Our ANZACs

An Integrated unit

The planned learning experiences for each grade are different but designed to achieve a deep understanding of the significance of our ‘diggers’ contribution to the identity of Australia today.

Each student will:

\*understand the acronym ANZAC; why ANZAC Day is to be commemorated not celebrated; why it is important to remember them

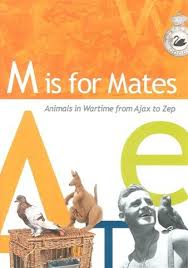
\*identify the role of and appreciate the sacrifices that the ANZACs and their families made for Australia as a consequence of their involvement in the Gallipoli campaign

\*broaden their knowledge of the Gallipoli campaign by viewing and evaluating information

\*think creatively and critically, problem solve and collaborate to generate a work sample





|  |  |  |
| --- | --- | --- |
| **Cross-curriculum priorities** | | |
| Aboriginal and Torres Strait Islander histories and cultures | **Aboriginal and Torres Strait Islander histories and cultures** | |
| Asia and Australia's engagement with Asia | **Asia and Australia's engagement with Asia** | |
| Sustainability | **Sustainability** | |
| **General capabilities** | | |
| **Critical and creative thinking** | **Critical and creative thinking** | |
| Ethical understanding | **Ethical understanding** | |
| Information and communication technology capability | **Information and communication technology capability** | |
| Intercultural understanding | **Intercultural understanding** | |
| Literacy | **Literacy\*** | |
| Numeracy | **Numeracy** | |
| Personal and social capability | **Personal and social capability** | |
| **Other learning across the curriculum areas** | | |
| Civics and citizenship | | **Civics and citizenship** |
| Difference and diversity | | **Difference and diversity** |
| Work and enterprise | | **Work and enterprise** |

**Early Stage 1:**

**English Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **A** | Speaking & Listening 1 | **ENe-1A:** communicates with peers and known adults in informal & guided activities demonstrating emerging skills of group interaction | **Develop & apply contextual knowledge**   * understand how to communicate effectively in pairs & groups using agreed interpersonal conventions, active listening, appropriate language & turn takingPersonal and social capability   **Understand & apply knowledge of language forms & features**   * begin to identify some language features of familiar spoken texts in classroom interactions   **Respond to & compose texts**   * use interaction skills including listening while others speak, using appropriate voice levels, articulation & body language, gestures & eye contact (ACELY1784) Personal and social capability Intercultural understanding * listen to & respond orally to texts & to the communication of others in informal & structured classroom situations (ACELY1646) Personal and social capability * communicate with peers & familiar adults about personal experience * express a point of view about texts read &/or viewed * respond to simple questions either verbally or non-verbally * contribute appropriately to class discussions * use correct intonation when asking questions & making statements * carry out instructions involving one step |
| Writing & Representing 1 | **ENe-2A:** composes simple texts to convey an idea or message | **Develop & apply contextual knowledge**   * develop an awareness of issues relating to the responsible use of digital communication Ethical understanding Information and communication technology capability   **Respond to & compose texts**   * compose texts on familiar topics using pictures & graphics to support their choice of words |
| Reading & Viewing 1 | **ENe-4A:** demonstrates developing skills & strategies to read, view & comprehend short predictable texts on familiar topics in different media & technologies | **Develop & apply contextual knowledge**   * identify & compare similar ideas, characters & settings in texts   **Understand & apply knowledge of language forms & features**   * Understand concepts about print & screen, including how books, film & simple digital texts work, & know some features of print, for example directionality (ACELA1433) Information and communication technology capability   **Respond to, read & view texts**   * use comprehension strategies to understand & discuss texts listened to, viewed or read independently (ACELY1649) **Critical and creative thinking** * predict meaning using elements of texts prior to reading * Identify literal meanings presented in texts, eg character, setting & events * make connections between a text & own life * interpret meaning by responding to an inferential question |
| **B** | Speaking & Listening 2 | **ENe-6B:** recognises that there are different kinds of spoken texts with specific language features & shows an emerging awareness of some purposes for spoken language | **Develop & apply contextual knowledge**   * demonstrate a developing understanding of language used at school & expectations for using spoken language according to audience & purpose * understand that language can be used to explore ways of expressing needs, likes & dislikes (ACELA1429) Personal and social capability   **Understand & apply knowledge of language forms & features**   * understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests & topics taught at school (ACELA1437) Personal and social capability   **Respond to & compose texts**   * compose texts to communicate feelings, needs, opinions & ideas |
| Writing & Representing 2 | **ENe-7B:** recognises some different purposes for writing and that own texts differ in various ways | **Develop & apply contextual knowledge**   * understand that texts can take many forms **Critical and creative thinking** * discuss the different purposes of drawing & writing in simple texts   **Understand & apply knowledge of language forms & features**   * understand that some language in written texts is unlike everyday spoken language (ACELA1431) * demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters & photographs Information and communication technology capability   **Respond to & compose texts**   * compose texts for known audience, eg self, class, other classes, parents Personal and social capability * compose texts using drawings & other visual media to create meaning |
| Reading & Viewing 2 | **ENe-8B:** demonstrates emerging skills & knowledge of texts to read & view, & shows developing awareness of purpose, audience & subject matter | **Develop & apply contextual knowledge**   * understand that readers/viewers may have varied & individual responses to a text * identify the intended audience for a particular text & give reasons   **Understand & apply knowledge of language forms & features**   * distinguish print from drawings * understand that words can be spoken or written * recognise that words & pictures have meaning & that words can be read aloud Aboriginal and Torres Strait Islander histories and cultures * explore the different contribution of words & images to meaning in stories & informative texts (ACELA1786) **Critical and creative thinking** * identify some features of texts including events & characters & retell events from a text (ACELT1578)   **Respond to, read & view texts**   * explore sequencing of a story, focusing on the beginning, middle & end |
| **C** | Thinking Imaginatively & Creatively | **ENe-10C:** thinks imaginatively & creatively about familiar topics, simple ideas & the basic features of texts when responding to & composing texts | **Engage personally with texts**   * respond to texts, identifying favourite stories, authors & illustrators (ACELT1577) Personal and social capability   **Develop & apply contextual knowledge**   * understand that imaginative texts can be composed for a range of audiences & purposes, using a range of media   **Understand & apply knowledge of language forms & features**   * discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition   **Respond to & compose texts**   * share feelings & thoughts about the events & characters in texts (ACELT1783) Personal and social capability **Critical and creative thinking** * communicate the purposes of drawings & other visual media |
| **D** | Expressing Themselves | **ENe-11D:** responds to & composes simple texts about familiar aspects of the world & their own experiences | **Engage personally with texts**   * share responses to aspects of a text that relate to their own life Personal and social capability * begin to recognise points of view in text |
| **E** | Reflecting on Learning | **ENe-12E:** demonstrates awareness of how to reflect on aspects of their own & others’ learning | **Understand & apply knowledge of language forms & features**   * develop an appreciation for books, poetry & song & the importance of narrative   **Respond to & compose texts**   * discuss likes & dislikes after reading texts |

**History Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOME** | **CONTENT** | **HISTORICAL CONCEPT**  Students demonstrate an understanding of: | **HISTORICAL SKILL**  Students: |
| **HTe-2:** demonstrates developing skills of historical inquiry & communication | **How stories of families & the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media & museums (ACHHK004)**   * discuss the significance of a chosen treasured object Personal and social capability * pose questions about another’s object Literacy * discuss then & now; past & present Literacy   **How they, their family & friends commemorate past events that are important to them (ACHHK003)**   * identify & record a variety of holidays & special events observed in Australia & other countries. Consider the significance of these dates Intercultural understanding | **Cause & effect**   * simple cause & effect in the past & present   **Perspectives**   * exploration of a point of view & understanding that stories may vary depending on who is the narrator   **Empathetic understanding**   * differences & similarities between individuals & families in the past & the present   **Significance**   * important events in their own lives; the meaning of special days/holidays | **Comprehension: chronology, terms & concepts**   * respond by demonstrating active listening behaviour, through discussion & by recalling & retelling stories * distinguish between past, present & future   **Analysis & use of sources**   * identify & compare features of objects from the past & present   **Perspectives & interpretations**   * explore a point of view   **Empathetic understanding**   * recognise differences & similarities between individuals & families in the past & present   **Research**   * pose questions about the past using sources provided   **Explanation & communication**   * use a range of communication forms (oral, graphic, written, role play) & digital technologies |

**KINDERGARTEN:** ANZAC Ted

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1**  **Learning Intention:** To introduce the meaning of ANZAC & why we commemorate it today.   * Ask students what they know about ANZAC Day. (When is it? What does it commemorate? What happens each year on that date? Have they taken part with their family?) ANZAC is an acronym; explain what an acronym is and what each letter stands for-**A**ustralian and **N**ew **Z**ealand **A**rmy **C**orps * Discuss why we commemorate not celebrate (celebrate-fun, happy occasions eg weddings, birthdays; commemorate-serious, sad events eg: war, natural disasters) * Introduce the book: Anzac Ted by Belinda Landsberry   Before reading:   * Pose these questions for discussion (to activate prior knowledge/connect self to text): Who has a favourite/special toy? What is it? What do you do with your toy? Have you ever lent your favourite/special toy to someone else? For what reason? How do you think that made the other person feel? How did you feel? * Introduce the text Anzac Ted   (**Synopsis:** Anzac Ted is the heart-warming tale of a teddy bear that goes to war. Told through the eyes of a young boy, this is the story about his unconditional love for his bear that was passed down to him from his grandfather. At the outbreak of World War I, Anzac Ted finds himself heading into battle for ‘luck’. But he soon becomes a symbol of comfort, hope and the memory of home for the Anzacs, and returns from war an unsung hero. Decades later, with the physical scars of war still evident, Anzac Ted doesn’t attract a single vote at the school’s Toy Show — yet this worn and battered old bear has a powerful and moving legacy to bestow. This is a story about the Anzac spirit; and how through courage, loyalty and love, a child’s teddy bear not only helped to bring our soldiers home, but can remind us about what it truly means to be human.)   * Look closely at the front and back cover of the book ‘Anzac Ted’ and ask:  1. What might the book be about? What makes you think that? 2. When is the story set? What makes you think that? 3. The author of the book is Belinda Landsberry. What does an author do? 4. An illustrator creates the pictures. Who is the illustrator of Anzac Ted? 5. Look at Anzac Ted on the cover. What can you tell me about him? 6. Who are the figures in the background? 7. Read the blurb on back cover to provide confirmation of ideas offered & synopsis of storyline; ask, then explain meaning of vocabulary- ‘courage’ ‘loyalty’   During reading:   * Investigate the contribution of text & images to the meaning of the book  1. identify the rhythm of the sentences (created by the ABCB scheme) in the first two pages so students can ‘listen for the rhyming words’ (Rhyme encourages pre- (and developing) readers to ‘read’ along, predict the text and engage with the story) 2. reread from beginning to re-establish continuity of storyline 3. highlight & explain unknown words after eliciting responses from students (encounters, foe, tote, ridicules, woes, mascot, dread, disguise) 4. instruct students to look carefully at the images in the text as it is read (discussion to follow reading)   After reading:   * Pose the question: Who is ‘telling’ this story? (The ‘voice’ in the story is that of the grandson of an original Anzac soldier.) * Direct students to view the illustrations: What do you notice about the illustrations? Do they change? How? Why do you think the illustrator has done this? Explain use of ‘sepia’.   (The illustrations were achieved with watercolours and watercolour pencils. The reason for this medium was that the subject matter required a soft, muted palette including sepia tones for the wartime illustrations. The latter was employed to help the reader differentiate **past from present** elements of the book as well as those of **war and peace**. Similarly, many of the illustrations are ‘linked’ to indicate how the past is linked to the present. To achieve this, colours were used to link images, as well as visual devices, such as unravelled thread, wartorn trees and barbed wire. The authenticity of the illustrations was particularly important to Belinda Landsberry, so she sought permissions from various bodies to replicate badges, uniforms and emblems. She also based several illustrations on parts of original photographs that were taken during the Gallipoli and Western Front campaigns)   * Reread Anzac Ted for enjoyment & consolidation of knowledge/storyline. * Elicit likes/dislikes, favourite/non favourite sections of the text & why?   **Lesson 2**  **Learning Intention:** To respond to the text Anzac Ted through visual & verbal expression.   * Discuss the theme of ‘judging a book by its cover’ (Anzac Ted might look scary-but there’s more to this battered old bear than meets the eye) * Reiterate how Anzac Ted ‘helped our soldiers feel safe, reminded them of home, gave them courage & belief that they would return’ * Pose the question: Which toy would you give to a loved one to make them feel safe, brave & happy if they had to go somewhere unfamiliar or away from home? Why? * Students draw a picture of their special toy, record their reason for giving this toy to another & explain to their peers. * Use Google street view to ‘take’ the students to Anzac Cove Gallipoli. (Self to world) Discuss: What do you see at Anzac Cove? What do you think the soldiers would have thought? What difficulties do you think the soldiers would have encountered? What makes you think this? Do you think the cove has changed in 100 years? Why? Why not?   **Lesson 3**  **Learning Intention:** To compare & contrast (critical analysis) text & video of Anzac Ted to gain an understanding of the value of illustrations (visual literacy).   * Students view the video of Anzac Ted. * Pose the questions: What is the same about the text & the video? What is different about the text to the video? Which (text or video) provides more depth to the story? How? | **Book:** Anzac Ted by Belinda Landsberry    **Google street view:** Gallipoli    **Video:** Anzac Ted | KD:  \_\_/\_\_  KM:  \_\_/\_\_  KR:  \_\_/\_\_  K/1M:  \_\_/\_\_ |

**Stage 1:**

**English Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **A**  **Year 1** | Speaking & Listening 1 | **EN1-1A:** communicates with a range of people in informal & guided activities demonstrating interaction skills & considers how own communication is adjusted in different situations | **Develop & apply contextual knowledge**   * listen for specific purposes & information, including instructions, & extend students’ own & others’ ideas in discussions (ACELY1666) Personal and social capability**Critical and creative thinking**   **Understand & apply knowledge of language forms & features**   * use turn-taking, questioning & other behaviours related to class discussions **Critical and creative thinking** * identify, reproduce & experiment with rhythmic, sound & word patterns in poems, chants, rhymes & songs (ACELT1592) **Critical and creative thinking** Intercultural understanding   **Respond to & compose texts**   * engage in conversations & discussions, using active listening behaviours, showing interest, & contributing ideas, information & questions (ACELY1656)Personal and social capability * use a comment or a question to expand on an idea in a discussion * use some persuasive language to express a point of view **Critical and creative thinking** * contribute appropriately to class discussions * carry out complex instructions involving more than one step |
| Writing & Representing 1 | **EN1-2A:** plans, composes & reviews a small range of simple texts for a variety of purposes on familiar topics for known readers & viewers | **Develop & apply contextual knowledge**   * develop an awareness of issues relating to the responsible use of digital communication Ethical understanding Information and communication technology capability   **Respond to & compose texts**   * experiment with publishing using different modes & media to enhance planned presentationsInformation and communication technology capability |
| Handwriting & Using Digital Technologies | **EN1-3A:** composes texts using letters of consistent size & slope & uses digital technologies | **Develop & apply contextual knowledge**   * understand that handwriting & presentation of work needs to reflect audience & purpose in order to communicate effectively   **Respond to & compose texts**   * construct texts featuring print, visual & audio elements using software, including word processing programs (ACELY1664, ACELY1674) Information and communication technology capability |
| Reading & Viewing 1 | **EN1-4A:** draws on an increasing range of skills & strategies to fluently read, view & comprehend a range of texts on less familiar topics in different media & technologies | **Develop & apply contextual knowledge**   * discuss different texts on a similar topic, identifying similarities & differences between the texts (ACELY1665) **Critical and creative thinking**   **Respond to, read & view texts**   * use background knowledge of a topic to make inferences about the ideas in a text * predict author intent, series of events & possible endings in an imaginative, informative & persuasive text * compare opinions about characters, events & settings in & between texts (ACELT1589) Personal and social capability **Critical and creative thinking** * distinguish between fact & opinion in persuasive texts |
| **B**  **Year 2** | Speaking & Listening 2 | **EN1-6B:** recognises a range of purposes & audiences for spoken language & recognises organisational patterns & features of predictable spoken texts | **Develop & apply contextual knowledge**   * understand that spoken, visual & written forms of language are different modes of communication with different features & their use varies according to the audience, purpose, context & cultural background (ACELA1460) Intercultural understanding **Critical and creative thinking** Personal and social capability   **Respond to & compose texts**   * make short presentations using some introduced text structures & language, for example opening statements (ACELY1657) Personal and social capability * deliver short oral presentations to peers (ACELY1647) Personal and social capability * explain personal opinions orally using supporting reasons, simple inferences & reasonable prediction * demonstrate active listening behaviours & respond appropriately to class discussions * recognise & respond to instructions from teachers & peers |
| Writing & Representing 2 | **EN1-7B:** identifies how language use in their own writing differs according to their purpose, audience & subject matter | **Develop & apply contextual knowledge**   * discuss the different purposes for written & visual texts   **Understand & apply knowledge of language forms & features**   * understand that different types of texts have identifiable text structures & language features that help the text serve its purpose (ACELA1447, ACELA1463) * understand the use of vocabulary about familiar & new topics & experiment with & begin to make conscious choices of vocabulary to suit audience & purpose (ACELA1470) **Critical and creative thinking** Personal and social capability   **Respond to & compose texts**   * draw on personal experience & feelings as subject matter to compose imaginative & other texts for different purposes |
| Reading & Viewing 2 | **EN1-8B:** demonstrates emerging skills & knowledge of texts to read & view, & shows developing awareness of purpose, audience & subject matter | **Develop & apply contextual knowledge**   * identify how imaginative, informative & persuasive texts can vary in purpose, structure & topic   **Understand & apply knowledge of language forms & features**   * understand concepts about print & screen, including how different types of texts are organised using page numbering, tables of content, headings & titles, navigation buttons, bars & links (ACELA1450) Information and communication technology capabilityNumeracy |
| **C** | Thinking Imaginatively & Creatively | **EN1-10C:** thinks imaginatively & creatively about familiar topics, simple ideas & the basic features of texts when responding to & composing texts | **Engage personally with texts**   * recognise the way that different texts create different personal responses   **Develop & apply contextual knowledge**   * recognise & begin to understand how composers use creative features to engage their audience   **Understand & apply knowledge of language forms & features**   * identify that different texts have different organisational patterns & features for a variety of audiences   **Respond to & compose texts**   * recreate texts imaginatively using drawing, writing, performance & digital forms of communication (ACELT1586) Information and communication technology capability **Critical and creative thinking** * predict & discuss ideas drawn from picture books & digital stories * express a range of feelings in response to a text |
| **D** | Expressing Themselves | **EN1-11D:** responds to & composes a range of texts about familiar aspects of the world & their own experiences | **Develop & apply contextual knowledge**   * respond to texts drawn from a range of cultures & experiences (ACELY1655) Intercultural understanding Personal and social capability Aboriginal and Torres Strait Islander histories and cultures   **Respond to & compose texts**   * discuss characters & events in a range of literary texts & share personal responses to these texts, making connections with students’ own experiences (ACELT1582) Personal and social capability **Critical and creative thinking** |
| **E** | Reflecting on Learning | **EN1-12E:** identifies & discusses aspects of their own & others’ learning | **Understand & apply knowledge of language forms & features**   * discuss some of the ways that story can be reflected in a variety of media, eg film, music, dance |

**History Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOME** | **CONTENT** | **HISTORICAL CONCEPT**  Students demonstrate an understanding of: | **HISTORICAL SKILL**  Students: |
| **HT1-4:** demonstrates skills of historical inquiry & communication | **Differences & similarities between students’ daily lives & life during their parents’ & grandparents’ childhoods (ACHHK030)**   * investigate the roles of present family members & compare with the roles of earlier generations using a range of sources **Critical and creative thinking** Work and enterprise Difference and diversity   **The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial**   * identify an historical site or sites in the local community. Discuss their significance, why these sites have survived & the importance of preserving themSustainability Civics and citizenship Intercultural understanding | **Cause & effect**   * reasons for change in people’s lives over time & the results   **Perspectives**   * a point of view within an historical context   **Empathetic understanding**   * people in the local community who may have lived differently in the past   **Significance**   * reasons why a local person or site is regarded as important | **Comprehension: chronology, terms & concepts**   * discuss & recount stories of family & local history * distinguish between past, present & future   **Analysis & use of sources**   * identify & compare features of objects from the past & present   **Empathetic understanding**   * recognise that people in the local community may have lived differently in the past   **Research**   * pose questions about the past using sources provided   **Explanation & communication**   * use a range of communication forms (oral, graphic, written, role play) & digital technologies |

**YEAR 1:** The Poppy

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Teacher Background Information:**  **The Poppy is for Sacrifice**  poppypoppypoppypoppy  November is poppy month, the time of the year when by the wearing of a simple emblem, a red poppy, we salute the memory of those who sacrificed their health, their strength, even their lives, that we might live in a free country.  Long known as the corn poppy (Papaver rhoeas) because it flourishes as a weed in grain fields, the Flanders poppy as it is now usually called, grew profusely in the trenches and craters of the war zone. Artillery shells and shrapnel stirred up the earth and exposed the seeds to the light they needed to germinate.  This same poppy also flowers in Turkey in early spring - as it did in April 1915 when the ANZACs landed at Gallipoli. According to Australia’s official war historian C.E.W Bean, a valley south of ANZAC beach got its name Poppy Valley “from the field of brilliant red poppies near its mouth”.  Whilst the red poppy is a symbol of modern times, legend has it that the poppy goes back to the time of the Mogul leader, Genghis Khan, as the flower associated with human sacrifice. In the 12th and 13th centuries, the Mogul Emperor led his warrior hordes on campaigns south to India, and west to envelop Russia as far as the shores of the Black Sea. The policy adopted by the armies of Genghis Khan was simple and effective. They would isolate their enemies, surround and completely annihilate them. The legend states that on the battlefields that were literally drenched with blood, white poppies grew in vast profusion.  The modern story of the poppy is, of course, no legend. In the years immediately following World War 1, governments and the whole of society, had not accepted the responsibility for those incapacitated and bereft as a result of war. In Britain, unemployment accentuated the problem. Earl Haig, the British Commander-in-Chief, undertook the task of organising the British Legion as a means of coping with the problems of hundreds and thousands of men who had served under him in battle.  In 1921, a group of widows of French ex-servicemen called on him at the British Legion Headquarters. They brought with them from France some poppies they had made, and suggested that they might be sold as a means of raising money to aid the distressed among those who were incapacitated as a result of the war. The first red poppies to come to Australia, in 1921, were made in France.  In Australia, single poppies are not usually worn on ANZAC Day - the poppy belongs to Remembrance Day, 11 November. However, wreaths of poppies are traditionally placed at memorials and honour boards on ANZAC Day.  The red Flanders’ poppy was first described as a flower of remembrance by Colonel John McCrae, who was Professor of Medicine at McGill University of Canada before World War One. Colonel McCrae had served as a gunner in the Boer War, but went to France in World War One as a medical Officer with the first Canadian Contingent.  At the second battle of Ypres in 1915, when in charge of a small first-aid post, he wrote in pencil on a page torn from his despatch book:  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.  The verses were apparently sent anonymously to the English magazine, Punch, which published them under the title, In Flanders’ Fields. Colonel McCrae died while on active duty in May 1918. On the eve of his death he allegedly said to his doctor, “Tell them this. If ye break the faith with us who die we shall not sleep”. His volume of poetry, In Flanders’ Fields and Other Poems, was published in 1919.  **Lesson 1**  **Learning Intention:** To understand why the poppy is a symbol of remembrance.   * Pose the question: When we remember our Anzac soldiers what do we think of? What pictures to we make in our minds? Is there any one image that we instantly see that makes us think of our Anzacs? * Introduce the term ‘symbol’. Explain it as a visual sign, shape or image. (poppy) * Deliver a narrative to explain why the poppy is a ‘symbol’ associated with our Anzacs (stress that poppies are only worn on Remembrance Day as commemoration of the end of the war & the lives lost but can & are displayed on Anzac Day) * Discuss: Where did the poppies grow? Why did the poppies grow on the fields? What is the significance of the poppies? (Symbolises-bloodshed, sacrifice & remembrance) When is poppy month? Why is it then? Do Australians wear a poppy on Anzac Day? What do Australians do with the poppy on Anzac Day? * Introduce the poem ‘In Flanders Fields’. Explain that this poem marked the first time that the poppy was described as a flower of remembrance. Read the poem. * Discuss: Who wrote the poem? (Colonel John McCrae in 1915) Who was he? Why do you think he wrote the poem? (record of events-primary source, express sadness, tribute to those fallen, to ask us to remember fallen soldiers) What is the ‘message’ (storyline) of the poem? * Students word process information to record their new learning   **Teacher Background Information:**  **Simpson - The man with the donkey**  To the general public, the details pertaining to the well-being of individuals were sketchy yet the casualty statistics were undeniable. Details are readily to be found in the diaries and personal accounts of campaign veterans which paint vivid pictures of the suffering endured.  Some individuals carved out a legendary status through their deeds. As an example, John Simpson Kirkpatrick, became immortally associated with the campaign. His acts of mercy rescuing injured fellow soldiers from the gullies and ravines in the first few weeks of the campaign earned him the title **"The Man with the Donkey"**  http://web.archive.org/web/20110614145319im_/http:/www.gallipoli-association.org/gallery/simpson.jpg  Born on 6th July 1892, as a youth of 18, John left his native South Shields (now Tyne & Wear, U.K) where as a boy he led donkeys along the sands, for Australia on a cargo ship as a steward. He worked in the sugar plantations in Queensland, carried his swag to a cattle station in New South Wales, became a coal miner in the Illawarra Range, joined a gold rush in Western Australia, worked as a fireman on coastal ships until he enlisted in 1914 in Perth. He then went to Egypt with the ANZAC forces and from there onto Lemnos and Gallipoli.  Simpson became the glowing symbol of the courage and service of the stretcher-bearers. He endured numerous trips up and down Shrapnel Gully (or Valley) and early on he annexed a donkey that he had found nibbling in one of the many gullies. The donkey was called by a variety of names; Abdul, mostly Duffy and occasionally Murphy which he derived from memories of Murphy's Circus at South Shields. On one occasion it was heard being called Queen Elizabeth after the great battleship that was soon to meet a similar final fate as Simpson in the Dardanelles.  From the 26th April and up to the middle of May, Simpson (of C Section, 3rd Field Ambulance) had been ceaseless in collecting wounded and carrying them to the dressing stations. It was claimed he knew no fear and was repeatedly applauded for recovery of wounded from areas subject to rifle and shrapnel fire with a disregard for his own safety. He would use the donkey to carry all casualties that were unable to walk and many men owed him their lives.  On May 19th, Simpson (himself variously called Scotty, Murphy and Simmie) made his last trail into Shrapnel Valley, Monash Gully and the deadly zone around Quinn's Post. On the way down to the beach he was shot through the heart by a machine-gun bullet at the very spot where General Bridges was killed on the 15th. Simpson was buried at Hell Spit on the same evening (age 22).  From Sir Irving Benson's full story of "The Man with the Donkey" first published in 1965 by Hodder & Stoughton.  **What happened to the donkey?**  He was not, as reported by Colonel (later General Sir) John Monash, killed with Simpson. He was alleged to have been taken into the care of the 6th Mountain Battery Indians who were believed to have taken him with them at the evacuation. This is supported by Dale Collins in "Anzac Adventure" and C.E.W Bean "Official History of Australia in the War". It is in itself an exception as large amounts of 'livestock' were destroyed just prior to the evacuation.  **Lesson 2**  **Learning Intention:**  To identify, understand the significance of & value ‘helping’. (generally & specifically in the ANZAC context)   * Reiterate: View the video ‘Why do we wear poppies?’ Discuss: Do these British students hold the same views as we do? Why do you think that is? (allies, each appreciate the country we live in) What are some of the reasons they give? What do you think (your opinion) of the last student’s comment: ‘If there was someone really wise, they would stop wars.’? Why? (Reach the conclusion that we wear poppies to remember those who **helped** to make our lives what they are today through their sacrifices) * Ask: What do you do to help others? Discuss answers. (to activate prior knowledge/connect text to self) * Direct students that they will view the video ‘Simpson & his donkey’ & will be required to explain how Simpson ‘helped’ during the Gallipoli campaign. What did Simpson do to help? Who/What helped him? Why do you think Simpson helped? (especially due to the danger) What do you think helped Simpson work with a donkey? (job as a teenager giving donkey rides at the seaside) Do you think you can only help if you’ve had prior experience in a task? Why? Why not? * Review video & pause at hospital scene. Discuss conditions: What were they like-Did they have electricity? fresh running water? enough beds? adequate operating tools? Were they safe-Where was the hospital? Where did soldiers go to recuperate? Were there enough doctors & nurses to help the wounded? Students will give evidence from the image to support their answers. For example: no electricity-we can see the lamps hanging in the tents. * Pose the question: The ANZACs helped us; how can we help them? * View the video ‘The Poppy Story-First year & up’. Who set up the Lady Haig Poppy Factory? When was the factory set up? Why was it set up? Who works at the factory? How did/does the money raised from the sale of poppies help the veterans? Who helps our veterans in Australia? How are they helped? (provide a narrative of how/why/when the first poppies came to Australia; discuss the role of the RSL in helping our past & present defence force personnel through sale of poppies and other activities; show comparison between activities outlined in The Poppy Story to what happens in Australia)(self to world)   **Teacher Background Information:**  An American, Miss Moina Michael, read In Flanders’ Fields and wrote a reply entitled We Shall Keep the Faith:  Oh! You who sleep in Flanders’ fields, Sleep sweet - to rise anew, We caught the torch you threw, And holding high we kept The faith with those who died. We cherish too, the poppy red That grows on fields where valour led.  It seems to signal to the skies That blood of heroes never dies, But lends a lustre to the red Of the flower that blooms above the dead In Flanders’ fields.  And now the torch and poppy red Wear in honour of our dead. Fear not that ye have died for naught We’ve learned the lesson that ye taught In Flanders’ fields.  [**Moina Belle Michael**](https://youtu.be/CPcZRUGbCAM)  **Lesson 3**  **Learning Intention:** To use critical thinking to discuss why & how poems can provide inspiration for others.   * Reread ‘In Flanders Field’. Reiterate some of the reasons given previously as to why Colonel John McCrae wrote the poem. Share with the students that: *‘The day before he wrote his famous poem, one of McCrae’s closest friends was killed in the fighting & buried in a makeshift grave with a simple wooden cross. Wild poppies were already beginning to bloom between the crosses marking the many graves. Unable to help his friend or any of the others who had died, john McCrae gave them a voice through his poem. It was the second last poem he was to write.’* Explain: This is called ‘inspiration’. * Pose the question: When have you been inspired by someone else? (Explain: a time when you have seen someone doing. written or performing something & you’ve thought: ‘I’d like to give that a go.’ ‘Perhaps we could add this.’ Discuss responses. * Who else did McCrae inspire? To do what? When? Why? * Introduce the video ‘The Poppy Lady’. Who was Moina Belle Michael? When did she live? What could she see happening in her world? What did Moina Belle Michael want to do? What did she do? What happened when she read McCrae’s poem? What did she ‘vow’ to do? (keep the memory of the sacrifices the soldiers made alive as McCrae had asked for in his poem) Where is the evidence of this in the poems? Discuss & co-construct. * Students highlight font in the same colour on each poem where McCrae has asked & Michael has answered. (vowed) * Using ArtRage, students create an image that illustrates ‘new knowledge’ for them. Students will display their artwork & explain to their peers what it is that they have learnt & what that knowledge means to them &/or how it has changed their thinking. | **Website:** anzacday.org.au-Traditions, Facts & Folklore-The Poppy    **Video:** Why do we wear poppies?    **Video:** Simpson & his Donkey; Text by Mark Greenwood    **Video:** The Poppy Story (First year & up)    **Book Trailer:** The Poppy Lady  [**Poem Analysis**](file:///C:\Users\Karen\Documents\Year%201-Poetry%20Analysis.docx) | 1K:  \_\_/\_\_  1S:  \_\_/\_\_ |

**YEAR 2:** In the Trenches

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1**  **Learning Intention:** To determine students’ understanding of the living conditions in the trenches.   * Students contribute what they know about life in the trenches during WW1 (to activate prior/connect world to self) knowledge to a KWL chart & record class generated responses in a table in a Word document. (At the conclusion of lessons, students will review the original responses & determine which responses were supported by research & those which were not) * In the W column each student records three facts that they want to find out through research. Students share their chosen ‘facts to find’ with the remainder of the class. Discuss commonality of information sought. Ask: Why have you chosen to find an answer to…?   **Lesson 2**  **Learning Intention:** To develop knowledge of ‘Life in the Trenches’ in WW1 through research.   * Students access [BBC website](http://www.bbc.co.uk/guides/z8sssbk) (Life in the Trenches). * View & read the information presented. * Record on the KWL chart ‘facts’ from each section (10) * Discuss ‘facts’ found as a class group & record all information on a chart for display & use for writing lesson.   **Lesson 3**  **Learning Intention:** To craft a piece of writing (postcard home to family) from the perspective of a soldier in a trench during WW1.   * Introduce the task: (source: adapted from ‘Imagine life as a WW1 soldier’ –The Anzacs of Gallipoli)   This is an image of a postcard, written by private Herbert Vincent Reynolds on November 25th 1915. On the back it reads  *“Dear Mother*  *This view of Anzac Cove as far as I can judge must have been taken about the end of May. The pier which was there when I left is not in view. The hospital can be seen on the right centre of the view, but when I left it was shifted further along and is now in the centre of the cove and would be shown exactly in the centre of the view. Many were the lads who went out in the landing on this spot I first set foot, away along towards the left of the view on the first Sunday April 25th. There were about 1800 wounded on the spot shown and the scene was a terrible one. The view is not a very clear one. The hills are really more steep than they look in the view.”* (primary source)     * Discuss: Can we identify the objects (pier, hospital, spot where soldiers were wounded, steep hills)? How do you think Private Reynolds determined that this photograph was taken at the end of May (due to the shifting of the pier & hospital)? What is the tone (how does he sound in your head like he’s saying it?) of Private Reynolds in his postcard (calm, business-like, informative, matter of fact, somber-explain)? What are your reasons (doesn’t want to alarm, upset, frighten parents, in shock, scared (already seen many lives lost)? * Your task: is to take on the role of an ANZAC soldier living in a trench at Gallipoli fighting the Turkish army & send a postcard home to your family (use information from L column of chart displayed) Think about what postcards usually entail.  1. They are short letters 2. They involve a description of the trench, your duties, food, sleeping arrangements, vermin, friends (human & animal-dog), the fighting, disease, toileting arrangements, equipment. Remember you are sending this to someone who has no experience of what Gallipoli is like. 3. Postcards briefly give an account of how you, the writer is going. Tell your family how you are faring (explain). 4. Use appropriate language & salutations for a soldier of 1915 (mother/father-not mum/dad; love to, kind regards, no abbreviations/slang). Discuss ‘formality’ & how conversations in the early 1900s were controlled, appeared stand offish as if talking to a stranger not family that you loved, emotions were not displayed, polite)  * Read & discuss postcard writings. What was it like to be ‘another person’ and see life through their eyes? * Compare & contrast student writing to: [Letter from Gallipoli](https://youtu.be/W5uFzwzEVhQ) & [Diary of a Gallipoli soldier](https://youtu.be/luVQEZMGTnk) Highlight salutations & use of language. | **Interactive Site:** Life in the Trenches  [**KWL chart**](file:///C:\Users\Karen\Documents\Year%202%20Life%20in%20the%20Trenches%20KWL%20chart.docx)  [**Research notes:**](file:///C:\Users\Karen\Documents\Life%20in%20the%20Trenches.docx)Life in the Trenches  **Website:** [The Anzacs of Gallipoli](http://www.anzacsofgallipoli.com/index.html) | 2HD:  \_\_/\_\_  2P:  \_\_/\_\_  2R:  \_\_/\_\_ |

**Stage 2:**

**English Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **A**  **Year 3** | Speaking & Listening 1 | **EN2-1A:** communicates in a range of informal & formal contexts by adopting a range of roles in group, classroom, school & community contexts | **Develop & apply contextual knowledge**   * interpret ideas & information in spoken texts & listen for key points in order to carry out tasks & use information to share & extend ideas & information (ACELY1687) **Critical and creative thinking**   **Understand & apply knowledge of language forms & features**   * understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns & forms of address that vary according to the degree of formality in social situations (ACELA1476) Personal and social capability   **Respond to & compose texts**   * use information to support & elaborate on a point of view * retell of perform part of a story from a character’s point of view |
| Writing & Representing 1 | **EN2-2A:** plans, composes & reviews a range of texts that are more demanding in terms of topic, audience & language | **Develop & apply contextual knowledge**   * identify key elements of planning, composing, reviewing & publishing in order to meet the demands of composing texts on a particular topic for a range of purposes & audiences Work and enterprise * discuss issues related to the responsible use of digital communication Ethical understanding Information and communication technology capability   **Understand & apply knowledge of language forms & features**   * understand, interpret & experiment with a range of devise & deliberate word play in poetry & other literary texts **Critical and creative thinking**   **Respond to & compose texts**   * plan, compose & review imaginative & persuasive texts * discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary & language features * reread & edit texts for meaning, appropriate structure, grammatical choices & punctuation (ACELY1683) Information and communication technology capability |
| Handwriting & Using Digital Technologies | **EN2-3A:** uses effective handwriting & publishes texts using digital technologies | **Develop & apply contextual knowledge**   * recognise that effective handwriting & presentation of work is required in order to communicate effectively for a range of audiences   **Respond to & compose texts**   * use a range of software including word processing programs to construct, edit & publish written text & select, edit & place visual, print & audio elements (ACELY1685, ACELY1697) Information and communication technology capability |
| Reading & Viewing 1 | **EN2-4A:** uses an increasing range of skills, strategies & knowledge to fluently read, view & comprehend a range of texts on increasingly challenging topics in different media & technologies | **Develop & apply contextual knowledge**   * draw on experiences, knowledge of the topic to work out the meaning of unknown words |
| **B**  **Year 4** | Speaking & Listening 2 | **EN2-6B:** identifies the effect of purpose & audience on spoken texts, distinguishes between different forms of English & identifies organisational patterns & features | **Develop & apply contextual knowledge**   * discuss ways in which spoken language differs from written language & how spoken language varies according to different audiences, purposes & contexts * understand that languages have different written & visual communication systems, different oral traditions & different ways of constructing meaning (ACELA1475) Intercultural understanding **Critical and creative thinking** Aboriginal and Torres Strait Islander histories and cultures   **Understand & apply knowledge of language forms & features**   * identify organisational patterns & language features of spoken texts appropriate to a range of purposes (interview/reporting)   **Respond to & compose texts**   * plan, rehearse & deliver presentations incorporating learned content & taking into account the particular purposes & audiences (ACELY1689) Personal and social capability **Critical and creative thinking** * listen to & contribute to conversations & discussions to share information & ideas & negotiate in collaborative situations (ACELY1676) Personal and social capability |
| Writing & Representing 2 | **EN2-7B:** identifies & uses language forms & features in their own writing appropriate to a range of purposes, audiences & contexts | **Develop & apply contextual knowledge**   * identify & analyse the purpose & audience of imaginative, informative & persuasive texts   **Understand & apply knowledge of language forms & features**   * describe how audience & impact on language forms & features in imaginative, informative & persuasive texts * understand how audience & purpose influence the choice of vocabulary   **Respond to & compose texts**   * discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter & how they serve a wide variety of purposes |
| Reading & Viewing 2 | **EN2-8B:** identifies & compares different kinds of texts when reading & viewing & shows an understanding of purpose, audience & subject matter | **Develop & apply contextual knowledge**   * identify the audience & purpose of imaginative, informative & persuasive texts (ACELY1678) **Critical and creative thinking**   **Understand & apply knowledge of language forms & features**   * explore the effect of choices when framing an image, placement of elements in the image & salience on composition of still & moving images in a range of texts (ACELA1483, ACELA1496) Information and communication technology capability **Critical and creative thinking** |
| **C** | Thinking Imaginatively, Creatively & Interpretively | **EN2-10C:** thinks imaginatively, creatively & interpretively about information, ideas & texts when responding to & composing texts | **Engage personally with texts**   * respond to texts by identifying & discussing aspects of texts that relate to their own experience   **Develop & apply contextual knowledge**   * identify & analyse the different organisational patterns & features to engage their audience   **Respond to & compose texts**   * use visual representations, including those digitally produced, to represent ideas, experience & information for different purposes & audiences Information and communication technology capability **Critical and creative thinking** |
| **D** | Expressing Themselves | **EN2-11D:** responds to & composes a range of texts that express viewpoints of the world similar to & different from their own | **Engage personally with texts**   * recognise how aspects of personal perspective influence responses to texts   **Develop & apply contextual knowledge**   * recognise the ways that stories depict Australians who are significant at a local & community level Intercultural understanding Difference and diversity Aboriginal and Torres Strait Islander histories and cultures   **Respond to & compose texts**   * respond to short films, documentaries & multimedia texts that express familiar & new aspects of the broader world Information and communication technology capability * describe & discuss ethical issues encountered in texts Ethical understanding **Critical and creative thinking** |
| **E** | Reflecting on Learning | **EN2-12E:** demonstrates awareness of how to reflect on aspects of their own & others’ learning | **Develop & apply contextual knowledge**   * identify different ways of learning in English & consider own preferences |

**History Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOME** | **CONTENT** | **HISTORICAL CONCEPT**  Students demonstrate an understanding of: | **HISTORICAL SKILL**  Students: |
| **HT2-1:** identifies celebrations & commemorations of significance in Australia & the world  **HT2-5:** applies skills of historical inquiry & communication | **Days & weeks celebrated or commemorated in Australia & the importance of symbols & emblems (ACHHK063)**   * identify important Australian celebrations & commemorations & discuss their origins & significance in society Intercultural understanding Civics and citizenship | **Cause & effect**   * reasons for a particular historical development   **Perspectives**   * different points of view within an historical context   **Empathetic understanding**   * how & why people in the past may have lived & behaved differently from today   **Significance**   * the importance & meaning of national commemorations & celebrations & the importance of a person or event | **Comprehension: chronology, terms & concepts**   * respond, read & write to show understanding of historical matters * use historical terms   **Analysis & use of sources**   * locate relevant information from sources provided   **Perspectives & interpretations**   * identify different points of view within an historical context   **Empathetic understanding**   * explain how & why people in the past may have lived & behaved differently from today   **Research**   * pose a range of questions about the past   **Explanation & communication**   * use a range of communication forms |

**YEAR 3:** Gallipoli-The First Day

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1**  **Learning Intention:** To create an overview of Gallipoli.   * Ask students if they know what/where Gallipoli is? Why do you know? (prior knowledge eg: visited?) * Introduce the 3D interactive site-Gallipoli: The First Day. Inform students that they will use the layering function in the site to ‘explore’ The Gallipoli Peninsula. (accessed through the Google Earth tab in the 3D interactive-refer Help at: <http://www.abc.net.au/innovation/gallipoli/google_earth.htm> )   Gallipoli: The First Day is a 3D documentary website about the First World War landing of the Australian and New Zealand Army Corps (ANZAC) on the Gallipoli peninsula on 25 April 1915. The website was designed and developed by the ABC. It is a rich collection of historical evidence, images, recollections, modern commentary and interactive graphic illustrations of the place and events of the Anzac landing at Gallipoli. It also outlines the main features of the campaign through to the Allied evacuations of December 1915 and January 1916.  Screenshot-Google Earth Layer-Gallipoli: The First Day   * Discuss: Terrain-What is it like? What would have been the same/different in 1915? Distance-How far did the soldiers have to walk to mount an offensive? What effects would this have on the soldiers? What difficulties would they have faced? eg: under the cover of darkness. What are your impressions of the beach the ANZACs landed on? (stony, narrow) How would this have impacted upon the success of their campaign? Buildings-What would not have been on site in 1915? (monuments, roads) What might the weather have been like in April in Turkey? How would this have affected the campaign? (view World Weather Online as a class <http://www.worldweatheronline.com/Gallipoli-weather/Canakkale/TR.aspx> Does this information change your opinion? Yes/No? Why/Why not?)   **Lesson 2**  **Learning Intention:** To gain knowledge in order to develop empathy for the soldiers’ experiences through study of ‘The Landing’.   * Students access the 3D interactive site & view Chapter 1-Landing under cover of darkness 2:00am to 4:35am. * Key questions (Teacher’s Notes-The First Day) are displayed as the students view the site. (to provide focus)  1. Where in the world did it take place? (country) 2. Where in the world did it take place? (specific area) 3. How was it part of a larger strategy? 4. What was the main objective of the first day? 5. When did the first wave land? 6. When did the second wave land? 7. Who else landed during the day? 8. How well was the area defended? 9. What happened at the landing? 10. What were the main problems faced by Australian soldiers? 11. How did the Australian soldiers behave? How did the Turkish soldiers behave? 12. What was the fighting like on the first day?  * Discuss.   **Lesson 3**  **Learning Intention:** To demonstrate knowledge & express empathy through poetry.   * Explain the structure of a 5Ws poem.   First Line: Who  Second Line: What  Third Line: When  Fourth Line: Where  Fifth Line: Why   * Demonstrate the construction of an example.   ANZACs  Clambering up the cliff  At the crack of dawn  In Anzac Cove  To protect our country   * Brainstorm ideas as a class & record responses in a table under the line headings. * Students choose an idea for each line to create their poem & word process it in a Word document. * Share poems. Encourage constructive criticism (explain). | **3D Interactive:** Gallipoli: The First Day | 3B:  \_\_/\_\_  3K:  \_\_/\_\_ |

**YEAR 4:** Indigenous ANZACs

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1**  **Learning Intention:** To deepen students understanding of ANZAC Day & the contribution made by Indigenous Australians in the military.   * View BTN ‘Indigenous Anzacs’. * Read through the transcript. * Discuss.  1. What is an ANZAC? 2. What did Jake’s great great Uncle Rufus have to do to become an Australian soldier? 3. How old was Rufus when he joined the war? 4. ‘Indigenous Australians weren’t even considered citizens of their own country.’ Discuss as a class what this statement means. What is your opinion on this issue? Give reasons to support your stance. 5. Approximately how may Indigenous Australian men were enlisted in the First World War? 6. How were Indigenous Australians treated by their fellow soldiers? 7. What did Donna discover when researching for her history project on Ngarrindjeri ANZACs? 8. How did Donna & Jake’s cousin Victor say goodbye to Rufus in a traditional way?  * Create a Popplet to summarise key points in the BTN video.   **Lessons 2 & 3**  **Learning Intention:** To conduct a profile study of the Indigenous Soldier-Captain Reginald Saunders (first Aboriginal Australian to be commissioned as an officer in the Australian army).   * Discuss what a biography is. * Using the websites: <http://www.awm.gov.au/people/302.asp> & <http://awm.gov.au/blog/2009/02/13/reginald-saunders/> & the text [Case Study-Reginald Saunders](file:///C:\Users\Karen\Documents\reginald%20saunders.pdf) students collect relevant information to create a bio cube. * Students use the following question to guide their research.  1. What Aboriginal group did Reginald Saunders come from? Can you find this group on an Indigenous Language map? <http://www.abc.net.au/indigenous/map/default.htm> 2. What people & stories inspired Reginald Saunders to join the army? 3. Why do you think Reginald Saunders wanted to serve Australia? 4. When was Captain Reginald Saunders enlisted to the army? 5. What were his skills & what was his role when he first enlisted to the army? 6. Describe how Captain Reginald Saunders is a role model for Indigenous & non-Indigenous Australians. | **Video:** BTN-Indigenous ANZACs    **Web2 Tool:** BioCube Creator | 4D:  \_\_/\_\_ |

**Stage 3:**

**English Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **A** | Speaking & Listening | **EN3-1A:** communicates effectively for a variety of audiences & purposes using increasingly challenging topics, ideas, issues & language forms & features | **Develop & apply contextual knowledge**   * understand that strategies for interaction become more complex & demanding as levels of formality & social distance increase (ACELA1516) **Critical and creative thinking**   **Understand & apply knowledge of language forms & features**   * use metalanguage to describe the effects of ideas, text structures & language features on particular audiences (ACELT1795) **Critical and creative thinking**   **Respond to & compose texts**   * plan, rehearse & deliver presentations, selecting & sequencing appropriate content & multimodal elements for defined audiences & purposes, making appropriate choices for modality & emphasis * participate in & contribute to discussion, clarifying & interrogating ideas, developing & supporting arguments, sharing & evaluating information, experiences & opinions (ACELY1709) Personal and social capability **Critical and creative thinking** |
| Writing & Representing | **EN3-2A:** composes, edits & presents well-structured texts | **Engage personally with texts**   * understand & appreciate the way texts are shaped through exploring a range of language forms & features & ideas * recognise & discuss issues related to the responsible use of digital communication Ethical understanding Information and communication technology capability   **Develop & apply contextual knowledge**   * explore & analyse the effectiveness of informative & persuasive devices in texts * understand & use the key elements of planning, composing, reviewing & publishing in order to meet the increasing demands of topic, audience & language   **Respond to & compose texts**   * compose texts that include sustained & effective use of persuasive devices * experiment with text structures & language features & their effects in creating literary texts, for example, using imagery, sentence variation, metaphor & word choice * compose increasingly complex print, visual, multimodal & digital texts, experimenting with language, design, layout & graphics Information and communication technology capability * use increasingly complex research data from print & digital sources to compose short & sustained texts Information and communication technology capability **Critical and creative thinking** * assess the reliability of resources, including digital resources, when researching topics **Critical and creative thinking** Information and communication technology capability |
| Reading & Viewing | **EN3-3A:** uses an integrated range of skills, strategies & knowledge to read, view & comprehend a wide range of texts in different media & technologies | **Develop & apply contextual knowledge**   * understand how texts vary in purpose, structure & topic as well as the degree of formality (ACELA1504) **Critical and creative thinking** * explain & justify the responsible use of digital technologies Information and communication technology capability Ethical understanding   **Understand & apply knowledge of language forms & features**   * analyse how text structures & language features work together to meet the purpose of a text (ACELY1711) **Critical and creative thinking** * identify the impact of first-person & third-person narration on the reader/viewer * recognise evaluative language including emotive language & modality   **Respond to, read & view texts**   * navigate & read texts for specific purposes applying appropriate text processing strategies, for example, predicting & confirming, monitoring meaning, skimming & scanning (ACELY1702) **Critical and creative thinking** * use comprehension strategies to interpret & analyse information & ideas, comparing content from a variety of textual sources including media & digital texts (ACELY1703, ACELY1713) **Critical and creative thinking** Information and communication technology capability |
| **B** | Responding & Composing | **EN3-5B:** discusses how language is used to achieve a widening range of purposes for a widening range of audiences & contexts | **Develop & apply contextual knowledge**   * identify & discuss how own texts have been structured to achieve their purpose   **Understand & apply knowledge of language forms & features**   * analyse strategies authors use to influence readers (ACELY1801) **Critical and creative thinking**   **Respond to & compose texts**   * compose more complex texts using a variety of forms appropriate to purpose & audience * recognise the techniques used by writers to position a reader & influence their point of view |
| Grammar, Punctuation & Vocabulary | **EN3-6B:** uses knowledge of sentence structure, grammar, punctuation & vocabulary to respond to & compose clear & cohesive texts in different media & technologies | **Develop & apply contextual knowledge**   * understand that language is structured to create meaning according to audience, purpose & context * understand that choices in grammar, punctuation & vocabulary contribute to the effectiveness of texts   **Understand & apply knowledge of language forms & features**   * identify & explain how choices in language, for example modality, emphasis, repetition & metaphor, influence personal response to different texts * understand how ideas can be expanded & sharpened through careful choice of verbs (ACELA1523) **Critical and creative thinking**   **Understand & apply knowledge of vocabulary**   * understand the use of vocabulary to express greater precision of meaning & know that words can have different meanings in different contexts (ACELA1512) * investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling & opinion (ACELA1525)   **Respond to & compose texts**   * select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive & colloquial, when composing texts |
| **C** | Thinking Imaginatively, Creatively, Interpretively & Critically | **EN3-7C:** thinks imaginatively, creatively, interpretively & critically about information & ideas & identifies connections between texts when responding to & composing texts | **Engage personally with texts**   * think critically about aspects of texts such as ideas & events   **Respond to & compose texts**   * adapt aspects of print or media texts to create new texts by thinking creatively & imaginatively about character, setting, narrative voice, dialogue & events**Critical and creative thinking** |
| **D** | Expressing Themselves | **EN3-8D:** identifies & considers how different viewpoints of their world, including aspects of culture are represented in texts | **Engage personally with texts**   * recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations & responses (ACELT1610) Intercultural understanding **Critical and creative thinking**Personal and social capability   **Develop & apply contextual knowledge**   * identify aspects of literary texts that convey details or information about particular social, cultural & historical contexts (ACELT1608) Intercultural understanding Personal and social capability**Critical and creative thinking**   **Respond to & compose texts**   * discuss & explore moral, ethical & social dilemmas encountered in texts **Critical and creative thinking** Ethical understanding |
| **E** | Reflecting on Learning | **ENe-12E:** demonstrates awareness of how to reflect on aspects of their own & others’ learning | **Respond to & compose texts**   * formulate questions for specific purposes, eg to clarify & reflect **Critical and creative thinking** * discuss & reflect on the roles & responsibilities when working as a member of a group & evaluate the benefits of working collaboratively with peers to achieve a goal |

**History Outcomes & Content**

|  |  |  |  |
| --- | --- | --- | --- |
| **OUTCOME** | **CONTENT** | **HISTORICAL CONCEPT**  Students demonstrate an understanding of: | **HISTORICAL SKILL**  Students: |
| **HT3-1:** describes & explains the significance of people, groups, places & events to the development of Australia  **HT3-5:** applies a variety of skills of historical inquiry & communication | **The contribution of individuals & groups, including Aboriginal people &/or Torres Strait Islanders & migrants, to the development of Australian society (ACHHK116)**   * using a range of sources, research & describe the contribution of Aboriginal & Torres Strait Islander peoples & other groups to Australian societyInformation and communication technology capability Civics and citizenship Literacy Aboriginal and Torres Strait Islander histories and cultures | **Cause & effect**   * some causes & effects of an historical event or development   **Perspectives**   * different points of view in the past & present   **Empathetic understanding**   * why behaviour & attitudes of people from the past may differ from those of today   **Significance**   * the importance of the contributions of individuals & groups of the times   **Contestability**   * historical events or issues may be interpreted differently by historians | **Comprehension: chronology, terms & concepts**   * respond, read & write to show understanding of historical matters * use historical terms & concepts   **Analysis & use of sources**   * locate information relevant to inquiry questions in a range of sources * compare information from a range of sources   **Perspectives & interpretations**   * identify different points of view in the past & present   **Empathetic understanding**   * explain why the behaviour & attitudes of people from the past may differ from today   **Research**   * identify & pose questions to inform an historical inquiry   **Explanation & communication**   * develop historical texts, particularly narratives & descriptions, which incorporate source material * use a range of communication forms |

**YEAR 5:** Enlist!

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1**  **Learning Intention:** To develop an understanding of what ‘propaganda’ means & identify propaganda used during WW1.   * Pose the question: What does the word propaganda mean? (Who can offer examples of when it was used, why & the outcome of the propaganda campaign.) Discuss the responses (What makes you think that? Where did you learn that from?) & explain any misconceptions (eg: definition of another word). * Direct students to access the Internet, search and record a definition of ‘propaganda’ in a Word document. * Share various definitions as a class group. What is similar/different about the definitions? Choose a part of the definition that you understand & explain to the class, in your own words, what it means. Provide an example. Choose part of the definition that you do not understand. Ask if any other student can provide you with an explanation of what it means. Provide an example. Direct students to ask questions of the teacher to explain/clarify parts of the definition that they do not understand. * Read the following definition to students (may have already been highlighted ☺)   **Propaganda** is the spreading of information in support of a cause. It’s not so important whether the information is true or false or if the cause is just or not — it’s all propaganda.  The word propaganda is often used in a negative sense, especially for politicians who make false claims to get elected or spread rumours to get their way. In fact, any campaign that is used to persuade can be called propaganda.   * Identify key words/phrases that encapsulate the meaning of ‘propaganda’  1. spread of information 2. support a cause (explain-idea) 3. true or false 4. just or not (explain-fair) 5. often used in a negative sense 6. **used to persuade**  * Have the children with hair other than blonde, eyes other than blue, stand & move to one side of the classroom. Speak to the blonde haired blue eyed students left & tell them that they are the chosen few that can continue to use the computers as they work the best. Ask the students standing: Is this just? Why/Why not? What is my cause? (getting the best students for computer class) Tell them that I’m going to do this for all my classes. (spread the word-blonde hair, blue eyed students are the best at computers) Is this true/false? Give me reasons. (criteria very narrow) Do you think this is a negative idea? Yes/No. What might be the effect of my decision? Persuade me why I should change my mind. * Ask the students: Do you think that propaganda such as ‘Blond hair, blue eyed people are better than all others.’ could happen? Provide a narration on how Hilter managed to convince a nation that this was acceptable. * Introduce the Australian enlistment posters from WW1. For each poster ask:  1. Is this propaganda? (use criteria set above to assist in identification; stress that the main purpose is to persuade) 2. What is the slogan trying to persuade you to do? 3. How do the images aid in persuading you? 4. How does the propaganda make you feel? (proud, willing, guilty, annoyed). Explain your answers & demonstrate the evidence in the poster that makes you feel this way.   **Lesson 2**  **Learning Intention:** To learn what the literary devices of pathos, ethos & logos are; identify which literary device(s) is/are used in each propaganda poster & how it/they is/are used **to persuade** an audience.   * Explain that we are going to learn about three powerful literary devices that assist in persuading an audience. * View the video. Discuss each literary device & how it is achieved :  1. Ethos: Ethical appeal (what is right)-Credibility: fair, knowledgeable, trustworthy, considerate 2. Logos: Logical appeal (makes sense)-Reasonable: thoughtful, good reasons, evidence 3. Pathos: Emotional appeal (emotions)-Feelings: positive feeling towards you=more likely to listen to your idea  * Record information for display. * Revisit the enlistment posters. Using displayed information, students identify which device(s) are used in each poster. Give evidence to support.   **Lesson 3**  **Learning Intention:** To create a propaganda poster to persuade an audience to **‘Remember the ANZACs’**   * Provide a narrative of who the ANZACs were, their achievements& sacrifices & what that means to us today. (able to live a life free from war, starvation, occupation…) Stress that life would have been very different if it weren’t for their efforts.   **Teacher Background Information:**  On the 25th of April 1915 the first wave of Anzac troops landed on the beach at Gallipoli. What followed was an eight and a half month long siege which ended in the defeat of the allied forces. At the end of the conflict 8,000 Australians had lost their lives with a further 18,000 wounded.  The Word Anzac stands for Australian and New Zealand Army Corps. The Anzac fighting force consisted of both Australian and New Zealand Armies and they served together in both World War One and World War Two.  The fighting in Gallipoli was particularly arduous and both sides suffered heavy casualties with very little land gained. The battles were often at close range and often were fought with bayonet and hand to hand combat. It was often the case that the Anzac soldiers would be ordered by their British commanding officers to go “over the top” of the trenches and storm the enemy trenches. Often these men would simply be cut down by heavy machine gun fire but yet the Anzacs refused to back down. This bravery displayed by the Anzac soldiers in face of such terrible hardship was what began the ideal of the Anzac spirit.  The landing at Gallipoli signified our first conflict as a nation since federation, which had only occurred fifteen years earlier. Australia was still a very young nation and was eager to prove itself on the world’s stage. The Anzac forces served in many areas of World War One. Many of the soldiers who survived the fighting in Gallipoli went on to serve on the Western front and in The Middle East.  Both Australia and New Zealand were relatively small nations by comparison but the losses afforded by both countries were staggering. For Australia; a population of fewer than five million, 416,809 men enlisted, of which over 60,000 were killed and 156,000 wounded, gassed, or taken prisoner. In World War One New Zealand had the highest causality rate of any nation that served with over 16,697 New Zealanders killed and 41,317 wounded during the war - a 58 percent casualty rate.  Again in World War Two the Anzac forces served again in many areas of the allied campaign. Again both nations suffered horrendous loses whilst serving the needs of other countries in helping to defend their homelands. The idea of the Anzac spirit was further forged. The Anzac forces were well regarded amongst both ally and enemy soldiers. The Anzac forces played a large role in the defeat of the German forces in North Africa and were the first to effectively halt the German Blitzkrieg. General Erwin Rommel commented on the Australian and New Zealand Soldiers saying, “If I had to take hell, I would use the Australians to take it and the New Zealanders to hold it”.  Anzac Day differs from many other countries in that we are commemorating the ultimate defeat of the Anzac forces at Gallipoli but to many this symbolises the importance of the Anzacs bravery to still fight even against overwhelming odds and the ideal of fighting for the man next to you.  Anzac day today is used to commemorate the sacrifice the men who volunteered to serve their country in the defense of others. It celebrates not only those that served in Gallipoli but all past and present Defence Force personnel. Australia commemorates Anzac day all across the country and overseas, through marches and dawn services which honour the sacrifices made by past and present serving men and women.  Sourced: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, http://www.australiancurriculum.edu.au/History/Curriculum/F-10 (Acknowledgement: Claudia Sannio & Leanne Williamson)   * Students create a propaganda poster (background, text, slogan, images) in a Word document incorporating one or more of the literary devices-ethos, pathos, logos. * On completion: students display their posters to the class & explain which literary device(s) they used & why. | **Video:** Ethos, Pathos, Logos | 5M:  \_\_/\_\_ |

**YEAR 6:** Our Local Boys

**Explicit Teaching Sequence**

|  |  |  |
| --- | --- | --- |
| **Learning Experiences** | **Resources** | **Register** |
| **Task:**  In groups of  **Lesson 1, 2 & 3**  **Learning Intention:** To introduce & explain the task.   * Ask students if they have ever visited the Shellharbour Memorial Statue? What does it commemorate? Do any of you have a personal connection to any of the men or women on the monument? If so, who & what do you know about them? * **Task:**  1. Form groups of 5-6 2. Scenario: Documents have been uncovered in a disused area of the National Archives and it is your responsibility to interpret information from the primary sources discovered to encapsulate the particular soldier’s life. It is expected that you will provide insight into the hardships, difficulties and minds of the soldiers and their families. 3. Choose a file folder: Archibald Cecil Oliver, Archie Rundle, Wentworth Lincoln East, Augustus Milton East, Charles Frederick Chopin (son of Shellharbour Public School principal) 4. Working collaboratively analyse the war records & record your information as a mindmap on the paper provided.   (NB: monitor development of the mindmaps to ensure students are recording detailed information. eg recorded-in hospital… when, where, duration, why, what does this tell you?-ie: duration illustrates how quickly men were sent back to the front after being wounded; confusion in reporting to families of status of their sons/daughters… Why was this? What effect would this have had on the families?) **Look at the evidence-see the facts-draw conclusions-develop empathy!**  **Lesson 4 & 5**  **Learning Intention:** To create a ‘Fakebook’ page to illustrate an understanding of ‘Who was this man’?   * Access Fakebook &using the information gathered from the war records develop a page. Include:  1. Biographical details (name, DOB, place of birth, family members, profile picture, friends) 2. Posts to detail where you are, what you are doing, who is with you, where you are going next (remember you will need to develop posts for the soldier & those that he converses with eg: family member/friend shipped back home wounded) 3. Posts as if you were a family member trying to retrieve your son’s belongings, medals or wanting information of his status. Don’t forget to add your soldier’s Captain, Lieutenant… to the friends.   (NB: monitor to ensure language is ‘of the day’ ie: no LOL OMG, correct punctuation/spelling; reiterate the expectation that the conversation ‘online’ will tell the story of your soldier) | **Web2Tool:** Fakebook | 6B:  \_\_/\_\_  6S:  \_\_/\_\_ |

**Assessment:**

|  |  |  |
| --- | --- | --- |
| **for Learning** | **as Learning** | **of Learning** |
| * anecdotal records * comments or notations * conversations * feedback | * peer assessment * questioning * skill practise * self-assessment * reviewing | * product marked against a set criteria-rubric * comprehension-oral/written |