

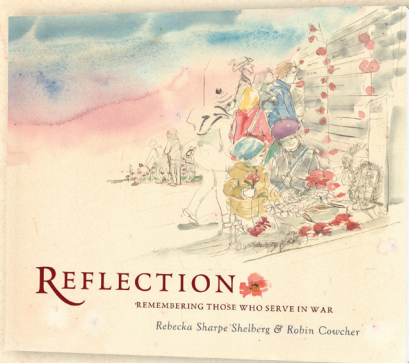


REFLECTION

REMEMBERING THOSE WHO SERVE IN WAR

Rebecka Sharpe Shelberg & Robin Cowcher
Teacher Notes by Ananda Braxton-Smith

ABOUT



ISBN: 9781760650377

This poignant picture book is about remembering those who serve at war.

Picture Books are an important tool for introducing children to important concepts, facts and moments in history. *Reflection* is a powerful text that highlights the importance of remembering those who have served, and who currently do, in Australia's armed forces. Each spread reflects one family's pilgrimage to their local dawn service against the realities of service through Australia's past military campaigns. Military campaigns reflected in the book include the Boer War, both World Wars, the Korean War, the Vietnam War, both Gulf Wars, the War in Afghanistan and peace keeping missions in Bosnia and East Timor.

The title "*Reflection*" can mean several things: the reflection and contemplation that we do at events like the dawn service and Remembrance Day, and the inner reflection of the soldier at war, but there is also the mirror reflection of the artwork – showing the family on one side and the soldiers on the other, connected by the beautiful sparse text. *Reflection* is a powerful tribute to those who have served their country.



Author

REBECKA SHARPE SHELBERG

Rebecka started working in a bookstore straight out of high school and has been lucky enough to have worked in a book environment of one sort or another ever since. Rebecka resides in western Sydney with her husband, two young children and several pets. This is her first picture book to be published.



Illustrator

ROBIN COWCHER

Robin is a freelance illustrator and currently lives in Melbourne, Australia. She studied at RMIT and worked for many years at The Age as an art director, illustrator and designer. *Little Dog and the Christmas Wish* (written by Corinne Fenton) was her first title with Black Dog Books and was published in 2014.



Teacher notes author

ANANDA BRAXTON-SMITH

Ananda Braxton-Smith is a journalist and children's author. She has written several titles for Black Dog Books, including a series for older readers, *Secrets of Carrick*. The first two books in the series, *Morrow* and *Tantony*, were Children's Book Council of Australia Notable Books in 2011 and 2012, in addition to being finalists in the Young Adult Fiction category of the 2010 and 2011 Aurealis Awards.

INTRODUCTION

Anzac day is one of Australia's most-attended public holidays. It is held on the 25th April each year and is the day on which Australians and New Zealanders remember those who have served in national military engagements, from WWI to Vietnam to Afghanistan and the Middle East. When the first Anzacs joined up to fight in WWI Australia had been federated for only fourteen years. The experience of war in the world theatre inspired an emerging Australian national identity that stresses mateship, resilience and larrikinism.

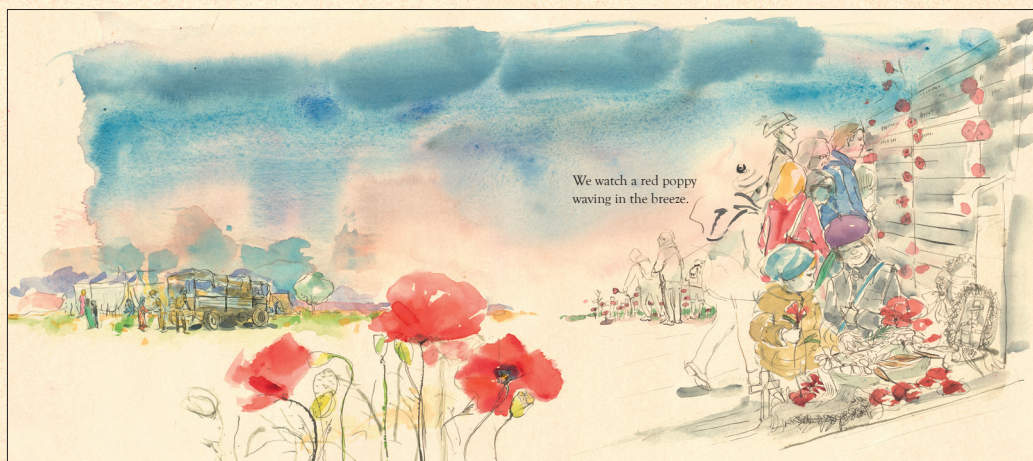
The first Anzac Days remembered specifically those WWI military personnel who had fought the Ottoman Turks on the Gallipoli Peninsula. British Commonwealth troops, including the Anzacs, landed on the peninsula on 25th April 1915 intending to fight east and take the ancient city of Constantinople.

However, Turkish forces met the invasion of the Gallipoli Peninsula with unexpectedly strong resistance and the British campaign floundered in a series of hard-fought but unresolved battles. At the end of 1915 the troops were evacuated from the coves they had struggled to escape for eight long months. 8500 Australians and 2779 New Zealanders died at Gallipoli.

The first Anzac Day ceremonies were held in 1916, and by the 1920s the day had been established in all states as a day of remembrance. The ceremonies now honour service in all of Australia and New Zealand's military engagements, including those which were controversial in their time such as Vietnam over the 1960s and the 2003 invasion of Iraq. In 2006 Turkish-Australian veterans and their descendants were given permission by the RSL to march alongside the old Anzacs in the ceremonial parades.

In 2002 the last of the Gallipoli veterans, Alec Campbell, died at 103 years of age. In recent parades the original veterans' children and grandchildren march for the old soldiers, wear their medals and carry their battalion flags. It is both a proud and a sad day, as are all days grounded in remembrance of war.

In *Reflection* a family joins local Anzac Day remembrance ceremonies. The actions of marchers and the actions of soldiers reflect each other in text and in the soft pen and ink imagery. The family marches in the rain and dark, stands to salute fallen comrades, and listens as *The Last Post* is played – just as soldiers did in WWI and still do on the battlefields of the world.



AUSTRALIAN CURRICULUM OVERVIEW

These teacher notes are for:

PRIMARY LEVELS 2 – 4 / AGE 7 – 9

KEY LEARNING AREAS: English, History, Studies of Society

EXAMPLE OF: Picture book, Australian history

THEMES & IDEAS: War, Society, Remembrance

		YEAR 2	YEAR 3	YEAR 4
ENGLISH				
Language	Language for interaction			ACELA1488 ACELA1489
	Text structure and organisation	ACELA1463	ACELA1478	ACELA1490
	Expressing and developing ideas		ACELA1481 ACELA1483	ACELA1496 ACELA1498
Literature	Literature and context			ACELT1602
	Responding to literature	ACELT1590	ACELT1596 ACELT1598	ACELT1603 ACELT1604
	Examining literature	ACELT1591	ACELT1599	
Literacy	Texts in context	ACELY1665		
	Interacting with others	ACELY1667	ACELY1676 ACELY1677	ACELY1689
	Interpreting, analysing, evaluating			ACELY1690
	Creating texts	ACELY1671 ACELY1672	ACELY1682 ACELY1683 ACELY1685	ACELY1694 ACELY1695 ACELY1696 ACELY1697
HUMANITIES AND SOCIAL SCIENCES				
Questioning			ACHASSI052	
Researching			ACHASSI053 ACHASSI054	
History	Concepts for developing understanding	ACHASSK044 ACHASSK045	ACHASSK063 ACHASSK064 ACHASSK065	
Geography	Concepts for developing understanding	ACHASSK049 ACHASSK050	ACHASSK066 ACHASSK067 ACHASSK068 ACHASSK069	

*Key content descriptions have been identified from the Australian Curriculum (<http://www.australiancurriculum.edu.au>). However, this is not an exhaustive list of Australian Curriculum content able to be addressed through studying this text. Information is current as at February 2016.

TEACHER NOTES

A companion website is available with an electronic version of these teacher notes, accompanying worksheets and further information:

<http://classroom.walkerbooks.com.au/reflection>

Suggestions for discussion & activities

ENGLISH

Language

Year 2: Words and Pictures (ACELA 1463)

Picture books are generally aimed at a pre- or just-reading audience. Commonly they are texts whose purpose is to be shared by reading aloud with the child following the word text, supported by the pictures.

Picture books have particular features worth noting:

- The language tends to engage readers actively in some way. To encourage children's textual prediction it often rhymes, or repeats word patterns. To hold attention it uses onomatopoeia or quirky fonts and layouts. To reward effort it is feelings-and experience-rich
- The pictures not only reflect the text but extend it some way. The child reader can engage in reading the pictures as well as the words. They find extra information in the pictures. Even if literary skills are nascent they are still participating in the "reading"
- The words and pictures work together to produce something that could not have been produced by either mode alone

ACTIVITY: First Textual Discussions

Reflection produces its effects through its clear pictorial extension to the literary text, playing with understandings of the word "reflection". The author is reflecting on Anzac Day, as are the family. The pictures reflect the text. The marchers reflect the soldiers. While reading through the book, stop with the class and consider the following:

- The title. Is it giving the reader a clue how to read the book?
- Page 1/2. Whose feet are marching on page 1? Do you know why they are marching? Whose feet are marching on page 2? Why are these feet marching?
- Page 3/4. Who is it that is cold and wet on pages 3 and 4? Why do they stand outside and let themselves be cold and wet?

Continue through *Reflection*, looking closely at the pictures' extension of the words.

The final page shows the soldiers, now veterans, and the Anzac Day marchers together in the same time and place. This is an opportunity for students to make connections between the idea of the soldiers and the fact of them—the soldiers are our countrymen and women, our neighbours, our families and sometimes ourselves.

- Who is in the picture? What sorts of people? Old or young? Male or female? Sick or healthy?
- Students may also use the text to become familiar with emblems of Anzac Day.
- What traditional Anzac Day emblems can you see? Battalion flags and Australian flags? Medals? Uniforms? Poppies?

Year 3: Reading Pictures (ACELA1483)

Pictures speak to us in a language of their own. They have various ways of communicating meaning and have cultural conventions just like verbal or written languages. However, pictures are immediate experiences in comparison with words. *Reflection* provides an opportunity for learning the skill of "reading" imagery.

ACTIVITY: Textual Analysis on Pictures of poppies

In small groups read sections of *Reflection*. Look closely at one of the spreads and using the *Reading Imagery* worksheet (<http://classroom.walkerbooks.com.au/reflection>). Note the artist's use of each element listed on the worksheet. Discuss what effect the element has achieved. The elements may have different effects on different people. This is to be encouraged. View the *Example Completed Worksheet* to guide the class discussion (<http://classroom.walkerbooks.com.au/reflection>).

Year 3/4: Reflecting Texts (ACELA1483/ACELA1496)

*"A family journeys through the early morning darkness ...
A group of young men huddle in a cold muddy trench ..."*

The word "reflection" has two meanings: the reflection of visual mirroring and the reflection of contemplation. *Reflection* is in part constructed around mirroring of word text and picture text, and as a contemplation of service and sacrifice. Through a series of double page images in which the situation of the family attending an Anzac Day dawn service mirror in some way the situation of military personnel, the reader is invited to contemplate the struggle and danger of military service and feel a communal bond of gratitude.

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ACTIVITY: Class discussion on layout

Choose three spreads from *Reflection* to study with the whole class. Note changes in the image from one side to the other. Note first the similarities in the image of the Anzac Day family and the military personnel. Note symbols and how they are placed.

Example: Here are some notes on the first spread:

- on the left, feet are walking together
- there are lots of feet and they walk closely
- the feet belong to young and old people, men and women
- the feet on the left are wearing regular shoes
- a child's face is turned and looks out at the reader
- on the right, feet are walking together
- the feet are shod in military footwear
- some of the feet are hooves
- those on the left walk on a footpath through fallen leaves
those on the right walk through mud

The following shows detailed tracking of the layout, with an interpretation or “reading” of three of the strongest visual elements.

1. One group of walkers merging into the other, inviting conflation of one group with the other. At about the central margin a red civilian boot disappears into a military boot and puttees. From the outset the imagery suggests a single community in spite of one group being civilian and the other, military.
2. Both groups are walking in wet weather. The autumn leaves on the sidewalk merge into the mud and one skeletal leaf of the war-ravaged landscape through which the soldiers march. This layout reflects the shared experience of walking in the cold and wet, suggesting the empathy of the crowd with the soldiers.
3. Finally the layout of this very first image invites the viewer into its action through the face of the child. Although the eyes do not directly engage the viewer, it belongs to the only person who can be seen face-on. For humans, people's faces are always the most interesting thing in any image and the child's face has an interesting expression: part-serious and part-curious. The child is also situated firmly between the adults of his/her community, suggesting a safe place from which to first encounter the fact and the feeling of war.

Year 4: Fact and Feeling (ACELA1489)

The practice of decoding the languages of factual reportage and of emotional expression is a practice that goes on all through modern life. *Reflection* provides an opportunity to begin decoding the emotional elements of a text which can help lay foundations for later recognition of the more manipulative emotionalism of politics, social media and advertising.

ACTIVITY: Compare and Contrast Two Texts

Listen closely as the class reads aloud through the text of *Reflection* and an Anzac Day fact sheet such as these two:

<http://www.lonetester.com/2013/04/21-anzac-day-facts/> or

<http://www.forteachersforstudents.com.au/site/wp-content/uploads/KidsMedia/ANZACDay/pdfs/anzac-facts.pdf>

Focus discussion on what is similar and different between the two texts. Start with seemingly obvious. For instance, an initial similarity is the subject matter and an initial difference is *Reflection*'s artistic rendering. Here is a question guide that may help students get started:

- Did you learn something from reading the text? What?
- Can you locate what you learned in the text? Point to it.
- Did you feel moved by something in the text? What feeling did it give you?
- Can you locate that emotion in the text? What is the word or phrase that made you feel moved? Point to it.
- Do the pictures in *Reflection* add to your feelings as you read that text?
- What sort of material is in the fact sheet that is not in the picture book? (numbers, maps, graphs, etc.)
- What is in *Reflection* that is not in the fact sheet?

After the basic location of emotional activators in text, the more nuanced discussion of textual purposes may follow. That each text seeks to talk about Anzac Day is clear, but that each has chosen a different mode to do so is also clear. The class may like to talk about the effect of each text, leading to understandings about their different purposes:

- Does one text tell me more about Anzac Day than the other?
- What sorts of things does each text tell me?
- Do I prefer one text to the other? Why?
- Does each text provide a different experience of the information?
- What is the fact sheet useful for? What is the picture book useful for?

TEACHER NOTES

Literature

Year 2: Every picture tells a story (ACELT1591)

Texts of all kinds use a set of literary elements to construct their realism; that is a world that feels real to readers. Even a non-fiction text must reconstruct the reality into realism that tells its story in a convincing manner or risk disbelief. Two of the elements that construct such realism are called “character” and “setting”. Comparing and contrasting texts is useful for exploring the different ways authors find to manage these elements.

ACTIVITY: Beginners’ Book Club

1. Organise the class into small groups of 4 – 6 people. Read aloud in turn through *Reflection*. Take your time. Stop to look at the pictures. Those not reading, take note of the following on a big sheet of paper. Students can use different colours to note “character” and “setting” elements.

- Who is the main character? Is there more than one character? Are they all male or female or a mix? Are any of the characters animals? What are the characters’ names and ages? (Students may want to make a character graph from this information. In this characters are listed in order of appearance, and later in order of importance)
- Where is the story set? In what kind of landscape? A city? A desert? A forest? A mix of settings? Write them all down. Describe the settings in detail
- What are the pictures like? Do they use strong or soft colours? What is strongly coloured? What is in pastel?
- What does each character look like?
- From whose perspective are we viewing each picture? [See **Reading Pictures** (p 5)]

Choose and read another picture book about Anzac Day. [Start looking in **Extended Study & Web Links** online] Read aloud and note its character and setting as above.

2. Groups take turns to present their lists of character and setting notes to the class. Present the lists and lead discussion of the ways their two authors have treated the same material. The words and the pictures can be talked about as separate subjects, either supporting or adding to the word text

The following questions can prompt discussion:

- How are the texts similar?
- How do the texts differ?
- Do the pictures tell you things about the character/s that the words do not?
- Do the pictures tell you things about the setting that the words do not?
- Which one did you like best? Why?
- Is there one you didn’t like? Why?
- Do the two texts tell you different things?
- Is one more factual? Or more feeling? Which do you prefer? Why?

Year 3: Two cultural perspectives (ACELT1601)

World War I was a nation-defining event for Turkey, just as it was for Australia. At the outset of WWI Turkey was still the Ottoman Empire. The battles of WWI, and in particular the Turkish experience at Gallipoli, brought about the reform of the ancient empire into the modern nation now called Turkey. Turkish people call Gallipoli *Çanakkale Savas* and for them the 25th April is a day to celebrate the foiling of an invasion of their homeland. This “enemy” perspective is crucial to any full account of the experience at Gallipoli. Recent studies of the Turkish WWI archive by western scholars have opened a new window on Gallipoli, meaning contemporary students can now access these perspectives.

ACTIVITY: Letters Home

1. Research the experience of soldiers at Gallipoli. [See **Extended Study & Web Links** online for Australian and Turkish experience] Take note of the following:
 - The words they use, particularly slang and words you’ve never heard
 - The jokes they make
 - What they complain about and what they enthuse about
 - What they miss from home
 - How they talk about the “enemy”
 - The different tones and modes of Australian and Turkish writing
2. Divide the class into Turkish and Australian soldiers. Imagine one day and night in the trenches, either down on the beach or up in the hill and write a letter home to a loved one. There does not have to be a battle to report. Many WWI soldiers wrote that nine out of ten days in the trenches were spent cleaning, fetching

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water, rebuilding mud walls, fighting rats for food and trying to sleep. Waiting to fight might be worse for some people than actually fighting.

Decide to whom you are going to write your letter. A letter to your grandmother might have a different tone than a letter to your best friend. Remember, soldiers didn't want to scare their relatives so they tended to self-censor the worst of their experience. Address your envelope. Date your letter. If you are going to write about a particular battle, research that battle and make sure you've inserted the right date! Tell what you are hearing, smelling, tasting and feeling as well as what you can see. Include some sketches or download some photos, to enclose with your letter. Soldiers used to make doodles or sketches in their letters, sometimes of comrades, sometimes of life in the trenches; sometimes of the country around the trenches. Sometimes they took photos of themselves and their mates and sent them home. [See some in **Extended Study & Web Links** online] Deliver the letters to other members of the class. Read the letters. This can provide another opportunity for discussion.

An extension to this activity could be to then write back to the soldier whose letter a student has received. Those at home suffered their own deprivations and challenges during wartime, in Australia and Turkey. Social changes were taking place in both homelands.

Year 4: Writing about writing (ACELT1604)

Reflection is primarily a text for a pre-reading audience. Author Rebecka Sharpe Shelberg has chosen words that suit her audience. She has used strong verbs for the action of her sentences, and apt feelings-words to support that action. The effect of the text is built as a result of accumulating small bits of information. It uses repetition of verbal patterns to help young readers learn to anticipate and predict such patterns. Beginning reader texts such as picture books are useful for older children to revisit, for enjoyable studies of varied English usage.

ACTIVITY: Grammar Game

This is a whole class activity. It is a quick game to include in the school day as a regular practice. It gives an opportunity to practice the language we use to talk or write about language conventions.

While students are elsewhere copy five sentences from *Reflection* onto the board. Cover the sentences with separate sheets of paper so that they can be removed one at a time.

Break class into teams. Ensure that the teams have a way of buzzing in such as a musical instrument.

The team members must consult before buzzing in. They will find that speed is important but so is accuracy. When teams are ready, uncover the first sentence and ask questions such as the following according to the class's level of knowledge:

- Where is the verb?
- Where is an adjective? Is there another?
- How many clauses in this sentence? Can you point them out?
- Where is the conjunction?
- Or alternatively, point to a word and ask what is this word called? What role does it play in the sentence?

Literacy

Year 2: Creative multimodal texts (ACELY1671/72)

Year 3: Creative multimodal texts (ACELY1682/83/85)

Stories are a powerful tool for broadening perspective and deepening understanding, and writing a story is a stronger tool than reading a story. Once a person has tried to write a realistic character from the inside, it is more difficult to accept simplistic views about other people.

Reflection provides a familiar point from which to jump off into the many possible perspectives of the Anzacs and their involvement in wars and campaigns. War involves many people: soldiers on all sides, medical personnel, animals, equipment haulers, etc.

ACTIVITY: Making Picture Books

Students make picture books using one of the aforementioned perspectives, writing for a specific audience of pre-schoolers, and created through two drafting stages. The finished text is in the form of a small 6-8 page booklet, published using a desktop publishing program.

1. Read overviews of different people involved in a particular war or campaign, and the types of events they experienced. Begin with the Anzac fact sheet at <http://classroom.walkerbooks.com.au/reflection>. Decide which experience you'd like to explore further research more closely the experience of your chosen character.
2. Before starting to write think about the sort of words you could use. This is to make sure your writing will be suitable for pre-schoolers. You could look at other picture books to

TEACHER NOTES

compare language. Write the first draft of your story. Print and share this first draft in small groups to get feedback.

3. Edit the draft in accordance with the feedback, and in accordance with correct spelling and punctuation.
4. Consider the layout of your pages. Play with fonts and the location of your text on the page. Leave enough room on each page to add pictures later.

Ask yourself:

- How do the words look on the page?
 - Do they need to be bigger or smaller?
 - Do I like the font? Is it easy to read?
5. Once you are happy with the final draft you can add illustrations or photos.
 6. Bind the pages into a book. This can be done simply using staples and coloured duct tape.

Year 4 Anzac day Presentations (ACELY1689)

Gaining understanding of an extreme experience such as war requires use of the imagination, research skills and a willingness to step out of one's own cultural biases. Taking some familiar element of life and exploring it in the context of war provides one way to grow that understanding. The pursuits of eating, sleeping, dressing, washing: these are basic elements of life shared by every human. However, they are pursuits that can be difficult on a battlefield.

ACTIVITY: What Was it Like?

This is a good activity to start in the lead up to Anzac Day, culminating in presentations on the day itself. Presentations can be shared with the whole school at assembly or during school remembrance ceremonies, or shared by being taken "on the road"; that is, to other classrooms. In small groups of 2-3 people choose an element of soldiers' experiences of Gallipoli to research.

For instance:

- food
- clothing/footwear
- sleeping arrangements
- toileting
- friendship and morale
- attitude to Turks
- attitude to commanders, or to the British
- sickness
- missing home
- fear

Research the chosen element, either separately or together, but make sure you share the information with your team members. Imagine together what it might have been like. Plan a short talk about this element of the Anzac experience. Each member could talk about a different aspect of the research.

Think about how you will do it:

- Who will talk about what?
- Who will go first?
- Will you use pictures?
- Will you use quotes from the soldiers?

Rehearse your talk three times. Tell it to each other, to a family member, or to willing friends. Present your talk to your classmates and afterwards, take questions. It's okay not to know everything!

Suggestions for discussion & activities

HISTORY

Year 2 Personal Histories (ACHHK045/ACHHS049/ACHH050/ACHH505)

History is not made of stuff that just happened. People made history; it is the long complicated story of us and our actions. We are making history right now. Students can expand their exploration of our military history into the personal arena by interviewing an elder, either a grandparent or other willing older person, about their personal experience of the general events known afterwards as "history".

ACTIVITY: Old Soldiers 1

Reflection shows Australians in various ways honouring Anzac Day. The ceremonies feature war veterans marching with families, or in wheelchairs. In this activity students interview a family or community member who was an Anzac or was close to one, share their discoveries with the class, and engage in discussions of experience and perspective. Invite grandparent/s and older relatives to help with this history project. If possible, each student will interview an older relative or community member, or alternatively one or several community members can be officially invited to school for afternoon tea and students can interview them in groups.

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1. With the class's participation create a short questionnaire to use as a guide in the interviews. The questionnaire can contain questions extrapolated from students' previous research based on the Anzac experience. Run through the questions with the class before their interviews.
2. Each student or group interviews an Anzac or related person. Record interviews for later consultation and transcription. Ensure names of interviewee and interviewer/s and dates of interviews are clearly recorded at the outset, to begin modelling good historical source citation.
3. Transcribe the interviews from the recordings, including source, date and interviewer's name.
4. Check and edit the transcription for spelling and punctuation. Check against recording for accuracy.
5. Share the stories and perspectives of the Anzacs. Students read aloud their transcription, receive questions from classmates, and share their experience of the interview. Were they surprised by anything they discovered?

Year 3: Anzacs and the Anzac spirit since WWI (ACHH5065/067/215)

The Anzac stories of WWI have left an Australian legacy; that is, the notion of an Anzac spirit. This spirit is understood as peculiarly Australian and is made up of courage, perseverance, loyalty to mates, a sense of humour and larrikinism – a type of benign anti-authoritarianism. The Anzac spirit has been slowly subsumed into our larger ideas about an Australian spirit. As with the stories of pioneers and early settlers, the story of Gallipoli is a story of underdogs facing demoralising failures with courage and endurance. In addition, to survive the Gallipoli peninsula the first Anzacs formed strong personal bonds and “mateship” became a defining feature of the Anzac, and the more generally Australian, spirit.

Since WWI there has been an Anzac presence in a number of military operations. In addition to the information at the end of *Reflection*, read the Anzac fact sheet for an overview of the Anzac's presence since WWI:

<http://classroom.walkerbooks.com.au/reflection>

ACTIVITY: Explore and Report: Anzac Operations Since WWI

Divide class into groups of 6 – 8 people. Each group explores one of the military operations listed in the back pages of *Reflection* and the Anzac fact sheet online. Each student within the group focuses on one aspect of that military operation, and reports back to the group. Students keep records of their sources in order to inform others who might want to check or extend information, and to begin the necessary academic practice of source citation.

Some focal points of the military actions might include:

- origins of the conflict and how Australia became involved
- how many Anzacs were deployed and what did they do
- indigenous inclusion and activity
- personal stories of veterans
- personal stories of civilians within the conflict
- images from the conflict arranged to tell a story
- poetry or art arising from the conflict
- the home front: how families felt/feel

Each group presents their research to the whole class, with each member taking responsibility for reporting on their particular focus.

Year 3: Symbolism and Ceremony (ACHHK063)

Reflection uses many symbols and emblems in its pictures of war and remembrance. Such symbolic emblems play a large part in remembrance ceremonies such as Anzac Day. These meaningful objects or activities enable people to jointly express what is essentially inexpressible about war and other disasters: grief for the dead, the relief and guilt of personal survival, and pride taken in courage and sacrifice.

Anzac Day is commemorated throughout Australia and New Zealand and on the Gallipoli peninsula.

CLASS DISCUSSION: What activities or events are held to commemorate Anzac Day?

Events include:

- dawn services
- parades in which soldiers, veterans and their families can march
- official ceremonies at war memorials throughout the country

TEACHER NOTES

CLASS DISCUSSION: What are you likely to see or hear at an Anzac day event? What do these symbolise?

- **Wreaths**

Traditionally laid on graves and memorials in memory of the dead. Flowers are at once a symbol of life, and a symbol of the impermanence of life. Flowers, trees and herbs that carry folkloric meaning are often included in the wreaths.

- **Rosemary**

Symbolises remembrance and grows wild on the Gallipoli peninsula and is a popular inclusion

- **Flanders Poppy**

On Anzac Day many people wear a red poppy in their buttonhole, or leave one attached to a war memorial.

Flanders poppies were the first plants to recolonise the post-war wastelands of WWI, growing over the fields of northern France and Belgium in thick red carpets. Originally a symbol of sleep and forgetting, during WWI their red came to symbolise the blood of fallen soldiers. The poppy-covered battlefields of Ypres in 1915 inspired John McCrae's poem *In Flanders Fields*, which is often read at Anzac day ceremonies. [See **Extended Study & Web Links**]

- **The Last Post**

A bugle call played at dawn services on Anzac Day. Bugle calls have been used to direct soldiers in battle, and to order their activity in barracks, since ancient Rome. Since the 1700s the call known as the Last Post has marked the arrival of the end of the military working day. By the end of the 1800s it was being played at soldiers' funerals, marking his arrival at the end of life. At funerals and remembrance ceremonies, after sounding the Last Post the bugler plays the Reveille symbolising resurrection in Heaven according to Christian theology. [See **Extended Study & Web Links** online]

ACTIVITY: Explore and Report - What Does it Stand For?

Divide class into groups. Each group researches one of the Anzac Day emblems, which are listed below, and prepares a report on the emblem. They present their findings to the class as a group. The report can include examples of music or recitation, or the reenactment of events such as a demonstration of a minute's silence or the lowering of the flag to halfmast. The personal experience of students who have attended Anzac Day ceremonies can be a part of the presentation.

Emblems and significant events of Anzac Day include:

- dawn services
- laying of wreaths
- one minute's silence
- the Last Post, Reveille and the Rouse
- the recitation and the reading
- the Unknown Soldier
- the lone piper
- flags at halfmast
- the gun carriage

Year 3: Community Histories (ACHHK063/ACHHK064/ACHHS067/ACHHS215/ACHHS068/ACHHS069)

Groups and organisations of community elders can be utilised to build on knowledge and further develop a sense of history as personal as well as general. In every community there are many perspectives on events in history. There are people who were on opposing sides of historical conflicts living as neighbours. There may even be pacifists and conscientious objectors to discover. These people who refused to kill have another story of heroism to tell. [see below for **Extension**]

EXTENSION: The Other Heroes

There is a group of people who serve their country who are not often celebrated. These are people whose beliefs do not allow them to actively fight; that is, their religion or philosophy does not allow fighting and killing. These people are called pacifists, or conscientious objectors. In general pacifists believe that wars never succeed in creating peace; they create conditions for other wars.

Pacifism can also mean resisting participating in all wars due to religious or philosophic objections. Pacifists and conscientious objectors often suffer persecution in their own countries because of their beliefs.

During WWI the latter type of pacifist often felt able to support their nation in ways other than actually fighting. On the battlefields they drove ambulances and worked in hospitals, or helped in kitchens or in communications roles. They helped on the home front by joining land armies to grow food, or by operating emergency and fire services after bombing raids. The above activities might appeal to some students more with a more pacifist focus on these other heroes. [See **Extended Study & Web Links** for more info]

Left! Left! Left! Right! Left!
We make our way in the dark.

A family journeys through the early morning darkness ...
A group of young men huddle in a cold muddy trench ...

Reflection is a powerful tribute to those who have
served their country.



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