HERE THEY COME
A day to remember

Learning activities
Here they come: A day to remember

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Introduction

*Here they come: A day to remember* is published by the Department of Veterans’ Affairs (DVA) for students in Australian primary schools.

In the large-format picture book, different members of a community attend an Anzac Day ceremony and reflect on what the day means to them. The book highlights a range of perspectives possibly found in Australian communities towards the concept of commemoration. Anzac Day will mean different things to different communities and individuals, and this book does not intend to cover all of them. It is intended to simply present a range of views and experiences which represent a snapshot of Australian life.

*Here they come: A day to remember* is a valuable resource for developing knowledge, understanding and skills for primary students in the Australian Curriculum: Humanities and Social Sciences and in the *General capability* area of Literacy. It is aligned specifically to the curriculum for Foundation, Year 2 and Year 3, but can be modified by teachers for any primary year level. It can also be used to support teachers in their learning activities leading up to the commemoration of Anzac Day or Remembrance Day in schools and communities. While communities may commemorate these significant days in different ways, some of the common elements of commemoration which have become a traditional part of these ceremonies are explored within the book.

**The Australian Curriculum**

**Humanities and Social Sciences**

**Foundation Year**

**Inquiry Questions:**

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

**Knowledge and Understanding:**

How they, their families and friends commemorate past events that are important to them (ACHASSK012)

The reasons why some places are special to people, and how they can be looked after (ACHASSK017)
Learning activities

Year 2

Inquiry Questions:
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?

Knowledge and Understanding:
The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)
The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)

Year 3

Inquiry Questions:
What is the nature of the contribution made by different groups and individuals in the community?
How and why do people choose to remember significant events of the past?

Knowledge and Understanding:
How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems. (ACHASSK064)

Using the publication
The activities included in this booklet aim to assist you in teaching students to understand and appreciate the concept of commemoration and to broaden their knowledge of Australia’s wartime experiences. By exploring a range of possible perspectives, students will come to understand why many people choose to commemorate, why Anzac Day is a day of national significance and why it is important to remember the impact of the war on Australian communities. Here they come: A day to remember also provides the opportunity for students to identify the common symbols of commemoration and reflect on the significance of memorials in our communities.

Key concepts in the text include: commemoration, identity and diversity, citizenship and civic participation, community values, connections to the past, symbols, service and sacrifice.

There are a number of inquiry questions that teachers can use to explore the concepts in the resource:

Why do people commemorate events of the past?
Why is commemoration important?
What can we learn by remembering the past?
Sensitivity

*Here they come: A day to remember* raises issues in relation to war and conflict including loss, sadness and death. Discussion of these themes may be distressing to some students, particularly those who have experience of war zones or with family members currently serving overseas. Teachers are advised to be sensitive to the perspectives and emotions of all students while working with these materials.

Historical background on Anzac Day

During the First World War, more than 300,000 Australians volunteered to serve overseas, with some 60,000 losing their lives. The Australian Imperial Force (AIF) began its first campaign on the Gallipoli peninsula on 25 April 1915. Since then, this anniversary has been commemorated each year as Anzac Day. Many now see Anzac Day as Australia’s national day of commemoration.

The first Anzac Day was commemorated in 1916. The troops serving overseas observed it in various ways, and in London large crowds watched 2,000 Australians and New Zealanders march to Westminster Abbey. In Australia there was strong support for the day, with between 60,000 and 100,000 people gathering at the Domain in Sydney for a service.

The way in which Anzac Day has been commemorated has changed over the years. During the First World War, church services, recruiting rallies and fund raising events dominated the day. Once the war ended, the day became one of reflection. Some people believed the day should focus on mourning and remembering loved ones who had not returned, while others thought that it should be a celebration of Australia’s contribution to the Allied victory. In 1927, legislation was passed in every state to make Anzac Day a public holiday. Since then the day has been observed in different ways by different members of the community. At the national level, it has become a day for remembering the Australian men and women who have served in wars and conflicts during the last century.
Classroom activities

The classroom activities below are appropriate for various levels of schooling. It is suggested you select and adapt activities to meet your teaching objectives and the needs of your students.

Setting the scene

1. Invite your students to look carefully at the front cover of *Here they come: A day to remember* and predict what the book might be about. Challenge them to justify their predictions.

2. Invite your students to reflect on their own experiences of Anzac Day by asking questions such as: Have you been to an Anzac Day commemorative ceremony? Why did you go? Who did you go with? What did you see? How did you feel?

3. What other books about Anzac Day have your students read? How do they think this one will be different? How might it be similar?

Exploring the text

1. When exploring each spread in the book, you might use the following questions:
   - Who is the main character on this page?
   - What are they doing?
   - Why are they at an Anzac Day ceremony?
   - What are they thinking?
   - How do they feel?

2. *Here they come: A day to remember* portrays different perspectives about Anzac Day. Ask your students to complete the Many points of view activity sheet, where they consider the perspective of each character in the story.

3. As a class, explore the difference between ‘celebration’ and ‘commemoration’.

   For example:

   When we *commemorate*, we remember someone who has died or something important from the past. On Anzac Day we commemorate all those people who have served and died. There are many things (symbols) that help us to remember.

   When we *celebrate* we do something special for a happy occasion. Each year you celebrate your birthday. There are many symbols that help us to celebrate something special.

   What are some examples of things we commemorate and things we celebrate? Why is Anzac Day a commemoration rather than a celebration? Why is this difference important?

   As a class, in small groups, or individually complete the Commemoration and Celebration activity sheet. Students will name and/or draw objects or symbols related to commemorations and celebrations.

4. As a class, discuss the idea of commemoration and complete a looks like ... feels like ... sounds like ... Y-chart.

5. Ask your students to complete the Symbols of Commemoration activity sheet. Students match the symbols of commemoration to the correct description. All of the symbols of commemoration listed appear in the book.

6. Ask your students to reflect on the visual elements of the text with the following questions: What aspects of the pictures do you like? Why do you think the book’s creators chose to use both illustrations and photos? How do you to know that each spread is about a different person?
7. Create a wreath using the written names of symbols of commemoration found in the book. Brainstorm words under the following headings, and then write them on cut out paper flowers. Use the flowers to create a wreath.

<table>
<thead>
<tr>
<th>Characters</th>
<th>Objects / Symbols</th>
<th>Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eg veteran</td>
<td>wreath</td>
<td>sadness</td>
</tr>
<tr>
<td>band</td>
<td>poppy</td>
<td>pride</td>
</tr>
</tbody>
</table>

**Extension activities**

1. Identify and visit war memorials in your school and community. The DVA *Remembering Them* App may be useful for your planning.

2. Some of the photographs included in the illustrations of *Here they come: A day to remember* show wartime memorabilia. Ask your students if they have any wartime memorabilia that they can share with the class.

3. Invite your students to research the history of Anzac Day and discuss why it is still significant for many people in Australian communities.

4. In the text the characters present different perspectives about Anzac Day. Select another special event, such as Australia Day, Harmony Day or NAIDOC Week, and invite your students to reflect on their own feelings about this event.

5. Invite a veteran to visit your class and read them *Here they come: A day to remember*. Ask the veteran to share his or her perspectives on Anzac Day. Why might veterans enjoy Anzac Day? Why might they find it difficult?

6. Biscuits made from rolled oats, coconut, golden syrup and flour were often included in parcels sent to the Anzacs from the home front during the First World War. These biscuits are now known as Anzac biscuits and they remain popular in Australia today. Find a recipe for Anzac biscuits and cook a batch. Enjoy eating them.

7. Plan and participate in a school Anzac Day event. The DVA resource *We Remember Anzac* (2014) includes guidelines and an order of service to assist in the running of commemorative ceremonies in schools. This is freely downloadable from the Anzac Portal at www.anzacportal.dva.gov.au.

8. Invite your students to identify people or groups in Australian communities for whom Anzac Day may not be significant and meaningful. Ask your students to explain their responses.
9. The character in the first and last spreads of *Here they come: A day to remember* is based on Derek Holyoake. Derek was a member of the Royal Australian Navy for nearly thirteen years. He served during the Second World War, on HMAS *Hobart*, and during the Korean War.

When asked recently to reflect on Anzac Day, Derek said:

*It is really important to me because being on the Hobart for three and a half years, I formed very many friendships and the Hobart crew, particularly my mess mates, were my family. I didn’t have a family as such and it was very important to keep in touch.*

*So it was great to have Anzac Day, and the march and then have the reunion after and talk about old times. Not about war – but about old times. What so-and-so did, ‘do you remember when they fell over the side?’ or something funny like that. That’s what we actually did, so it became important.*

*But sadly, a lot of them have died. I’ve been to so many funerals and visited many mates in nursing homes – that there are none of my contemporaries left. So there is a new batch of Hobart veterans which I meet when I go to Melbourne to march but we don’t have reunions anymore which is very sad.*

*So it’s just the actual feeling of being in Melbourne for the great occasion and getting behind that Hobart banner, that is always a thrill to me and it will never die. I’ve been on other ships but that ship was so special to me. It was a marvellous crew and marvellous captain ... So that’s why it will always be important to me.*

You may like to share this information with your students as they reflect on the first and last spreads of the book. What might Derek’s character think about the Anzac Day ceremony he just attended? How would his views be different to or the same as other characters in the book? Your students can use this information to complete the activity sheet, *A veteran reflects*.

You can find out more about Derek’s story by watching the interviews with him speaking about his wartime experiences on the Anzac Portal at http://www.anzacportal.dva.gov.au/veterans/stories/derek-holyoake.
Many points of view
Imagine it is the evening after the Anzac Day ceremony. What might each of the characters be thinking about their day? Complete the ‘thought bubble’ for each one.

Wil

Caitlin
Learning activities

Roslyn

Col
Learning activities

Rose

Bert
Commemoration and Celebration
In each column, name or draw some objects and symbols we use to commemorate and celebrate different events.

<table>
<thead>
<tr>
<th>When we <strong>commemorate</strong> I can see...</th>
<th>When we <strong>celebrate</strong> I can see...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Symbols of commemoration

Match the symbols of commemoration to the correct sentence below. Write the word in the box provided.

<table>
<thead>
<tr>
<th>Wreath</th>
<th>Flag at half mast</th>
<th>School Honour Roll</th>
<th>Medals</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Wreath" /></td>
<td><img src="image" alt="Flag at half mast" /></td>
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</tr>
<tr>
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<td>Rosemary</td>
<td>Poppy</td>
<td>Memorial</td>
</tr>
<tr>
<td><img src="image" alt="Last Post bugler" /></td>
<td><img src="image" alt="Rosemary" /></td>
<td><img src="image" alt="Poppy" /></td>
<td><img src="image" alt="Memorial" /></td>
</tr>
</tbody>
</table>

1. I often stand in the middle of my town. I list the names of all those people who have served from my area.

2. People wear me on Anzac Day and Remembrance Day to remember all those who have died while serving.

3. I wear these special symbols to show where I have served and how I helped others.

4. I lay this at the ceremony to remember all those who have died.

5. I am played at the end of the ceremony as a final farewell to those who have died.

6. My smell helps people remember those who served.

7. I am lowered as a sign of respect to those who have served.

8. I list names of people we remember from our school community who have served.
A veteran reflects

Look at the picture on the last page of *Here they come: A day to remember*.

What might the character be thinking about the Anzac Day ceremony he just attended? How might the character be feeling? Discuss your ideas.
ALLWOOD F. T.
ASHBY D. G.
BANNER A. C.
BARNETT H.
BLAIR G. O.
BOTFIELD G. C.
BRADSHAW J.
BRIDDICK J.
BROSKOM J.
BUCKTON R. G.
BUTLER A. L.
CARTER G. E.
CLARK J.
COTTER J.
DEAN F. L.
DICKMAN A.
EDWARDS W. E.
FARLEY T. E.
HORDER T.
HUGHES W.
IRELAND H. G.
KELLY R. J.
LONG P. J.
MCFARLANE A.
MCENERNEY R.
O'KEEFE C.
PALMER R. V.
POLLARD J. H. G.
RICKENS C.
SMORTI K. M. K.
STICKLAND F.
TORPY W.
VAUGHAN C.
WHITEWELL J.
WILSON C. A.
WILSON T.
WINKWORTH E.
WRIGHT F.

AUSTRIA D.J.
BARTLEY D. D.
BEAL J. H.
BRETTON A. J.
BRIDGES F. L.
BURLAND E. A.
CALDELL W. J.
CLARK H. E.
CLARKE J.
COOKE W. J.
COWAN P. H.
COWLEY H. E.
CRAWFORD A. P.
CUMBERLAND H. F.
CURTIS H. G.
DADDY P. J.
DAVIES F. T.
DICKSON W. A.
DIXON W. H.
DONALDSON A. J.
DOUGLAS J. A.
DUDLEY M. F.
DUNMORE H. H.
DUNSCHESE E. M.
DURRANT A. E.
DIXON F. G.
EDGINGTON F. W.
EDMISTON J. W.
EDELSWEETH J. W.
EGGER D. G.
ELLS A. G.
EMERSON J. A.
EVENSON J. H.
EVANS G. E.
EVANS T. J.
FAIRBANKS E. C.
FAIRFAX C. A.
FARR J. J.
FARMER F. G.
FULLERTON W. E.
GASKELL H. G.
GIBBS A. J.
GIBSON A. R.
GILBERT W. J.
GIBSON J. H.
GLASSON W. B.
GRANT W. B.
GREEN J. H.
GRIFFITH M. C.
GRIFFITHS W. C.
GUARD J. N.
GUNN J. H.
HAMDEN J. N.
HANCOCK W. J.
HARLEY H. G.
HARVEY J. W.
HAY D. G.
HAWKES A. E.
HAWKINS G. L.
HERBERT F. A.
HEWITT H. W.
HICKS J. G.
HILL G. R.
HINCHLIFFE C. W.
HOPKINS J. A.
HOPWAUGH W. J.
HOPWOOD H. F.
HUNT D. A.
HURST D. A.
HUTCHINSON P. J.
HUTSON J. A.
HENDERSON W. J.
HUMPHREYS M. M.
HURST A. H.
HUTCHINSON A. E.
HUTCHINSON J. B.
JACOBSON A. W.
JACK J. A.
JACOBSON A. D.
JAMES M. T.
JAY J. H.
JENKINS J. L.
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JENKINS J. L.