

In Their Footsteps

**Recording the Histories of Military Personnel From the Korean and Vietnam Wars,
Afghanistan, Other Conflicts and/or Peacekeeping Missions.**

Applicable for use in AusVELS for Year 10 and Australian Curriculum: History – Year 10

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This Unit has twelve lessons taught over a four-week period.

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Aims and Objectives

Knowledge and Understanding/Skills

This unit aims to:

- create ongoing relationships between servicemen from Australia's Military History and the students of Alkira Secondary College
- create ongoing relationships between the older and younger generations
- share and record the rich histories of those older members of our community
- make Anzac Day a real and meaningful experience by honouring in the ceremony those men and women who have shared their stories and life experiences with our students.

Links

Throughout the Unit there are clear links to AusVELS Level 10 and to the Australian Curriculum: History – Year 10.



Course Overview

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
1	1	<p>Learning Activities</p> <ul style="list-style-type: none"> • Each student (or pair of students) will be given the name of a veteran or someone still serving in the military. • Each student will draft and then use this draft to write a formal letter of introduction to their veteran, which will be emailed to that veteran (for a quicker response). • Remember to proofread your letter before sending it to the veteran. • The letter of introduction will include the following information: <ul style="list-style-type: none"> – correct format including the details of the sender and recipient – introduce yourself in the first paragraph and explain why you are writing the letter – outline some personal details about yourself, the Year level you are in at school, your favourite subjects, a career goal and what you are studying at TAFE – include details about your family. • The letter of introduction will include some of the following information: <ul style="list-style-type: none"> – explain what you like to do when you are not at school – describe any interesting stories from your life or travels that you have been on – explain the details of any part-time jobs that you have – explain the types of questions that will be asked and ask your veteran the military service that he participated in – details of a date and time to meet for the interview. 	<p>AusVELS Level 10</p> <p>Economic Knowledge and Understanding</p> <ul style="list-style-type: none"> • They demonstrate skills required for moving from school to employment or further education. <p>ACARA Level 10</p> <p>English <i>Creating Texts (create)</i></p> <ul style="list-style-type: none"> • Use a range of software, including word processing programs, confidently and flexibly to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776) 	<ul style="list-style-type: none"> • Sample of a letter of introduction

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	2	<p>Learning Activities</p> <ul style="list-style-type: none"> • Research needs to be completed on the background of your veteran before it is possible to prepare for the interview. Each of the veterans that your students are researching may come from a different conflict or peacekeeping mission such as the Korean or Vietnam Wars or Afghanistan. • Students are to write their own questions that they will be investigating. • Examples of the areas for research to be included are listed below. The aim is for the research to be brief, as the veterans will be providing the rest of the information. <ul style="list-style-type: none"> – The background to the war/conflict/mission. – Australia’s involvement in the War: Why was Australia involved and when did this conflict occur? – How many Australian soldiers were involved? – What were the significant battles that Australians were involved in during that conflict? Such as the Battle of Long Tan. – The perception of what is happening from back at home. – What happened when the soldiers returned to Australia? – What was the numbers of casualties? Dead? Injured? • Explain your own definition for conscription. Was conscription involved in this conflict? 	<p>ACARA Level 10</p> <p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War • Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping <p>Historical Skills <i>Chronology, Terms and Concepts</i></p> <ul style="list-style-type: none"> • Evaluate and enhance these questions (ACHHS185) • Identify and locate relevant sources, using ICT and other methods (ACHHS186) • Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) 	
	3	<p>Learning Activities</p> <ul style="list-style-type: none"> • Students are to create their own timelines of ten significant dates in the conflict they are investigating. <ul style="list-style-type: none"> – This information needs to be researched, important dates identified and then listed in a table format. • Students will analyse why these selected events are important to Australia’s involvement in that conflict. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Chronology, terms and concepts</i></p> <ul style="list-style-type: none"> • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182) 	<ul style="list-style-type: none"> • Table to fill out of the timeline for 10 significant dates in the conflict

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
2	4 Guest Speaker – Journalist From the Local Paper	<p>Learning Activities</p> <ul style="list-style-type: none"> Each student is to take notes on the recommendations of the journalist for writing an article/biography. This will include the layout of the information and the types of questions to ask their veteran. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Historical Questions and Research</i></p> <ul style="list-style-type: none"> Evaluate and enhance these questions (ACHHS185) 	
	5 Writing Questions For Your Veteran	<p>Learning Activities</p> <ul style="list-style-type: none"> Each student will prepare twenty questions in total under the four sub-headings: <ul style="list-style-type: none"> Childhood Military Service Life After Military Service The Meaning of Anzac Day. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Historical Questions and Research</i></p> <ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184) 	<ul style="list-style-type: none"> The Questions – including a list of examples of questions
	6 Interviewing the Veterans	<p>Learning Activities</p> <ul style="list-style-type: none"> Each student will take their own notes on the answers to their questions. Students are encouraged to ask additional questions to clarify the answers that have been given. Copies of photographs and other visual information will be organised. 	<p>AusVels Level 10</p> <p>Civics and Citizenship <i>Community Engagement</i></p> <ul style="list-style-type: none"> They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community. 	

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
3	7	<p>Learning Activities</p> <ul style="list-style-type: none"> Students will be researching military records, veterans and for own sources of evidence, using the internet. <ul style="list-style-type: none"> Remember to record the page name, author, URL and date accessed for each site to be used in your bibliography. Complete a CAB MAPS Analysis Table on two of the sources, one of which the student needs to locate themselves. The other source can be from the veteran. Demonstrate to the students how to use the CAB MAPS technique on a source that you have found. 	<p>ACARA Level 10</p> <p>HISTORICAL SKILLS <i>Analysis and Use of Sources</i></p> <ul style="list-style-type: none"> Identify the origin, purpose and context of primary and secondary sources (ACHHS187) Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189) 	<ul style="list-style-type: none"> CAB MAPS analysis from page 28 www.htav.asn.au/sitebuilder/teachers/knowledge/asset/files/80/bookletteachingtakeaways_vce20thcentury_akula.pdf CAB MAPS Analysis Table
	8	<p>Learning Activities</p> <ul style="list-style-type: none"> Popular culture comparison of War Lyrics using three songs. <ul style="list-style-type: none"> Play each of the songs to the students. If time permits play the songs a second time using the YouTube clips with all the images. Get the students to describe how they feel at the end of each song. Create a mind-map and the feelings that each song evokes in the class. On this mind map try to explain why each song causes different feelings to be felt. Discuss if the images used on the film clips were appropriate. Why? Complete the War Lyrics Comparison Table. 	<p>ACARA Level 10</p> <p>Historical Knowledge and Understanding <i>Popular Culture 1945 – Present</i></p> <ul style="list-style-type: none"> Australia’s contribution to international popular culture (music, film, television, sport) (ACDSEH123) Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149) 	<ul style="list-style-type: none"> War Lyrics Comparison Table

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	9	<p>Learning Activities</p> <ul style="list-style-type: none"> • Writing the biographies (draft) <ul style="list-style-type: none"> – Remind students to use the information from the research completed in Week 1, Sessions 2 and 3 (background information and timeline) to assist the students with this task. • Include the seven sub-headings: <ul style="list-style-type: none"> – Explanation of the ‘In Their Footsteps’ project – Background to the conflict or peacekeeping mission of the veteran – Childhood – Military Service – Life After Military – Service – The Meaning of Anzac Day – Conclusion or what you have gained from completing this project. • Give your biography an inventive title. • Include images. These could be the ones used in Week 3, Session 1 for the CAB MAPS task. Photographs were taken during the interviews with the veterans and these can be used as well. Images from the internet can be used. For example, if your veteran mentioned being on the HMAS <i>Lonsdale</i>, then find an image on the internet. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Perspectives and Interpretations</i></p> <ul style="list-style-type: none"> • Identify and analyse the perspectives of people from the past (ACHHS190) • Identify and analyse different historical interpretations (including their own) (ACHHS191) 	<ul style="list-style-type: none"> • ‘In Their Footsteps’ Biography – There is a rubric for this whole project. However, negotiating the rubric with the class is recommended. The suggested rubric could be used as a basis for the negotiated rubric.

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
4	10	<p>Learning Activities</p> <ul style="list-style-type: none"> • Writing of the biographies (final copy) <ul style="list-style-type: none"> – Students are to bring in their own ‘In Their Footsteps’ Biography. – Each student is to proofread their own copy of the biography, highlighting any possible errors. – Each student will be given another student’s biography to proofread. Errors in the spelling and punctuation are to be highlighted. Any areas that lack clarity are also to be identified. – Complete the self-assessment of the ‘In Their Footsteps’ Biography Task. • Students are to write an invitation to their veteran to the ‘In Their Footsteps’ Presentation Ceremony and email it to them. The details of date, time, venue and a contact number need to be included. Allow the veterans to bring their own special guests as well. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Explanation and Communication</i></p> <ul style="list-style-type: none"> • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192) 	<ul style="list-style-type: none"> • Self Assessment of ‘In Their Footsteps’ Biography Task

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	11	<p>Learning Activities</p> <ul style="list-style-type: none"> • Creation of the speech and presentation <ul style="list-style-type: none"> – Watch some of the recommended YouTube Clips for tips on giving good presentations. • Creation of the speech and presentation <ul style="list-style-type: none"> – Students are reminded that the presentation of their veteran biography is only for a maximum of five minutes. – It is a summary of the highlights of their veteran’s life. Students are not to read out the entire biography. – Students should use as a plan their ‘In Their Footsteps’ Biography Task sheet. – Prepare five PowerPoint slides of images relevant to your veteran and only one or two lines of text. These images could be of places, things or photographs. – All the slides will be joined together for the ceremony. • Rehearsal of the ceremony will need to occur before the actual date so that the students are clear of the order of the ceremony. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Explanation and Communication</i></p> <ul style="list-style-type: none"> • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193) 	
	12	<p>Learning Activities</p> <ul style="list-style-type: none"> • Presentation Ceremony <ul style="list-style-type: none"> – The big day has finally arrived for the students and veterans. It should be an enjoyable and very rewarding day for all those involved. – Students should shake hands with their veteran at the end of their presentation and if booklets are available, the veteran should receive one then. – Each student should receive a certificate of participation in the ‘In Their Footsteps’ program. • Students should send a thank-you note to their veteran. 	<p>ACARA Level 10</p> <p>Historical Skills <i>Explanation and Communication</i></p> <ul style="list-style-type: none"> • Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193) 	

Resources List

Week	Lesson	Resources
1	1	<p><u>Prior to Lesson 1</u></p> <ul style="list-style-type: none"> You will need to contact the ex-service organisations in order to make this project possible. <p>Worksheets Sample of a Letter of Introduction.</p> <p>Websites The organisations that can be contacted are:</p> <ul style="list-style-type: none"> The local RSLs within your community. Your school may already have a contact in one of the local RSLs. www.rsl.org.au The Adopt an Ex-Service Organisation – this is through The Shrine of Remembrance in Melbourne. Basically you contact the Shrine of Remembrance, they arrange a meeting between your school and an ex-service organisation and so the relationship begins. www.shrine.org.au/Education/Adopt-an-Ex-Service-Organisation-Program The Vietnam Veterans Association of Australia. There are branches in all capital cities. I contacted the Vietnam Veterans Association of Victoria, Education Team who can be contacted at http://home.vicnet.net.au/~vvaeduc, although this link does not appear to exist any more. According to the State Directory, the VVAA Vic Education Team contact is Phil White OAM on 03 9544 7837 or 0412 592 915. They will also arrange for presentations to be made at your school. If you wish to involve veterans of the Korean War, a starting point would be at www.austkoreavets.asn.au. Local Aged-Care Facilities may have veterans among their residents who would be interested in sharing their military histories with your students.

Week	Lesson	Resources
	2-3	<p>Worksheets Table to fill out of the timeline for 10 significant dates in the conflict.</p> <p>Websites For all conflicts, a good starting point is the website for the Australian War Memorial, when can be searched on the 'Home' page www.awm.gov.au.</p> <p><i>Vietnam</i> http://vietnam-war.commemoration.gov.au www.anzacday.org.au/history/vietnam/overview.html Vietnam Veterans Association of Victoria, Education Presentation Team http://home.vicnet.net.au/~vvaeduc</p> <p><i>Korean War</i> http://korean-war.commemoration.gov.au</p> <p><i>Afghanistan</i> http://nautilus.org/publications/books/australian-forces-abroad/afghanistan/australia-in-afghanistan-quick-guide/#axzz2gdVMm5Rs www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/BN/2012-2013/AfghanistanFacts www.defence.gov.au/op/afghanistan/info/factsheet.htm www.defence2020.info/pdfs/studies_2011_3.pdf</p> <p><i>Internet Timeline</i> Vietnam War www.vvaa.org.au/calendar.htm Korean War www.anzacday.org.au/history/korea/austinvolv.html and http://korean-war.commemoration.gov.au/cold-war-crisis-in-korea/timeline.php Afghanistan www.sbs.com.au/news/article/2013/03/26/timeline-australian-troops-afghanistan</p>

Week	Lesson	Resources
2	4	<p>Prior to Lesson 4</p> <ul style="list-style-type: none"> Contact your local newspaper to arrange the visit from a journalist. In Victoria, this can be arranged at www.heraldsun.com.au/leader/contact for the Leader Newspaper group or the Star News Group at www.starnewsgroup.com.au/contact. For Australia, the following website is helpful as you just need to select the state that you are interested in and it alphabetically lists all the newspapers. The website is www.newspapers.com.au. <p>Websites On note-taking – useful tips and strategies. www.lc.unsw.edu.au/onlib/pdf/notetake.pdf</p>
	5–6	<p>Prior to Lesson 6</p> <ul style="list-style-type: none"> Organise for a morning tea. Explain to students how to be good hosts for a morning tea and assign each student a specific role. These were the roles that were assigned to my students: <ul style="list-style-type: none"> – meeting the veterans at reception and escorting them to the interviews – serving food – serving drinks – preparing and setting up the room for the interviews – with tables arranged with a few chairs around each – packing up the room – one student to make a speech welcoming the veterans and finally – one student to thank the veterans for their attendance. <p>Worksheets The Questions – including a list of examples of questions.</p>
3	7	<p>Worksheets CAB MAPS Analysis Table</p> <p>CAB MAPS Document www.htav.asn.au/sitebuilder/teachers/knowledge/asset/files/80/bookletteachingtakeaways_vce20thcentury_akula.pdf</p> <p>Websites Nominal Roll of Korean Veterans www.koreanroll.gov.au/search.aspx Nominal Roll of Vietnam Veterans www.vietnamroll.gov.au Causality list of those serving in Afghanistan www.theaustralian.com.au/news/gallery-e6frg6n6-1226500502860?page=1</p>

Week	Lesson	Resources
	8–9	<p>Worksheets War Lyrics Comparison Table 'In Their Footsteps' Biography</p> <p>Websites 'War' by Edwin Starr lyrics www.oldielyrics.com/lyrics/edwin_starr/war.html 'Khe Sanh' by Don Walker lyrics www.risa.co.uk/sla/song.php?songid=20169 'I was only 19' by John Schumann lyrics and film clip footage http://home.vicnet.net.au/~vvaeduc/content/song.html or http://songmeanings.com/songs/view/76869 www.youtube.com/watch?v=Urtiyp-G6jY</p> <p>Note: At this stage, if there is time, encourage the students to arrange to visit sites that were or are important to their veterans. Investigate the opening hours of the sites, how to travel to these locations, if there is any etiquette to follow there (e.g. at a local RSL) and what the student is going to do at the site (e.g. film or take photographs).</p>
4	10	<p>Worksheets Self Assessment of 'In Their Footsteps' Biography task</p>
	11–12	<p><u>Prior to Lesson 11</u></p> <ul style="list-style-type: none"> • Organise the date, time and venue for the presentation ceremony with your school. • Invite special guests to speak at the ceremony. Examples that I have used were the President of the Vietnam Veterans Association of Victoria, Education Team, the President of the Victorian Branch of RAEME, the school principal, local members of parliament and the local mayor. • Contact the local paper to also be present at your ceremony. • Plan the organisation of the room, programs for the ceremony, the morning tea, any decorations, the students who will be meeting the veterans at reception, the students who will prepare morning tea and the clean up after the ceremony. <p><u>Prior to Lesson 12</u></p> <ul style="list-style-type: none"> • The teacher and students need to work out the order for the ceremony. Group together members of the same organisation. • Select students who will be making additional speeches. There should be a master of ceremonies and one or two students who explain the 'In Their Footsteps' project. • All the PowerPoint slides need to be joined together before the ceremony. Students will need to rehearse together so that the order of the ceremony is clear to them. • Allocate roles to the students for the day of the ceremony. Students will then know what is required from them on the day.

Week	Lesson	Resources
		<p>Worksheets Assessment Rubric titled ‘In Their Footsteps’ Rubric</p> <p>Websites <i>Oral Presentations</i> Detailed list of strategies for making oral presentations www.youtube.com/watch?v=gSz8PEfisPI Rostrum Victoria (an organisation that encourages public speaking in students) www.rostrum.com.au/vic/voy/2012QuickTipsforPublicSpeaking.pdf and www.rostrum.com.au/voy/2012TipsforParticipants.pdf If you wish arrange public speaking workshops with your students (for a price) then they can be arranged www.superspeak.com.au/for-schools.</p> <p>Steve Francis’s Tips www.youtube.com/watch?v=dQDYJ0CZ1i8&list=PL7A67AB457742A4BD Debbie Carrs’s Tips www.youtube.com/watch?v=gSz8PEfisPI Tom Kenny’s Tips www.youtube.com/watch?v=gdavzLSDxFg. Steve Job’s Tips www.youtube.com/watch?v=RHX-xnP_G5s</p> <p><u>Prior to the Ceremony</u></p> <ul style="list-style-type: none"> • Teachers to organise certificates to be handed out to all students who participated in the ‘In Their Footsteps’ program. • Print out the booklets of all the biographies, if this is financially possible. • Print out programs for the ceremony. • Remind students to their roles for the ceremony (e.g. set up, handing out brochures, serving food etc.). <p><u>After the Ceremony</u></p> <ul style="list-style-type: none"> • A thank-you letter to be sent to all veterans. • If students would like to support out troops who are currently serving overseas, then an email can be sent to: supportthetroops@defence.gov.au.

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Teaching Materials

Example Letter to a Veteran

Your Postal Address

Date (in full)

Their Name, Title
Address

The Salutation (Dear Mr, Miss or Mrs),

Paragraph 1: Introduce your name and the school that you are from. Explain why you are writing to them and the details of the project.

Paragraph 2: Share some information about yourself. This includes your interests, the sports that you play or like, your family and pets, goals for the future, any part time work that you do, subjects you like at school and anything else that you want to share.

Paragraph 3: Provide details of a time and place for the interview to take place.

Paragraph 4: Questions. Explain the types of questions that you will be asking in the interview.

Paragraph 5: Thank the veteran for participating in this project and for the opportunity to interview them and write their biography. Remember to include your contact information such as the phone number for the school and your email address for any correspondence.

Close (Yours faithfully or yours sincerely),

Your Name (In a formal letter always leave a space between the closing salutation and your name. If this letter is being posted, then remember to sign your letter in the space between the salutation and your name.)

Timeline of 10 Significant Dates in the Conflict

	Date	What happened?	Why this event was important to the conflict?	Why this event was important for Australia?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

BIBLIOGRAPHY: _____

Biography Questions

Your biography is about the life of a military veteran. You need to have a total of at least twenty questions, which you will write down the answers to during your interview with the veteran. These questions need to be under the following sub-headings:

- Childhood
- Military Service
- Life after their Military Service
- The meaning of Anzac Day.

Examples of some of the questions are listed below:

Childhood

- When and where were you born?
- Tell me about your parents
- Where did you live and what was it like there?
- Where you educated and what was the highest educational level you achieved?
- What were some memorable events from your childhood?
- What did you do to have fun?
- Was there a key event in your childhood that shaped your outlook on life?
- Did you have a sweetheart?

Life After Military Service

- What was it like after the war?
- What are your first memories of going home?
- What work did you do after the war? How did your career develop after that?
- Did you marry and have children?
- Do you belong to any veteran's organizations or associations?
- Do you go to any reunions?
- Are you known for anything else?
- Have you retired?

Military Service

- When did your career begin?
- Did you enlist or were you drafted?
- What do you remember about your first days in the military?
- Did you go to war and if so where did you go?
- What were you doing during the war?
- What do you remember about the other people that you served with?
- Were you awarded any medals or citations?
- What was your everyday life like during your service in the military?
- What was your greatest achievement during your time with the military?

The Meaning of Anzac Day

- What does Anzac Day mean to you?
- What do you do on Anzac Day?
- What words would you use to describe the Anzac Legend?

CAB MAPS Analysis

Location of Source (URL)	Source 1	Source 2
Context		
Author		
Bias		
Message		
Audience		
Purpose		
Significance		

War Lyrics

Name of Song	'War'	'Khe Sanh'	'I was only 19'
Name of author and any details about this author	Written by: Norman Whitfield and Barrett Strong Recorded by: Edwin Starr Other information about the writer:	Written by: Recorded by: Other information about the writer:	Written by: Recorded by: Other information about the writer:
Use of imagery in lyrics	1) 2) 3)	1) 2) 3)	1) 2) 3)
Mood of song			
Historic references in song lyrics	1) 2) 3)	1) 2) 3)	1) 2) 3)
How does the song make you feel? (Use at least five different adjectives for each song)	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)	1) 2) 3) 4) 5)

'In Their Footsteps' Biography

Use the information from your research and from the interview with your veteran to write the veterans biography.

Word Total

1,000 words. This can be divided up between the seven sub-headings. However, remember to cover all of the sub-headings.

Title

Remember to give a title to this biography. Be inventive and don't just use the veteran's name.

Bibliography

Include a bibliography of the resources that you used to help you. Include the URL details for any images used.

Images

Use images with your work. Your veteran may have some to give you. These can include the photographs taken during the interviews.

A plan for your biography would be:

- Explanation of the 'In Their Footsteps' project. Include the details of:
 - Who was involved in the project
 - Where it occurred
 - How the information has been collected
 - Why you are doing this project
- Background to the conflict or peacekeeping mission
- Childhood
- Military Service
- Life after Military Service
- The Meaning of Anzac Day
- Conclusion – What you have gained from meeting, interviewing and corresponding with your veteran.

'In Their Footsteps' Presentation

Use the information from your research and finished biography to create a two-minute speech of your veteran's life. Create five PowerPoint slides that explain the important moments in the life of your veteran. The PowerPoint slides should include only one line of text and some images.

- Introduce yourself and your veteran.
- Childhood
 - Where born, details of parents and siblings, where educated and any stories that you have found out.
- Military Service
 - Details of the military service, service number, rank, awards/medals received and any other information that you have.
- Life After Military Service
 - Career, marriage, children and what Anzac Day now means to them, as a result of their service.
- Conclusion
 - Explaining what you (the student) have gained from meeting and writing the biography of their veteran. Thanking the veteran and audience for listening.

Self-Assessment of 'In Their Footsteps' Biography Task

Student name:	Class:
Teacher:	Veteran's name:
<p>State three positive outcomes of completing this biography:</p> <p>1)</p> <p>2)</p> <p>3)</p>	
<p>State three things that could be improved on in your biography:</p> <p>1)</p> <p>2)</p> <p>3)</p>	
<p>Imagine that you are the teacher assessing this task. Suggest an assessment level and provide reasons why you would give that level.</p>	
<p>What suggestions might a teacher make about improving this biography.</p>	
<p>What problems did you face in completing this task? Were you able to overcome these problems? If so, explain how.</p>	
<p>What recommendations would you give to other students if they were about to start this task?</p>	

Student Checklist

Tasks	Comments	Completed	Result
Written a letter of introduction to the veteran			
Research of background to conflict of veteran			
Timeline of 10 significant events for conflict			
Notes from the presentation by the journalist			
Questions for the veteran interview			
Notes from the veteran interview			
CAB MAPS Analysis Table			
War Lyrics Comparison Table			
'In Their Footsteps' Biography – Draft			
'In Their Footsteps' Biography – Final copy including Bibliography			
Self-assessment of 'In Their Footsteps' Biography task			
Presentation Slides and Speech			
Presentation in Ceremony			

'In Their Footsteps' Project Rubric

	Excellent (Above Level 10)	Good (At Level 10)	Satisfactory (Progressing to Level 10)	Unsatisfactory (Below Level 10)	Not Shown (0)
<p>Historical Knowledge and Understanding</p> <ul style="list-style-type: none"> • Australia's involvement in Cold War and post-Cold War conflicts • Popular Culture 1945–Present • Key concepts <ul style="list-style-type: none"> – Evidence – Continuity and change – Cause and effect – Perspectives – Empathy – Significance 	Comprehensive subject knowledge demonstrated through the written biography and presentation. Extensive demonstration of key concepts in written biography. Ability to use CAB MAPS to analyse two relevant sources in detail.	A thorough knowledge of the subject demonstrated through the written biography and presentation. Demonstration of all of the key concepts in written biography. Ability to use CAB MAPS to analyse two sources.	Knowledge of the subject is demonstrated. Demonstration of at least four of the key concepts in written biography. An attempt has been made to use CAB MAPS to analyse two sources.	There is a lack of understanding or confusion relating to the subject. Demonstration of less than three key concepts in the written biography. CAB MAPS analysis is incomplete or only completed on one source.	No understanding of the subject has been shown. No CAB MAPS analysis completed.
<p>Historical Skills</p> <ul style="list-style-type: none"> • Chronology terms and concepts • Historical questions and research • Analysis and use of sources • Perspectives and interpretations • Explanation and communication 	Student has developed a broad range of more than twenty research questions to guide their inquiry, under the required sub-headings. They have used a variety of resources including those from the veteran, media and online with differing interpretations and used carefully selected evidence to construct the biography.	Student has developed a range of twenty or more research questions, under the required sub-headings. They have used a number of resources to answer these questions and used appropriate evidence to construct the biography.	Student has developed twenty research questions under the required sub-headings. They have used some resources to answer these questions and evidence in their biography.	Student has developed less than the required twenty research questions. The required sub-headings were not always used when writing the questions. The evidence used is not appropriate to the biography.	The twenty research questions were not written. The required sub-headings were not used to create the questions.

	Excellent (Above Level 10)	Good (At Level 10)	Satisfactory (Progressing to Level 10)	Unsatisfactory (Below Level 10)	Not Shown (0)
Presentation	A high standard in the organisation and layout of the work. Prepared speech and slides with appropriate images for presentation. Clearly spoken, easy to understand, no reading of speech and at appropriate volume.	A competent standard in the layout of the work. Use of relevant images. Speech and slides prepared for the presentation. Clearly spoken, occasionally reads speech and consistently easy to understand.	Understands how work should be organised. Some relevant images used. Speech and slides prepared for the presentation. Clearly spoken and somewhat easy to understand. Some reading from speech or palm cards.	Work is hard to follow. Images are not relevant or not enough images are used. Lack of organisation in the prepared speech and/or slides for the presentation. Sometimes hard to hear. No eye contact made in presentation and presentation between one and two minutes.	Work is hard to follow and read. No prepared speech and/or slides for the presentation. Presentation hard to hear and understand. Presentation brief, less than one minute and no eye contact made.
Tasks	Student has demonstrated a very high level of planning, preparation and innovation in their project. Inclusion of a number of appropriate images and used effective title. Extensive bibliography used with at least ten resources and text referencing.	Student has demonstrated a high level of planning, preparation and creativity in their project. Inclusion of some images and own title. Bibliography in the correct format included with six to nine resources.	Student has demonstrated some planning, preparation and creativity. Inclusion of images and title. Bibliography present but only includes some of the required information or only four to five resources used.	Little evidence of planning and preparation in their project. Lack of understanding of how the tasks should be presented. Bibliography includes only the URL information or less than four resources.	Minimal preparation in their project. Tasks have not been fully completed. No bibliography.
Structure	No errors in spelling and/or grammar of the written component. Evidence that proofreading and editing has consistently occurred.	Less than three errors in spelling and/or grammar of the written component. Evidence that proofreading usually occurred.	Between three to five errors in spelling and/or grammar of the written component. Evidence that proofreading sometimes occurred.	There are six or more errors in the written component. Little evidence that proofreading and revising has occurred.	Student has not used own words and has not shown an understanding of what is required. No proofreading has occurred.

	Excellent (Above Level 10)	Good (At Level 10)	Satisfactory (Progressing to Level 10)	Unsatisfactory (Below Level 10)	Not Shown (0)
Personal Goals	Work fully completed and submitted before the due date. Checklist fully completed with comments.	Work fully completed and submitted on the due date. Checklist fully completed with some comments.	Work fully completed and submitted after the due date but less than one week late. Checklist completed with little or no comments.	Work submitted one to two weeks after the due date. Checklist partially completed.	Work submitted two weeks after the due date or not submitted at all. Checklist not completed.

Comments

