

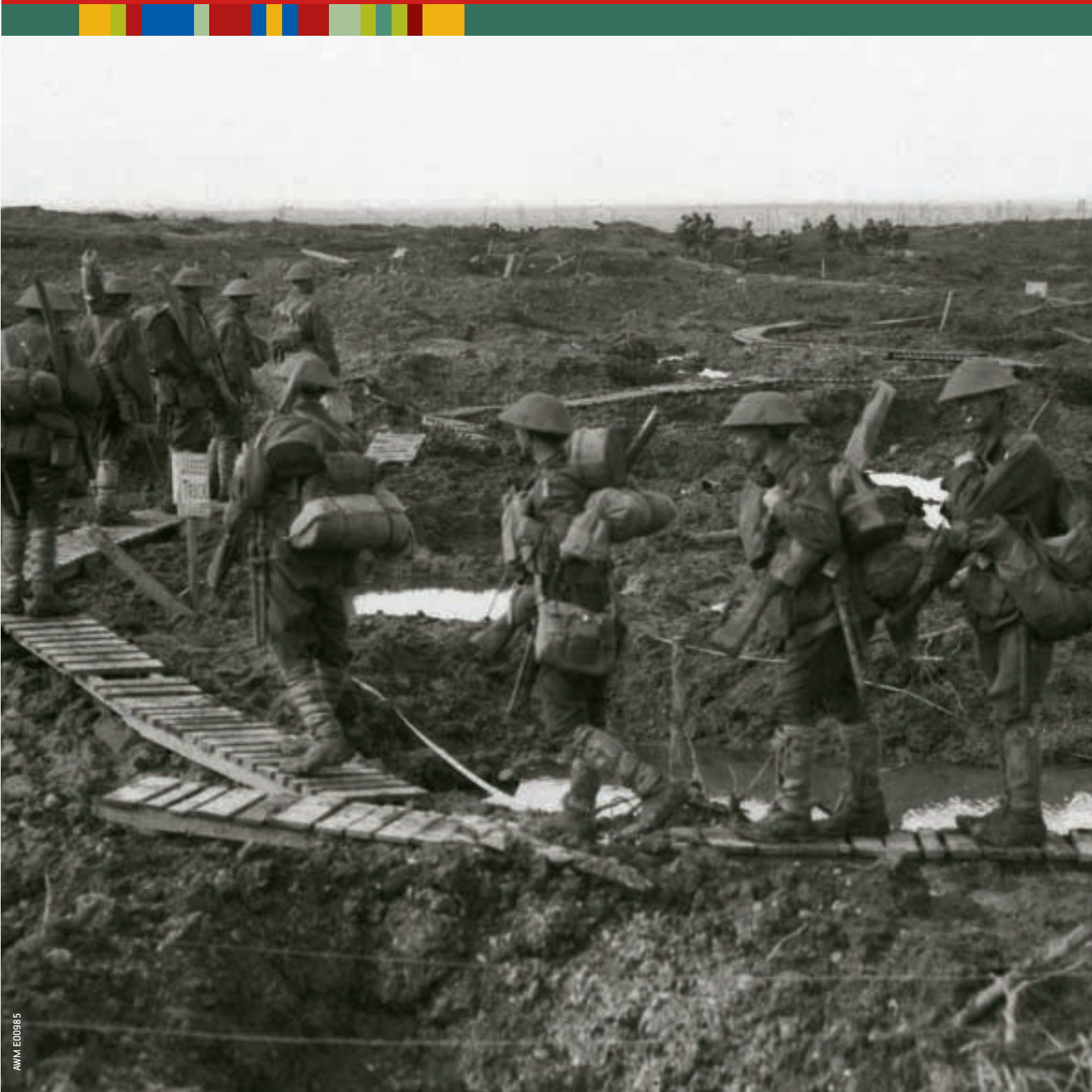


Australian Government
Department of Veterans' Affairs

OUR PAST—OUR FUTURE
COMMEMORATING

Remembrance Day

education resource and student activities



Commemoration

'Praising what is lost makes the remembrance dear'

SHAKESPEARE



Department of Veterans' Affairs

Why commemorate? Why remember?

Wars and conflicts are tragedies: they bring death, injury, grief and destruction. However, many ordinary people respond with extraordinary courage. They served to protect their families, friends and homes. We

than 416 000 men and women enlisted and of that number more than 61 000 died and 155 000 were wounded. These casualties were far higher than those in any other war, including World War II.

To commemorate means to *keep alive the memory of: to honour the memory of by a ceremony.*

MACQUARIE DICTIONARY

should always remember those who have fought and suffered to save our way of life and give us the freedom we have. On Anzac Day and Remembrance Day we take special time to remember.

Commemorations on these days started from World War I. Why did they both originate from that time? Why do we still remember after eighty or more years?

Australia had a much smaller population then, about 5 million people and hardly a town or family was not affected by the war. More

World War I finally ended with the signing of the Armistice on the eleventh hour of the eleventh day of the eleventh month in 1918. Today in Australia, 11 November is known as Remembrance Day.

Commemoration ceremonies give us a link with the past and the opportunity to think about those who served and died in wars and ask what can be learnt from past conflicts?

Today young people take commemoration very seriously and participate in community ceremonies.

STUDENT ACTIVITIES



- 1 Have a whole of school ceremony to include the minute silence at eleven o'clock on 11 November and make this part of your annual calendar. A ceremony outline is given in this magazine on pages 8–9.
- 2 Or hold one minute silence combined with an explanation of the event, at eleven o'clock in a short ceremony in each classroom.
- 3 Read the novel *Young Digger* by Anthony Hill. This is based on the true story of a five year old orphan adopted by troops near the Somme in France. He was smuggled back into Australia to be raised by the family of an Australian soldier.
- 4 Discuss the words associated with this day, their origins and meanings on page 14 of this magazine.
- 5 Find out about the World War I regions. See the map on the back page.
- 6 **Discussion:** Why do we commemorate? What are the lessons to be learnt from past conflicts?



What is Remembrance Day?

'Our only son.'

INSCRIPTION ON AN AUSTRALIAN GRAVE AT VILLERS-BRETONNEUX, FRANCE

Remembrance Day is the day which commemorates the end of World War I. At the eleventh hour of the eleventh day of the eleventh month the Armistice was signed. (Armistice means to stop arms—to cease hostilities.) We remember and honour all Australians who fought, died and suffered fighting in World War I and in subsequent wars and conflicts.

Remembrance Day has traditionally been honoured with solemn ceremonies throughout the country. At eleven o'clock there is a period of silence, a time to reflect and remember those who died.

In 1997 the then Governor-General, Sir William Deane, issued a Proclamation that one minute silence be held throughout Australia on Remembrance Day at eleven o'clock. After World War I, two minutes silence had been the mark of respect on this day. In those years all the traffic in the cities stopped. Buglers were posted on the corners of main city blocks and the Last Post was played, followed by two minutes silence. However, in recent years this simple symbol of remembrance had not been upheld as strongly.

Sir William Deane said on Remembrance Day 1996:

Yet we, particularly our young who hold the future in their hands, must honour and renew the pledge to remember made so often on behalf of us and our nation, on this day in the past.

In 1919 on the anniversary of the Armistice, the first commemoration was held to honour and remember those who died and were injured in the war. Throughout Britain, Europe, New Zealand, Canada, the United States of America and Australia, ceremonies were held at memorials and grave sites. Parades were held and two minutes silence became part of the ceremonies. It was not to be a victory celebration but one of solemn remembrance and reflection.

In Europe and Australia, 11 November became known as Armistice Day but after World War II, Britain and the Commonwealth nations changed the name to Remembrance Day to include the fallen of World War II. It is still called Armistice Day in France and parts of Europe. We hold special ceremonies in churches, at war memorials and cenotaphs. To commemorate the day, military bands play, wreaths are laid and above all there is the period of silence. We commemorate all Australians who served in all wars, conflicts and peace operations in which Australians have participated.

STUDENT ACTIVITIES



1 Class discussion. World War I was called 'the war to end all wars'. What do you think are the reasons that made this statement untrue?

2 Is it our duty towards the fallen to ensure peace? Do we have a duty to behave in a certain way now?

3 These topics could be discussed using De Bono's *Six Hats* problem solving strategies.

4 Study poems like:

The Farmer Remembers the Somme

Will they never fade or pass!
The mud, and the misty figures
endlessly coming
In file through the foul morass,
And the grey flood-water ripping
the reeds and grass,
And the steel wings drumming.
The hills are bright in the sun:
There's nothing changed or marred
in the well-known places;
When work for the day is done
There's talk, and quiet laughter,
and gleams of fun
On the old folks' faces.
I have returned to these:
The farm, and the kindly Bush,
and the young calves lowing;
But all that my mind sees
Is a quaking bog in a mist —
stark, snapped trees,
And the dark Somme flowing.

Vance Palmer

N'oublions Jamais L'Australie

NEVER FORGET AUSTRALIA

Villers-Bretonneux

In Villers-Bretonneux, northern France, there is a school which has a unique inscription above the board in every classroom. It reads *N'oublions Jamais L'Australie (Never Forget Australia)*. This serves as a reminder, always, of the Australian soldiers who fought for and held the town of Villers-Bretonneux for the French people during World War I.

This school, Victoria College, was named after the Australian State of Victoria. School children from Victoria helped the town, by raising money to rebuild the school after World War I.

The sign at the school gate reads:

This school building is the gift of the school children of Victoria, Australia, to the French children of Villers-Bretonneux as a proof of their love and goodwill towards France. Twelve hundred Australian soldiers, the fathers and brothers of these children, gave their lives in the heroic recapture of this town from the invader on 24th April 1918, and are buried near this spot. May the memory of great sacrifices in a common cause keep France and Australia together forever in bonds of friendship and mutual esteem.

The town of Villers-Bretonneux has a kangaroo as its logo—no doubt the only town outside Australia that does so! It has a main street named Melbourne Street (Rue de Melbourne)

La Guerre

Les familles, elles ne sourient plus, elles pleurent...

Les femmes, elles ne sortent plus, elles ont peur...

Les poilus, eux aussi, tremblent dans les tranchées, En voyant, leurs proches tour à tour, tomber.

Comme c'est triste la guerre, Pour ceux qui pleurent et qui meurent

Pierre Capallère

War

Families, they smile no more, their tears run...

Women, they go out no more, fear has come

Tired soldiers, in the trenches, feel the pall as they see their brothers, each in turn, fall

How sad is the war For those who cry and those who die.

English translation

and outside the town there is the Australian National Memorial and the Adelaide Cemetery.

Australia's role in ending World War I is revered in France. Australian soldiers were vital in turning back the German advance on the Western Front and helped to end the war. The French people have never forgotten these long ago events and the deaths of so many young Australian soldiers and the tragedy for their families.

Armistice Day activities in French Schools

What happened to farmers and people who lived in the areas, which became fields of battle? Students at St Julien Côtes d'Armor in Brittany created a display in the City Hall of their village, based on the discovery of eight letters found by accident in the drawer of a wardrobe. These letters were written by a farming family living in a small village at St Launec during 1916.

At L'École du Centenaire in Laverune in the south of France in 2002

children wrote poems in memory of the lives lost during the war.

An example is shown above.

At Lycée-Pothier a ceremony is held on the day before Armistice Day. The minute silence is held and the ceremony is similar to the ones held in Australian schools.

Armistice Day in France is a national public holiday. Commemoration ceremonies are held in every town and city. School children and adults come to these very moving commemoration services. Schools and work places are closed down so that proper remembrance may be given.

If you visit northern France and Belgium you will see that the people there have not forgotten those who died in war. Memorials and graveyards for many nations are everywhere. This was possibly the worst area of fighting during World War I.

In addition to Armistice Day, Anzac Day is commemorated in Villers-Bretonneux at special ceremonies



French children tending graves of Australians, Adelaide Cemetery, Villers-Bretonneux, 26 August 1919.

organised by the Australian Embassy in France. This date has special significance because the Australian victory in Villers-Bretonneux took place on 25 April 1918, three years after the original Anzac Day at Gallipoli, Turkey.

Commemorations in other parts of the world

Armistice Day is commemorated in other countries. The eleventh hour of the eleventh day of the eleventh month means stop and remember this day in history.

When Armistice Day became known as Remembrance Day in **New Zealand** in 1946, the observance date was also changed to the Sunday before 11 November and over time

that change has diminished its observance in the wider community. In **Britain** also, Remembrance Day is commemorated on the Sunday before 11 November.

In **Canada**, 11 November is also called Remembrance Day and is a public holiday. Veterans Week occurs at that time in Canada.

In the **USA**, Remembrance Day is known as Veterans Day. It is an official government holiday but commemoration varies from state to state. Commemoration ceremonies are held at national shrines like the Tomb of the Unknowns at Arlington Cemetery in Virginia.

All these countries commemorate with similar wreath laying rituals and ceremonies and a period of silence.

STUDENT ACTIVITIES



- 1 Students organise a commemoration service for Remembrance Day. Veterans, Australian Defence Force members and buglers may be invited. (There is an outline for a commemoration ceremony on pages 8–9 of this magazine.)
- 2 Students research Victoria College and Villers-Bretonneux on the internet.
- 3 Invite a veteran to speak to the class and have students prepare questions in advance.
- 4 Oral histories. Students interview a family member or veteran to record their experiences. A book could be produced and become part of the school archives.
- 5 Email a French school. A message in French and in English can be sent and you may be able to receive a response.
- 6 Students research the memorial sites of many nations in the Somme region.
- 7 **History research:** General Sir John Monash was made a knight on the field of battle. Why?

Australia's role in ending World War I is revered in France. Australian soldiers were vital in turning back the German advance on the Western Front and helped to end the war.

Symbols



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

Department of Veterans' Affairs

A symbol represents a memory and a hope for the future. A family went back to their fire-destroyed home and found one brick to lay near the front door of their new house. This brick would symbolise the memories they had of their former home and the loss of everything they owned. The beauty and the devastation. So it is with the symbols of Remembrance Day. Every year on 11 November we are reminded of the sacrifices that were made in wars and conflicts.

The Poppy

Red poppies were the first signs of life in the fields of northern France and Belgium after World War I. Arising from the blood drenched ground bright red poppies were growing where four years of war led to the deaths of hundreds of thousands of soldiers, including 45 000 Australians. The poppy came to

symbolise their blood. The poppy is also the symbol of regeneration, of new life, of hope for the future.

Wreaths of poppies are laid at war memorials and cenotaphs throughout Australian towns and cities. This is done so that servicemen and women and the lessons from war will never be forgotten. A famous poem, *In Flanders Fields*, tells the story.

This poem inspired an American woman, Moina Michael, to wear a red poppy as a way of *keeping faith*. She took this idea to an international meeting of the Young Women's Christian Association and her French colleague Madame Guerin started the idea of selling poppies as a symbol of remembrance. Money raised assisted war orphans and families as it does through organisations like Legacy today. Legacy is the voluntary organisation which helps support families who

have lost a serviceman or woman in war or conflict.

The Minute of Silence

One or two minutes silence has become a tradition of remembrance. The silence joins people together in thoughts of those who have served and died in war.

What is the Minute of Silence and where did it originate?

After World War I there were plans for great celebrations on the first anniversary of Armistice Day. (Now called Remembrance Day.) One thoughtful man called for a period of silence, a time for honouring the dead, amidst the ideas of celebration. The time was originally to be five minutes but became two minutes and now both one and two minutes of silence are held. The man attributed with the

'For a symbol is like a rock dropped into a pool: it sends out ripples in all directions. Who can say where the last ripple disappears.'

JOHN CIARDI

idea was Edward George Honey, a Melbourne journalist living in London. Others supported his idea and King George V sent a message to Commonwealth nations. It read:

I believe that my people in every part of the Empire fervently wish to perpetuate the memory of that Great Deliverance, and of those who laid down their lives to achieve it.

The King asked for a complete suspension of all normal activities so that in perfect stillness the thoughts of everyone may be concentrated on reverent remembrance of the Glorious Dead.

Today our thoughts are on those who have fallen in all wars, conflicts and peace operations and on the grief their families suffered and continue to suffer at their loss.

STUDENT ACTIVITIES

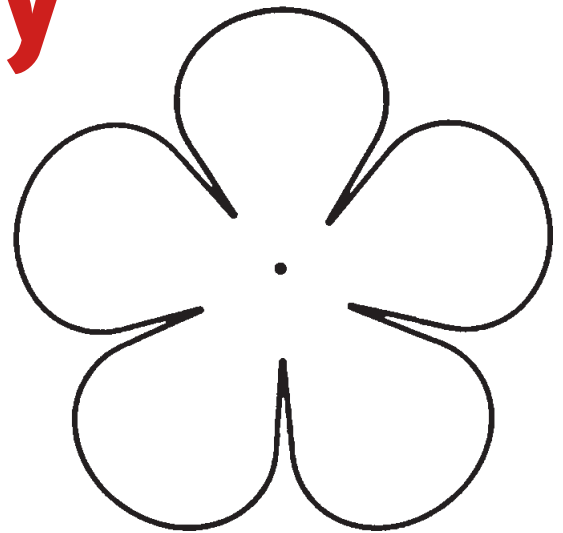


- 1 Through the Arts curriculum, study symbolism in dance, poetry, art and drama.
- 2 Make poppies or peace doves using origami.
- 3 Plant a peace garden and plant some red poppies there.
- 4 Have students bring in some items that are symbols of their lives and memories. They can share their information in a *Think Pair Share* activity.

HOW TO MAKE A Poppy

Materials you will need

- Red crepe paper
- Green pipe cleaners
- Scissors
- Black Textas
- Thin cardboard
- Black Contact
- Pencils
- Glue



What you will need to do

- Enlarge or reduce the poppy outline on a photocopier if you require larger or smaller poppies.
- Stick the photocopies onto thin cardboard with glue and cut them out when the glue has dried. These will become templates for the poppies.
- Place the templates onto the red crepe paper and trace around them with a pencil, creating as many poppy shapes as required. Cut out the crepe paper shapes and set them aside.
- Take the pipe cleaners and bend the end over twice at 1cm lengths so that they resemble Figure 1.
- Push the other end of the pipe cleaner through the middle of the crepe paper poppy, and continue to thread it through until the bent end sits against the middle of the poppy. Set aside.
- Place a 10 cent coin on the back of the black contact and trace around as many circles as there are poppies. Cut out your shapes.
- Peel the contact off its backing and place it in the centre of the poppy so that it secures the pipe cleaner to the crepe paper.
- Bend and shape the pipe cleaner and poppy petals as required.

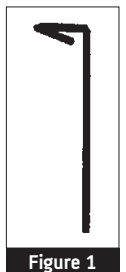


Figure 1

Commemoration Ceremony



Hints for running the ceremony

Involve students in organising and running the ceremony.

A short, eloquent and well thought out ceremony, particularly where all students can participate in some way, is more likely to engage students than a long ceremony.

Using the Arts to express ideas and feelings increases interest in the ceremony.

Music to play as people enter the assembly hall sets the mood. Australian composer Peter Sculthorpe's *Small Town* (CD, ABC Classics—Earth Cry) is a beautiful piece of music evoking small Australian towns and including the Last Post.

You can discuss, with students organising the event, the sections to include, keeping in mind the age of the students and length of time available.

It would be interesting to invite a bugler or trumpeter to play the Last Post and the Rouse—perhaps a young serviceman, a music student, or school cadet.

The Australian flag should be at half-mast for the start of the ceremony.

It is important to time the ceremony so that you can have the minute silence at eleven o'clock.

Keep in mind:

- › class room study and learning about Remembrance Day is vital preparation for the ceremony
- › Student Representative Council (SRC) and student participation
- › a short, meaningful ceremony
- › students able to see what is happening
- › seeing, hearing, speaking, singing, standing and participating fully
- › the use of symbols—poppies, rosemary, peace doves
- › whole school participation
- › student welcome and care for guests
- › preparation of all materials for the smooth running of the ceremony

For a short ceremony the essential elements are:

- › the flag protocol (if the flag is part of your ceremony)
- › the introduction or address giving an explanation of this commemoration
- › a student reading or music which enhances the ceremony
- › The Ode
- › The Last Post
- › one minute silence at eleven o'clock
- › The Rouse

For a traditional order of service see next page.

Resources

See the guide in *Time to Remember*—a kit sent to all primary schools in March 2003 and also available on line at the Department of Veterans' Affairs (DVA) website: www.dva.gov.au—go to Commemoration, Remembrance Day, Educational Resources and Activities

The CD *Music for a Commemorative Ceremony* produced by DVA is especially useful for schools. It was sent to primary schools with the *Time to Remember* kit in March 2003.

The CD was also sent to each secondary school with a pack of Anzac Day materials in March 2003. It is also available for downloading from the DVA website as listed above.

STUDENT ACTIVITY



- 1 Combine with other schools to hold your ceremony. In the Woden Valley, local ACT primary schools have a *Combined Primary Schools Anzac and Peace Ceremony*. With the assistance of the Returned & Services League of Australia (RSL) they have a commemoration ceremony in which students place the wreaths and peace doves they have made at the memorial obelisk in the town centre park.



The traditional order of service

1 Introduction

A brief talk about why we commemorate this day, given by the school principal or teacher assisting students to organise the ceremony.

- › *We Shall Keep the Faith*, Moina Michael
- › *For the Fallen*, Laurence Binyon
- › *The Farmer Remembers the Somme*, Vance Palmer
- › or poems written by students

2 Hymn

The band could play or the choir sing:

- › God, Our Help in Ages Past
- › Valiant Hearts
- › Abide with Me (A local church will be able to help you with these hymns)
- › or appropriate contemporary songs.

2 Prayer/Reading

Prayers or readings that may be used are:

- › The Lord's Prayer
- › Prayer of Remembrance
- › Psalm 23
- › John 15: 9–14

2 Poem

Poems that may be read are:

- › *In Flanders Fields*, Lieutenant-Colonel John McCrae

3 Address

Inviting a veteran or serviceperson adds interest to the ceremony. A staff member, student or member of the community may also give the address. It is important to brief the speaker so that the address is not too long, considering the age of the students.

4 Wreath laying and poppies

Students could make these and lay them at a designated place, the front of the hall, the flag pole etc. Alternatively the youngest students could stand and lay their floral drawings. Making peace doves or poppies and presenting them is a good way to involve all classes in the ceremony.

The traditional order of service

1 Introduction

(2 minutes)

2 Hymn/Prayer/Reading/Poem

(2–4 minutes)

3 Address

(3–5 minutes)

4 Wreath laying or laying of poppies

(3–5 minutes)

5 The Ode

(1 minute)

6 The Last Post

7 Silence

(1–2 minutes)

8 The Rouse

9 National Anthem

5 The Ode

The Ode is from a poem *For the Fallen* by Laurence Binyon:

*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.*

(Audience responds)
We will remember them.

Lest we forget.
(Audience responds)
Lest we forget.

6 The Last Post

The Last Post is played usually by a bugler during commemorative ceremonies as a tribute to the fallen.

7 One minute silence

This is the central part of the ceremony when all present reflect upon and honour all who have fallen in war. It is held at 11 o'clock on Remembrance Day—the eleventh hour of the eleventh day of the eleventh month.

8 Rouse

The Rouse ends the period of silence. It signifies the breaking of the new day. The bugler plays while the flag is slowly raised to the top of the flagpole.

9 National Anthem

The national anthem is sung to conclude the ceremony.



AUSTRALIAN WAR MEMORIAL

Memorial Boxes

LET THE MEMORIAL COME TO YOU – BORROW A MEMORIAL BOX!



These boxes are part of the Australian War Memorial's outreach education program. They contain artefacts that students can handle, as well as photographs, case studies, uniforms, a video, oral histories, teachers' notes and more. Memorial Boxes can be adapted for use across many areas of study and are accessible to a wide range of students, from lower primary to senior secondary.

The boxes are refurbished annually and there are now multiple sets in each state of two of the most popular titles—*Australia in the First World War* and *Australia under attack!*

Each Memorial Box includes a resource book to help teachers and students get the most out of using the material. The books contain background information, including maps, a time line and essays, to provide the context for study. Detailed descriptions are given on all the objects and photographs in the box. Curriculum links are outlined, together with suggested classroom activities.

While the use of a box in your classroom, library or community group is free, borrowers may be asked to pay a charge for freight and handling.



Box 01 – Australia in the First World War

Box 02 – For service to others

Box 03 – Too dark for the Light Horse:
Aboriginal and Torres Strait Islanders in the defence forces

Box 04 – Australia under attack!

Box 05 – We want to do more:
the experience of women and children during the Second World War

Box 06 – Our war in the Pacific, 1942

Box 07 – Women in the defence services since 1945

Boxes are available for loan by contacting:

Victoria

Jenni Beattie/
Lindy Stirling
VASST
(03) 9349 4957

Western Australia

Education and Learning
Department
Western Australian
Museum
(08) 9427 2792

ACT and NSW

Education Section
Australian War Memorial
(02) 6243 4375

South Australia

Anthea Buxton
HTASA
(08) 8379 4575

Tasmania

Visitor Services
and Education
Tasmanian Museum
and Art Gallery
(03) 6211 4153

Queensland

Rae Sheridan
Queensland
Museum Loans
(07) 3840 7606

Northern Territory

Department of
Veterans' Affairs
Northern Territory
Regional Office
1300 55 1918
(Local call within NT)

Other Commemorations

'The price of freedom is eternal vigilance.'

THOMAS JEFFERSON

The New Australian War Memorial in London



Image courtesy of Tonkin Zulaikha Greer Architects, Janet Laurence, Artist.

Our country has been built and shaped on the beliefs of democracy and freedom. The eternal vigilance needed for democracy has resulted in actions in many wars and conflicts. Ex-service organisations hold commemorations throughout the year, as well as Anzac Day and Remembrance Day, so that the sacrifices made for the rights of others will never be forgotten.

Other Commemorations include:

- Fall of Singapore** – 15 February (1942)
- Bombing of Darwin** – 19 February (1942)
- VE (Victory in Europe) Day** – May (1945)
- VP (Victory in the Pacific) Day** – 15 August (1945)
- Kapyong Day, Korea** – 24 April (1951)
- Veterans Day, (Long Tan Day), Vietnam** – 18 August (1966)
- Battle for Australia** – 1st Wednesday in September

The Main Commemorations

- Anzac Day** – 25 April (1915)
- Remembrance Day** – 11 November (1918)

STUDENT ACTIVITIES



Link commemorations to the Discovering Democracy units *We Remember Middle Primary* unit and *A Democracy Destroyed Middle Secondary* unit. They are available in your school library and at the website;

www.curriculum.edu.au/democracy/ddunits.htm

Imagine Australia's green sweeping plains made visible in a corner of busy, crowded London. The new Australian War Memorial at Hyde Park Corner features this dramatic Australian landscape. The names of 24 000 towns etched on the memorial: the home towns of Australian men and women who went to war alongside Britons in two world wars. Over the top the names of 47 battle sites are written. Water flows over the Western Australian green granite, highlighting the place names and symbolising our grief as well as gratitude for the freedom we enjoy.

The memorial is being dedicated on Remembrance Day 2003 and will become the focus of Anzac Day and other Australian commemorations in London in the future.

More Student Activities

FOR UPPER PRIMARY STUDENTS AND LOWER SECONDARY STUDENTS

THEME:

What is Commemoration?

Why do we commemorate Remembrance Day?

Understandings:

- › Knowing about the wars of our past helps us learn about valuing and keeping peace.
- › When we examine and understand past events we can learn from them to help us create a better future.
- › We value our democratic way of life and remember the sacrifices made for its preservation.
- › Remembering all who served and suffered in wars honours their sacrifice.
- › Commemoration services provide the time and tradition for solemn remembrance.
- › Many family histories have been affected by wars and conflicts.

Processes

- › Students will investigate the history of Remembrance Day using a range of resources.
- › They will be involved in discussion about what we learn from studying the past.
- › Students will relate their family knowledge to the topic. They will be involved in oral history investigations as one source of information.
- › Students will reach out into the community in actions which increase their knowledge, understandings and skills.

Outcomes

- › Students will know about where Australians fought in World War I on a world map.
- › Students will articulate an understanding of commemoration, through writing.
- › Students will complete an oral history assignment about a veteran or about a family affected by war.
- › Students will organise a school Remembrance Day ceremony and through research be able to trace the traditions to their origins.

Engaging Students

Introductory step

Explore students' prior knowledge with a KWL (already Know, Wonder about, Learnt) strategy—on the topic of Australian involvement in war, as a lead in to remembrance.

Symbols and Rituals

Introduce the concept by discussing the meaning of the word 'symbol' and listing common symbols. What are the symbols used to commemorate Remembrance Day and Anzac Day?

Bring in a memory box or family story

Students bring in a box containing a symbol of their family history or a symbol of personal significance. This could be a sports award, a medal, a watch of grandpa's, a brick from a destroyed home, a memento from a loved one, a certificate, a ring, a flower from grandma's shrub, etc. Students can discuss this with their family members and bring in a range

of symbols. Or children may choose to tell a family story, which has been passed down through the generations. It may be a story told by parents or grandparents remembering the past.

The teacher could start the discussion by sharing his or her symbols or family story with the class, noting the feelings associated with the symbols or story. Students form *Think, Pair, Share* groups to tell about their symbols and the feelings they have.

Identify rituals observed by families, society and then remembrance ceremonies.

Step 2

Introduce the symbols and rituals of remembrance used in Australia for Remembrance Day and discuss their significance.

Questions

Why is it important to remember people who have died in war?

Exploring the topic

Students explore the topic in a range of ways:

- › Oral histories. The class brainstorms appropriate questions to ask people of an older generation. Students write up suitable questions. Considerations and sensitivities for social interaction are discussed.
- › Interviews. A veteran is invited to the class to talk about his or her experiences of war and the significance of commemoration. Students conduct and record the interview.



- › Conducting oral histories—contact local veterans’ associations and seek assistance in collecting oral histories. Students may have grandparents and other relatives who would be able to assist in the oral histories.
- › A Memorial Box from the Australian War Memorial may be used to learn about our history.
- › Examine the artefacts from home and from the Memorial Box using the questions: *Where did it come from? When was it made/used? What was it made from? Who used it? How was it made and used?*

Reading, researching and learning

Students examine:

- › The oral histories which could be published in a booklet. One copy could be kept in the school archives for future generations.
- › The websites of the Department of Veterans’ Affairs, the Australian War Memorial and associated sites to find out about World War I and subsequent wars, conflicts and peace operations. Topics can include current operations. (See Resources page 15)
- › Literature. Novels based on true stories like *Soldier Boy* and *Young Digger* both by Anthony Hill, *A Fortunate Life* by Albert Facey, poetry from World War I poets.
- › The Visual Arts. Paintings, photographs, images of statues and posters from the eras are collected and examined.
- › Music. The music which became significant in wartime and the music used in ceremonies.

- › The role of entertainers for the troops. Eg: Little Pattie, Kylie Minogue, Bob Hope, Spike Milligan.
- › The local war memorial or cenotaph to read the names there and what the memorial represents.

Presenting work

- › Use digital cameras and power point presentations to record and display this unit of work.
- › Showcase this key learning area during special occasions such as open days, learning journeys, etc.

Expressing ideas and feelings

Small teams devise a piece of work from one area of the arts to express their ideas about *Why do we remember war?*

It could be a dance, a drama, video interview, a poem or story, a musical piece or a visual art piece. Each team in turn presents their work to the class or assembly.

Taking action

Student learning is enriched by connecting with the community outside the school. The class could:

- › Attend an Anzac Day or Remembrance Day ceremony as a whole class.
- › Volunteer to be part of the ceremony on days of commemoration and make this a school tradition.
- › Invite the local veterans’ association members to the school to see the presentations and view displays of work as part of a learning journey.

- › Care for the local memorial or shrine if that is an appropriate action in your town or city.
- › Pay tribute to veterans by taking a student choir or singing group to an appropriate venue. This could be done just before a commemoration day.
- › Do some volunteer work for veterans’ associations.
- › Express this topic through the Arts.
- › Make a portfolio of stories and remembrances for class display and borrowing. This could be an excellent display piece for open days and learning journeys when parents and grandparents could read the work.
- › Write poetry about war, peace and remembrance. Students define peace first to lead into poetry writing.
- › Plant a Remembrance Garden and include red poppies.
- › Thank all who have assisted during this unit of work.

Thinking about the issues

- › Study the history of the wars Australia has been involved in so that the events leading to war can be understood. *What causes war? How can we learn from previous wars?*
- › Debate topics like *Why is history important? How can war be prevented?*
- › Students organise and run the commemoration ceremonies for their school with the assistance of the teacher.

Glossary



Places

The Somme:

The Somme is a river in northern France which gives its name to a *departement* or the surrounding region, one of 95 *departements* in France. The Somme is well known for its numerous historic places. The war cemeteries and memorials from many allied countries stand there.

The Western Front:

The Western Front is an area where trench warfare occurred. The battlefields of the Western Front are located along lines which run for approximately 720 kilometres from the Belgian coast, through northern France.

Flanders

Flanders is the region of north-western Europe that was once a powerful independent state between the 11th and 14th centuries. It is equivalent to the present day provinces of Flanders in Belgium, Nord Departement in France (northern France) and part of Zeeland Province in the Netherlands.

Ypres (or Ieper):

Ypres is an ancient town in western Belgium. Between October 1914 and November 1918 several major battles took place to the north, east and south of the town.

Villers-Bretonneux

A small town in northern France, which Australian forces recaptured from the German army. The Australian National Memorial stands outside this town. There are many reminders here of Australia's history during war.

Palestine

Australian forces fought in Palestine and other countries of the Middle East and North Africa in World War I and World War II.

Word meanings

armistice: an agreement by warring parties to stop fighting so as to discuss peace; truce.
(Latin: *arma* arms and *sistere* stop)

cenotaph: municipal, civic or national memorial to those killed in war.
(Latin: from Greek: an empty tomb)

commemorate: to keep alive the memory of; to honour the memory of by a ceremony.
(Latin: brought to remembrance)

The Last Post: signal on a bugle used to give notice to retire for the night, or used at military funerals.

Lest we Forget: Lest means for fear that. The phrase Lest we Forget is from the poem *God of our Fathers* by Rudyard Kipling. It is also a hymn.

memorial: something intended to remind people of a person, event, etc, such as a monument. (Latin: of memory)

Rouse: to bring out of a state of sleep, unconsciousness. The Rouse is a wake up signal played on the bugle. It is used to signal the end of a period of silence during commemorations or military funerals.

unknown soldier: the Tomb of the Unknown Australian Soldier is at the Australian War Memorial in Canberra. The identity of the soldier interred there is unknown. He represents all those known and unknown who died in wars for Australia.

veteran: a person who has served Australia in wars and conflicts.

MORE INFORMATION



For excellent detailed information and resources check the websites for:

> [The Department of Veterans' Affairs](http://www.dva.gov.au)
www.dva.gov.au

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

(There are other websites and resources listed on page 15 of this magazine.)

Resources



Australian Government
Department of Veterans' Affairs



Saluting Their Service

The Australian Government's commemorations program, *Saluting Their Service*, honours the contribution of Australia's servicemen and women in wars, conflicts and peace operations. *Saluting Their Service* aims to:

- > raise community awareness about the service and sacrifice of Australian servicemen and women
- > educate younger Australians about our wartime heritage
- > recognise significant events in wars and conflicts
- > preserve war memorials and memorabilia
- > ensure national days of remembrance are commemorated



Department of Veterans' Affairs (DVA) Resources for Schools

Time to Remember: Education Resource for Primary Schools
(distributed to all primary schools in 2003)

Defence of Australia: Anzac Day Education Resource
(distributed to all schools in 2002)

Australians at War: Primary and Secondary Schools Education Resources
(distributed to all schools in 2002)

We Remember: Primary School Education Resource Exploring Commemoration
(distributed to all primary schools in 2001)

The Spirit of Anzac: Anzac Day Education Resource
(distributed to all schools in 2001)

Discovering Democracy Resources for Primary Schools

Discovering Democracy Australian Readers Lower Primary
(distributed to all primary schools in 2001)

Discovering Democracy Australian Readers Middle Primary Collection
(distributed to all primary schools in 1999)

Websites

Department of Veterans' Affairs > www.dva.gov.au

Go to Commemoration, Remembrance Day and Activities sections

Discovering Democracy > www.curriculum.edu.au/democracy/ddunits.htm

Gallipoli > www.anzacsite.gov.au

Australians at War > www.australiansatwar.gov.au

Australian War Memorial > www.awm.gov.au

In Flanders Field Museum, Ieper > www.inflandersfields.be/default2.htm

Villers-Bretonneux > www.ambafrance-au.org/aboutfrance/pages/somme2.en.htm

Novels

Hill, A., *Young Digger*, Melbourne, Penguin Books, 2002

Hill, A., *Soldier Boy* Melbourne, Penguin Books, 2002

Facey, A., *A Fortunate Life*, Melbourne, Penguin Books, 1985

Further Reading

Adam-Smith, P., *The Anzacs*, Ringwood, Penguin Books, 1991

Gammage, B., *The Broken Years—Australian Soldiers in the Great War*, Ringwood, Penguin, 1990

McKernan, M., *The Australian People and the Great War*, Sydney, Collins, 1984

Map of the Western Front



Who to Contact

Our Past—Our Future, Commemorating Remembrance Day is produced by the Australian Government Department of Veterans' Affairs. For additional information about commemorative activities or education initiatives supported under *Saluting Their Service*, please contact the Commemorations Officer in your State Office of the Department of Veterans' Affairs on 133 254.

You may also contact the Commemorations Branch in the Department's National Office, Canberra, on freecall 1800 026 185, email commemorations@dva.gov.au or write to PO Box 21, Woden, ACT, 2606.

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