HAQ">http://ww1exhibition.com.au/?gclid=Cj0KEQIAu_GmBRDhtK-kzqKcuJwBEiQAJvB8n45yuZSEf5pFQ7s0KzzJJZxpTRQHnQ-b-C9g4fBiM2caAudx8P8HAQ</a></p> <p>The History Box – Ballarat <a href="http://www.thehistoryboxballarat.com">www.thehistoryboxballarat.com</a></p> <p><b>NSW</b></p> <p>NSW 100 Years of Anzac <a href="http://veterans.nsw.gov.au/centenary/">http://veterans.nsw.gov.au/centenary/</a></p> <p>NSW Government Teaching and Learning about Anzac Day <a href="http://www.anzacday.gov.au">http://www.anzacday.gov.au</a></p> <p>State Library of NSW Research Guides <a href="http://guides.sl.nsw.gov.au/content.php?pid=489033&amp;sid=4179066">http://guides.sl.nsw.gov.au/content.php?pid=489033&amp;sid=4179066</a></p> <p>Our/Your War Stories <a href="http://ww1.sl.nsw.gov.au">http://ww1.sl.nsw.gov.au</a> ANZAC Memorial Hyde Park Sydney <a href="http://www.anzacmemorial.nsw.gov.au">http://www.anzacmemorial.nsw.gov.au</a></p>

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

<p>110 years of Anzac and the Spirit Lives On <a href="http://www.defence.gov.au/Events/Centenaryofanzac/Events/Feb.asp">www.defence.gov.au/Events/Centenaryofanzac/Events/Feb.asp</a></p> <p>Official site <a href="http://www.anzaccentenary.gov.au/">http://www.anzaccentenary.gov.au/</a></p> <p>Teacher Resource Kit -Gallipoli Oaks Project and Story Book <a href="http://gallipolioaks.org">http://gallipolioaks.org</a></p> <p>Mateship, Diggers and Wartime <a href="http://www.australia.gov.au/about-australia/australian-story/mateship-diggers-and-wartime">http://www.australia.gov.au/about-australia/australian-story/mateship-diggers-and-wartime</a></p> <p>HTAWA - Western Australians at War Programs and Teacher Resources for AC History- Years 3, 6 and 9 <a href="http://www.htawa.net.au/index.html">http://www.htawa.net.au/index.html</a></p> <p>Enlistment Statistics <a href="http://www.awm.gov.au/encyclopedia/enlistment/ww1-victoria.pdf">www.awm.gov.au/encyclopedia/enlistment/ww1-victoria.pdf</a></p> <p>Worthy Sons of the Empire. <a href="http://www.awm.gov.au/exhibitions/dawn/empire/aif/">www.awm.gov.au/exhibitions/dawn/empire/aif/</a></p> <p>Australian Light Horse Association <a href="http://www.lighthorse.org.au/">http://www.lighthorse.org.au/</a></p> <p>First Convoy <a href="http://anzaccentenary.vic.gov.au/history/princes-pier/">http://anzaccentenary.vic.gov.au/history/princes-pier/</a></p> <p>WWI Gallipoli <a href="http://www.army.gov.au/Our-history/History-in-Focus/WWI-Gallipoli">http://www.army.gov.au/Our-history/History-in-Focus/WWI-Gallipoli</a></p> <p>Periscope Rifle <a href="https://www.awm.gov.au/encyclopedia/gallipoli/periscope_rifle/">https://www.awm.gov.au/encyclopedia/gallipoli/periscope_rifle/</a></p> <p>Index of Australians ANZACS in the Great War. <a href="https://www.aif.adfa.edu.au/index.html">https://www.aif.adfa.edu.au/index.html</a></p> <p>Roll of Honour – Search <a href="http://www.awm.gov.au/people/roll-search/roll_of_honour/?op=Search">http://www.awm.gov.au/people/roll-search/roll_of_honour/?op=Search</a></p> <p>Australian Nurses (primary) <a href="http://www.awm.gov.au/education/schools/resources/nurses-primary/">http://www.awm.gov.au/education/schools/resources/nurses-primary/</a></p> <p>A is for Anzacs <a href="http://www.anzacday.org.au/education/afor/afor-a.html">http://www.anzacday.org.au/education/afor/afor-a.html</a></p>	<p><u>Guided Reading / Literature</u></p> <p>Metzthen, David, 2014, <i>One Minute's Silence</i>, Allen &amp; Unwin, Crow's Nest NSW.</p> <p>Greenwood Kerry, 2014, <i>Gallipoli</i>, Scholastic Press, Gosford NSW</p> <p>Crew Gary 1999, <i>Memorial</i>, Thomas C. Lothian, Port Melbourne.</p> <p>Guille, Derek, 2012, <i>The Promise The Town That Never Forgets</i>, One Gay Hill, Collingwood.</p> <p>Hoy, Catriona, 2005 <i>My Grandad Marches on Anzac Day</i>, Thomas. C. Lothian, South Melbourne</p> <p>Greenwood, Mark, 2008, <i>Simpson and his Donkey</i>, Walker Books, Newtown NSW <a href="http://www.markgreenwood.com.au/simpson.html">http://www.markgreenwood.com.au/simpson.html</a></p> <p>French, Jackie, 2012. <i>A Day to Remember – The Story of Anzac Day</i> Angus &amp; Robertson, Sydney NSW</p> <p>Cummings, Phil, 2013, <i>Anzac Biscuits</i>, Scholastic Press Gosford NSW</p> <p>Plant, Andrew. 2014. <i>The Poppy</i> Ford Street Publishing Melbourne</p> <p><b><u>BIG BOOK</u></b></p> <p>Hattensen, Stacey, 2006, <i>We Remember</i>, Department of Veteran's Affairs, Woden. ACT.</p> <p><b><u>NON FICTION</u></b></p> <p>Australian War Memorial, <i>Their Spirit, Our History</i>, Australian War Memorial, Canberra, 2007</p> <p>Laffin, John, 1999, <i>Gallipoli</i>, Kangaroo Press, East Roseville. NSW. <a href="https://www.qbd.com.au/product/9780864179685/gallipoli/john-laffin/">https://www.qbd.com.au/product/9780864179685/gallipoli/john-laffin/</a></p> <p>Brasch, Nicolas, 2010, <i>World War 1 1914– 1918</i>, Eye Witness to Australian History, Pearson Heinemann Library, Port Melbourne`</p> <p>Brasch, Nicolas, 2003, <i>Legends of Australia</i>, Australian Library, Heinemann Library, Port Melbourne</p> <p>Gard, Stephen, 2000, <i>Australia: A New Nation</i>, A History of Australia, MacMillan, Education Australia, South Yarra.</p> <p>Guille, Melanie, 2010, <i>The Anzacs and the Battle for Gallipoli</i>, Stories from Australian History, South Yarra.</p>	<p><b><u>QLD</u></b></p> <p>Queensland Museum <a href="http://www.qm.qld.gov.au/Events+and+Exhibitions/Events/2014/01/Anzac+Centenary#.VN0oCMYRuM4">http://www.qm.qld.gov.au/Events+and+Exhibitions/Events/2014/01/Anzac+Centenary#.VN0oCMYRuM4</a></p> <p>Queensland Government ANZAC Centenary Queensland <a href="http://anzac100.initiatives.qld.gov.au">http://anzac100.initiatives.qld.gov.au</a></p> <p>State Library of Queensland Q ANZAC 100: memories for a New Generation <a href="http://www.slq.qld.gov.au/about-us/projects-and-partnerships/q-anzac-100">http://www.slq.qld.gov.au/about-us/projects-and-partnerships/q-anzac-100</a></p> <p>Shrine of Remembrance ANZAC Square, Brisbane <a href="http://www.anzacday.org.au/education/tff/memorials/queensland.html">http://www.anzacday.org.au/education/tff/memorials/queensland.html</a></p> <p><b><u>ACT</u></b></p> <p>Australia War Memorial <a href="http://www.awm.gov.au">http://www.awm.gov.au</a></p> <p>Stories from the ACT <a href="http://www.library.act.gov.au/find/history/stories_from_the_act_memorial">http://www.library.act.gov.au/find/history/stories_from_the_act_memorial</a></p> <p>National Library of Australia – Keepsakes - Australia and the Great War. <a href="http://www.nla.gov.au/exhibitions/keepsakes">http://www.nla.gov.au/exhibitions/keepsakes</a></p> <p>National Archives <a href="http://www.naa.gov.au/visit-us/">http://www.naa.gov.au/visit-us/</a></p> <p><b><u>SA</u></b></p> <p>State Library of South Australia Centenary of Anzac <a href="http://www.slsa.sa.gov.au/site/page.cfm?u=846">http://www.slsa.sa.gov.au/site/page.cfm?u=846</a></p> <p>RSL South Australia <a href="http://rslsa.org.au/site/index.cfm?fuseaction=display_main&amp;OrgID=1113">http://rslsa.org.au/site/index.cfm?fuseaction=display_main&amp;OrgID=1113</a></p> <p>Army Museum of South Australia <a href="http://www.amosa.org.au">http://www.amosa.org.au</a></p> <p>National War Memorial, Adelaide <a href="http://www.anzacday.org.au/education/tff/memorials/sthaust.html">http://www.anzacday.org.au/education/tff/memorials/sthaust.html</a></p> <p><b><u>WA</u></b></p> <p>The Army Museum of WA <a href="http://www.armymuseumwa.com.au">www.armymuseumwa.com.au</a></p> <p>National ANZAC Centre Albany <a href="http://www.anzactalbany.com.au/discover-ww1-albany/albany-">http://www.anzactalbany.com.au/discover-ww1-albany/albany-</a></p>
--	---	--

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

	<p>Associated Stock and Station Agents-Roll of Honour.  <a href="http://empirecall.blogspot.com.au/2010/05/associated-stock-and-station-agents.html">http://empirecall.blogspot.com.au/2010/05/associated-stock-and-station-agents.html</a></p>	<p>Hillman, Robert, 2006, <i>Australian at War, On the World Stage</i> Australia's Changing Times, Echidna Books, Carlton</p> <p>Gott, Robert, 2010, <i>The Making of the Anzac Legend</i>, Tell Me a Story about Australia, Pearson Heinemann, Port Melbourne.</p> <p>Brasch, Nicolas, 2009, <i>Gallipoli Reckless Valour</i>, Black Dog Books, Fitzroy</p> <p><i>M is for Mates</i>, Department of Veteran's Affairs, Canberra.</p> <p><b><u>AUSTRALIAN GOVERNMENT PUBLICATIONS</u></b></p> <p>Walker, Carlie, 2014, <i>Audacity Stories of Heroic Australians in Wartime</i>, Commonwealth of Australia, Canberra</p> <p><b><u>YouTube and Video</u></b></p> <p>The Romance of War <a href="http://www.youtube.com/watch?v=KdyenJs3xrg">www.youtube.com/watch?v=KdyenJs3xrg</a> -</p> <p>Gallipoli: The First Day.3D Interactive Site Australian Broadcasting ...<a href="http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm">http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm</a></p> <p>Man and the Donkey – John Simpson Cook Patrick.  <a href="https://www.youtube.com/watch?v=jgCQtaBsvTg">https://www.youtube.com/watch?v=jgCQtaBsvTg</a></p> <p>The Meaning of Anzac Day  <a href="http://splash.abc.net.au/media/-/m/1172029/the-meaning-of-anzac-day">http://splash.abc.net.au/media/-/m/1172029/the-meaning-of-anzac-day</a></p> <p>ANZAC Day –Ode and Last Post – We Will Remember Them  <a href="https://www.youtube.com/watch?v=B1Blw_hbp1o">https://www.youtube.com/watch?v=B1Blw_hbp1o</a></p> <p><b><u>ARTICLES</u></b></p> <p>ANZAC Legend to be Denied Posthumous Medal  <a href="http://www.theage.com.au/news/national/anzac-legend-simpson-to-be-denied-posthumous-bravery-medal/2008/05/18/1211049073091.html">http://www.theage.com.au/news/national/anzac-legend-simpson-to-be-denied-posthumous-bravery-medal/2008/05/18/1211049073091.html</a></p>	<p><a href="http://anzac-interpretive-centre/">anzac-interpretive-centre/</a></p> <p>ANZAC Peace Park and Pier of Remembrance  <a href="http://www.anzacalbany.com.au/discover-ww1-albany/ww1-timeline/">http://www.anzacalbany.com.au/discover-ww1-albany/ww1-timeline/</a></p> <p>HTAWA - Western Australians at War Programs and Teacher Resources for AC History- Years 3, 6 and 9  <a href="http://www.htawa.net.au/index.html">http://www.htawa.net.au/index.html</a></p> <p>State Library of Western Australia - A musical for Anzac Week  <a href="https://slwa.wordpress.com/tag/anzacs/">https://slwa.wordpress.com/tag/anzacs/</a></p> <p>War Memorials in Western Australia  <a href="http://www.anzac.dpc.wa.gov.au/WAWarMemorials/Pages/Default.aspx">http://www.anzac.dpc.wa.gov.au/WAWarMemorials/Pages/Default.aspx</a></p> <p><b><u>NT</u></b></p> <p>Fallen Anzacs Exhibition  <a href="http://www.territorystories.nt.gov.au/handle/10070/217055">http://www.territorystories.nt.gov.au/handle/10070/217055</a></p> <p>Commemorating World War 1 and the ANZAC Centenary 1914 -1918 <a href="http://www.nsla.org.au/ww1-public-programs">http://www.nsla.org.au/ww1-public-programs</a></p> <p>War Memorials Around Darwin, Top End , Northern Territory  <a href="http://www.arounddarwin.com.au/darwin_war_memorials.html">http://www.arounddarwin.com.au/darwin_war_memorials.html</a></p> <p><b><u>TAS</u></b></p> <p>LINC Tasmanian Government  <a href="http://www.linc.tas.gov.au/research">http://www.linc.tas.gov.au/research</a></p> <p>ANZAC Tasmania remembers 1914 - 1918  <a href="http://www.centenaryofanzac.tas.gov.au">http://www.centenaryofanzac.tas.gov.au</a></p> <p>Hobart War Memorial (Cenotaph)  <a href="http://www.anzacday.org.au/education/tff/memorials/tasmania.html">http://www.anzacday.org.au/education/tff/memorials/tasmania.html</a></p> <p>Launceston City Council Anzac Day Services.  <a href="http://www.launceston.tas.gov.au/lcc/index.php?c=503">http://www.launceston.tas.gov.au/lcc/index.php?c=503</a></p> <p>ANZAC Day Services Throughout Tasmania.  <a href="http://www.themercury.com.au/news/tasmania/your-guide-to-anzac-day-events-throughout-tasmania/story-fnj4f7k1-1226893309584">http://www.themercury.com.au/news/tasmania/your-guide-to-anzac-day-events-throughout-tasmania/story-fnj4f7k1-1226893309584</a></p>
--	---	--	--

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

<i>Opportunities for INTEGRATION</i>		
<b>Cross Curriculum Priorities</b>	<p><b>Aboriginal and Torres Strait Islander Histories and Culture</b>  <b>Organising Idea 09:</b>                      Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally                      Students research the Australian War Memorial and ANZAC Diversity lists for Indigenous soldiers who served in the AIF and died in World War 1</p>	<p><b>Asia and Australia’s Engagement with Asia</b>  <b>Organising Idea 08:</b>                      Australians of Asian heritage have influenced Australia’s history and continue to influence its dynamic culture and society.                      Students research the Australian War Memorial and ANZAC Diversity lists for Chinese soldiers who served in the AIF and died in World War 1.</p>
<b>General Capabilities</b>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Students apply literacy skills to explore, analyse and pose questions about historical sources using visual texts; written records; maps; timelines; letter; interviews and Rolls of Honor.</li> <li>• Students develop comprehension skills through listening, reading and viewing historical texts.</li> <li>• Students composing texts through speaking writing and creating. They create oral written visual and multimodal texts.</li> </ul>	
	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Students collect data and organise it into categories and create displays.</li> <li>• Create a timeline to reflect research and understandings.</li> <li>• Understand the significance of dates and sort them in chronological order.</li> </ul>	
	<p><b>ICT capability</b></p> <ul style="list-style-type: none"> <li>• Students use a range of digital information sources</li> <li>• They may communicate, present and represent their learning using digital tools.</li> </ul>	
	<p><b>Critical and Creative thinking</b></p> <ul style="list-style-type: none"> <li>• Students apply critical and creative skills when clarifying historical concepts and ideas, generating possibilities, considering alternatives and solving problems.</li> <li>• They plan questions about sources, identify, explore and organize information and ideas, explore and compare cultural knowledge.</li> </ul>	
	<p><b>Personal and Social capability</b></p> <ul style="list-style-type: none"> <li>• Students work and learn effectively by preparing and presenting an ANZAC Day ceremony in their school.</li> </ul>	
	<p><b>Ethical Understanding</b></p> <ul style="list-style-type: none"> <li>• Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives.</li> </ul>	
	<p><b>Intercultural Understanding</b></p> <ul style="list-style-type: none"> <li>• Students investigate culture and cultural identity</li> <li>• Students develop respect for cultural diversity</li> </ul>	

## Australian Curriculum: HISTORY Year 3 Program Commemorating the ANZAC Legend

<b>Other Learning Areas</b>	<p><b>English</b> Historical knowledge and understanding could be explored via a number of historical fiction titles for this level (See literature resources list )  <i>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</i></p> <p>Read an increasing range of different types of texts using text processing strategies.            Students use comprehension strategies to build literal and inferred meanings.            Plan draft and publish imaginative, informative and persuasive texts.            Re read and edit texts for meaning  <i>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)</i>            Word knowledge - Understand learned vocabulary            Lest; forget; corps; Spirit; Gallipoli; Turkey; enlist; 'over there'; AIF; served; volunteer; mateship ; gallantry; recognition; distinguished; bravery; awarded; cobber; digger ; veteran ; memorial;            mateship; gallantry; distinction ; pride; anxiousness; active service; patriotism ; eternal flame.</p>
	<p><b>Mathematics</b>  <i>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)</i></p> <p>Students can investigate dates of significant events            Numbers and ages of soldiers who enlisted;            Compare significant number facts of enlisted, killed and injured.            Create a timeline</p>
	<p><b>Geography</b>  <i>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)</i></p> <p>Students can represent the location of relevant places on maps            Students can create digital maps of the theatres of war and the journey of soldiers to Gallipoli.            Students can highlight the countries and cities where ANZAC Day celebrations are held each year.            Interpret geographical data to draw conclusions.</p>
	<p><b>Science</b>  <i>Science knowledge helps people to understand the effect of their actions (ACSHE051)</i></p> <p>Innovation and Invention ;Self-firing rifle used at the withdrawal from Gallipoli  <b>DEFINE and DESCRIBE</b> the Periscope rifle and the Drip gun            Science knowledge helps students to understand the effect of the actions of the ANZACS.</p>
	<p><b>Technology</b>  <i>Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)</i></p> <p>Use software including word processing programs;</p>
	<p><b>The Arts</b>  <i>Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)</i></p> <p>The Arts can be used to demonstrate historical learning by creating displays and a Mandala            Students explore art works that represent Australia's connections with other places and the effects of these interconnections..            Students acknowledge sources of images</p>