

Who is That Soldier in the Car Park?

Applicable for use in Australian Curriculum: History – Year 2 and 3

Written by Jane Bantham

Our Lady of the Rosary School, Kenmore, Queensland

**This Unit has twelve lessons taught over a four-week period.
There are three lessons in the first two weeks and two lessons in Week 3 and 4.**

Table of Contents

AIMS AND OBJECTIVES	4
COURSE OVERVIEW	5
RESOURCES LIST	11

Aims and Objectives

Knowledge and Understanding/Skills

Students will:

- investigate the history of the local war memorial to determine what it reveals about the past ([ACHHK044](#))
- reflect on the importance today of a local war memorial as an historical site of cultural significance ([ACHHK045](#))
- distinguish between the past and present as they explore a photographs and other sources about the past ([ACHHS048](#)) ([ACHHS050](#))
- identify and compare changes in features of the memorial and local area ([ACHHS051](#))
- use digital technologies to communicate findings about the history of the memorial ([ACHHS054](#)).

Links

Throughout the Unit there are clear links to the Australian Curriculum: History.

Course Overview

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
1 Engage	1 <i>Only a Donkey</i>	<p>Learning Activities</p> <ul style="list-style-type: none"> Read <i>Only a Donkey</i> by Celeste Walters and Patricia Mullins. Use these questions to guide discussion about the text: <ul style="list-style-type: none"> What was the magic the donkey found? What was the real magic that the bull discovered? Why do you think Celeste Walters wrote this story? Is it information or story? Look at the illustrations. Which part is information (photo) and which part is story (creative painting)? How has Patricia Mullins created this artwork? Read the factual information at the back of the book. Briefly discuss the difference between the factual and imaginative parts of this book. Activate student curiosity about the local area memorial through questioning: <ul style="list-style-type: none"> Is there a statue like this in our local area? Where is it? What is on the statue? Contact parents and let them know that the class will be doing a study about the local war memorial. Encourage them to point out the local memorial to the students or to visit the memorial so that children will be able to relate to future class discussions. 	<ul style="list-style-type: none"> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463) 	
	2 We Remember	<p>Learning Activities</p> <ul style="list-style-type: none"> Read the big book, <i>We Remember – Remembering Charlie Cooper</i> by the Department of Veteran’s Affairs. Use the following questions to guide discussion about the text: <ul style="list-style-type: none"> Why do you think the children recognised some of the names on the statue? Why would Lucy think the soldier looks so sad? Why would the Grandmother be a good source of information? Why are the medal and diary so special? 	<ul style="list-style-type: none"> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) 	

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	<p>3 KWL</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Show students a photograph of the local war memorial. • Ask the students to suggest some “facts” that they might know about the local war memorial. Ask them what they might like to find out about the memorial. • Have students write their own questions and thoughts about the Anzac story and the local memorial onto post-its. • Collate the ideas and transfer to a chart, collaboratively sorting the ideas into facts (K – Things we think we know) and questions (W – Things we want to find out). • Prompt students to ask deeper questions or a broader range of questions if necessary. <ul style="list-style-type: none"> – Where is the memorial? – When was it built? – Who built it? – How did they pay for it? – Why do you think this particular memorial was chosen? – What events are commemorated on the memorial? • Prompt students to use the source of information (photos of the statue) to make observations. • Display the things students think they know and what they would like to find out on a KWL Chart. 	<ul style="list-style-type: none"> • Pose questions about the past using sources provided (ACHHS049) 	<ul style="list-style-type: none"> • Post-its may be used for assessment of students’ ability to pose questions (ACHHS049) 
<p>2 Explore</p>	<p>4 The Light Horsemen</p>	<p>Learning Activities</p> <p>Note: The soldier depicted on the local war memorial in my area is a Light Horseman. This activity should be adapted to suit the local war memorial for the class.</p> <ul style="list-style-type: none"> • Present a simple text about Light Horsemen. After reading, elicit information from students. <ul style="list-style-type: none"> – Who were they? – Why did they wear feathers in their slouch hats? – Why might men from our local area have joined the Light Horsemen? • Add new ideas to the KWL chart. 	<ul style="list-style-type: none"> • Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions (ACELY1666) • The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) 	

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	5 Our Local War Memorial in Pictures	<p>Learning Activities</p> <ul style="list-style-type: none"> Share a teacher-created picture story or slideshow to tell some of the history of the local war memorial. Encourage students to look closely at the images to notice changes that may have occurred over time, either to the memorial itself, or its surroundings. If possible, have students view the images on an iPad or similar device so they can look closely at each image. Discuss changes that students may have noticed. Encourage students to pose questions that might be inspired by this new information. Model this practice if necessary. Add ideas to the KWL chart. 	<ul style="list-style-type: none"> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) Explore a range of sources about the past (ACHHS050) Identify and compare features of objects from the past and present (ACHHS051) 	
	6 Symbols of Anzac Day	<p>Learning Activities</p> <ul style="list-style-type: none"> Engage students in various craft, reading and viewing activities that introduce students to symbols such as the slouch hat, poppy, wreath, rising sun, "Lest we forget", rosemary, Anzac biscuits, last post, etc. Select activities that are pertinent to the local war memorial and local history. (See resources for suggested activities) Add any new information discovered by students to the KWL. 	<ul style="list-style-type: none"> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) Explore a range of sources about the past (ACHHS050) 	
3 Explain	7 War Memorial Q&A	<p>Learning Activities</p> <ul style="list-style-type: none"> Assign students to small groups or partners and distribute Q&A sheets with mixed up responses. Ask students how they might tell if a sentence is a question or a statement. Encourage students to match the questions and answers based on what they have learnt about the local war memorial. This activity can be differentiated for different learners by having different numbers of questions and answers for different groups or by having simpler or more difficult questions for different groups. 	<ul style="list-style-type: none"> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) Pose questions about the past using sources provided (ACHHS049) 	<ul style="list-style-type: none"> Can the students distinguish between questions and statements? Can the students correctly match the question to the answer?

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	<p style="text-align: center;">8 Concept Map</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Create a concept map that shows the students' growing knowledge and understanding of the local memorial and its significance to the local community. • Encourage students to include facts, observations and ideas about the local war memorial. 	<ul style="list-style-type: none"> • The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) • The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) • Identify and compare features of objects from the past and present (ACHHS051) • Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054) 	<ul style="list-style-type: none"> • Has the student made accurate observations of the memorial? • Has the student made links between the evidence of the statue and the stories of the past? • Has the student identified the significance of the memorial for the community today? • Has the student noted any changes from the past to present? • <i>Criteria Sheet: Concept Map</i>
<p style="text-align: center;">4 Elaborate</p>	<p style="text-align: center;">9 The Digger's Story</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Use a writing scaffold to assist students to tell a simple story that reflects the importance of remembering stories from the past from the point of view of the digger atop the local war memorial, based on the text <i>Only a Donkey</i> by Celeste Walters and Patricia Mullins. • Provide students with a worksheet with partial sentences. Use a projector to present the slides that show options for students to select and write. • Encourage confident writers or students with a strong interest in history to include their own ideas. 	<ul style="list-style-type: none"> • Explore a point of view (ACHHS052) • Develop a narrative about the past (ACHHS053) 	<ul style="list-style-type: none"> • Has the student reflected on what life might have been like for the soldier or the soldier's family? • Has the student included accurate details about the past? • <i>Criteria Sheet: Digger's Story</i>

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	<p>10</p> <p>Our Memorial: Artwork based on Patricia Mullin's Illustrations</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> Revisit the illustrations by Patricia Mullins in <i>Only a Donkey</i>. Provide students with a black and white image of the war memorial and allow them to use crayon and watercolour to depict the surrounds at a particular time (e.g. when it was first erected, at an early Anzac memorial, during the 1960s, or the present). Ask questions of the students about the features they have depicted that show the changes in the local area from past to present. 	<ul style="list-style-type: none"> Distinguish between the past, present and future (ACHHS048) Identify and compare features of objects from the past and present (ACHHS051) Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054) 	<ul style="list-style-type: none"> Has the student included details that demonstrate an understanding of what the memorial looked like at a particular time? Can the student use language to distinguish between past and present? Can the student identify features that have changed from past to present? <i>Criteria Sheet: Our Memorial</i>
<p>5</p> <p>Evaluate</p>	<p>11</p> <p>Then to Now</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> Use a multimedia application (e.g. PowerPoint or SonicPics) to allow students to create a simple audio-visual timeline by sequencing a number of photographs of the local memorial and record their thinking about significant changes. Provide a selection of photographs and encourage students to use at least three or four photographs and to include as many details as they can in their oral description. 	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS047) Distinguish between the past, present and future (ACHHS048) Identify and compare features of objects from the past and present (ACHHS051) Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054) 	<ul style="list-style-type: none"> Has the student correctly sequenced the chosen images? Has the child used oral language to distinguish between the past and present? Has the child noted differences in the features of the memorial (or its location and surroundings) from the past and present? Has the child successfully combined images and audio to create a timeline presentation? <i>Criteria Sheet: Then to Now</i>

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	<p>12</p> <p>Who is The Soldier in the Car Park?</p>	<p>Learning Activities</p> <ul style="list-style-type: none"> • Revisit the KWL chart with the students and determine if they have answered their questions and what other information they discovered along the journey. • If possible, organise for the students to present their findings (particularly their audio-visual presentation, but also their story, artworks, craft and concept maps) to an audience, for example the principal, parents or a buddy class. • Alternatively, co-construct a brief written report about the history and significance of the local war memorial to be published in the school newsletter or local media. 	<ul style="list-style-type: none"> • The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) • The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) 	

Resources List

Week	Lesson	Resources
1	1	<p>Books Walters, C. & P. Mullins (2008). <i>Only a donkey</i>. Melbourne: Puffin Books.</p> <p>Websites Teacher's guide to <i>Only a Donkey</i> http://www1.curriculum.edu.au/rel/history/book.php?catrelid=1862</p>
	2	<p>Books Hattensen, S. & N. Sanadze (2001). <i>We Remember</i>. Woden, ACT: Department of Veterans' Affairs.</p> <p>Websites Teacher's guide to <i>We Remember</i> http://www.dva.gov.au/commems_oawg/commemorations/education/Documents/we_remember.pdf</p>
2	3	<p>Publications The Lighthorsemen (A PDF file can be read in iBooks on an iPad to make a "reader" or projected on a screen to be a "big book")</p>
	4	<p>Publications The Kenmore War Memorial The Soldier in the Carpark (These are samples of teacher created PDF books about a local war memorial. Similar resources can be created in Microsoft PowerPoint and saved as PDF files)</p>
3	5	<p>Websites Potato print poppy activity http://thelcurve.blogspot.com.au/2012/04/anzac-day-poppy-potato-prints.html Anzac Biscuit Science and English activities http://thelcurve.blogspot.com.au/2012/04/anzac-biscuit-science-and-english.html Slouch hat craft template http://thelcurve.blogspot.com.au/2012/04/lest-we-forget.html Anzac Day Poem English activity http://thelcurve.blogspot.com.au/2012/04/anzac-poem.html</p>

Week	Lesson	Resources
	6	<p>Publications War Memorial Q&A (This document is a sample only. Teachers will need to write questions and answers that are relevant to their local area and also mix up the responses so students can sort them.)</p>
4	7	<p>Publications Criteria Sheet: Concept map</p>
	8	<p>Publications Digger's Story writing scaffold Digger's Story presentation (The presentation can be presented to the whole class using a projector. To differentiate for faster and slower writers or children with eyesight difficulties, iPads or laptops could be used with individuals or pairs to present the text) Criteria Sheet: Digger's Story</p>
5	9	<p>Books Walters, C. & P. Mullins (2008). <i>Only a donkey</i>. Melbourne: Puffin Books.</p> <p>Publications Criteria Sheet: Our Memorial</p> <p>Websites Teacher's guide to <i>Only a Donkey</i> http://www1.curriculum.edu.au/rel/history/book.php?catrelid=1862</p>
	10	<p>Publications Criteria Sheet: Then to Now</p>