

Commemorations Program

Year 3 History

Theme: Community & Remembrance

Venue: Mudgeeraba Light Horse Museum



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Introduction

This package has been put together to support the Year Three 'Commemorations' Excursion at the Mudgeeraba Light Horse Museum.

The excursion visit runs for three hours and can accommodate up to 50 students on site at a time. For larger groups of up to 100 students, two groups can be easily accommodated within a school day as there is an overlap in the middle where all students can come together to watch the flag raising and tent pegging demonstrations.

The excursion comprises four main activities:

- Activity 1: *Where's Woody?*
Students explore the museum to discover the symbols of the ANZACs
- Activity 2: *Light Horse Training Sessions*
Hands on sessions where students are instructed on *World War 1 weapons, How to raise a flag and Care of a war horse.*
- Activity 3: *Honouring Heroes*
Students learn about some of the World War 1 heroes and honour them with a poppy.
- Activity 4: *Flag Raising, Firing Party and Tent Pegging*
Its all go with the demonstration - guns go bang, horses are galloping and tent pegs are skillfully retrieved - a great finish or start to the excursion day.

This kit provides resources for prior, during and after the excursion.

The kit includes:

- Unit Plan
- Suggested Activities
- Worksheets (where applicable)
- Excursion planning and schedule
- Hero Posters
- Powerpoints
- Narratives

Suggested activities based around the excursion include:

- Timelines
- Hero Portraits
- Role Play
- Diorama Construction

Please enjoy your day at the Mudgeeraba Light Horse Museum.

Glossaries

ANZAC and Light Horse Terms

Glossary of ANZAC & Light Horse Terms	
Ally, Allies	Another country who has agreed to support you to fight a war. <i>(noun)</i>
ANZAC	A soldier who was a member Australian and New Zealand Army Corp. <i>(noun)</i> Something used by the ANZACs or having the nature of an ANZAC. Is also written Anzac. <i>(Adjective)</i> <i>Examples: Anzac biscuit, Anzac Spirit</i>
ANZAC Day	25th April 1915 was the date the ANZACs landed at Gallipoli . It is celebrated each year in Australia, Gallipoli , Villers Bretonneux and where there are Australian war graves.
Armistice	Peace Treaty - agreement to stop fighting. <i>(noun)</i>
Artillery	Big guns transported on wheels. <i>(noun)</i>
Ammunition	Bullets and rockets made to be fired from guns. <i>(noun)</i>
Bit	Thin metal bar which goes into the horse's mouth and attached to the reins. Part of the bridle . <i>(noun)</i> <i>Expression: 'He took the bit between his teeth.'</i> When a horse does that it means they are in control.
Bridle	Straps put around a horses head and mouth, so the person riding the horse can control it. <i>(noun)</i>
Bridgade	A number of regiments from a Brigade. A Brigade is around 2,000 troops. <i>(noun)</i> <i>The 4th Light Horse Brigade lead the charge at Beersheba.</i>
Brodie Helmet	Helmet worn by soldiers to protect them from shrapnell in the trenches. <i>(noun)</i>
Casualty	A person injured or killed in a battle. <i>(noun)</i>
Digger	The ANZACs at Gallipoli were referred to as 'diggers' as they were constantly digging trenches. <i>(noun)</i>
Dismount	To get down from a horse (or a vehicle). <i>(verb)</i>

Glossary of ANZAC & Light Horse Terms

Gallipoli	A narrow peninsular (strip of land jutting into the sea) in Turkey. It was important in World War I as it forms the entrance to the Black Sea - an alternative route to help Russia. <i>(place)</i>
Haversack	A canvas bag with one or more shoulder straps. <i>(noun)</i>
Horse types	<p>Heavy Horse: Thick set horse like a draught horse - used for carrying load or artillery</p> <p>Light Horse: Finely built horse used for riding.</p> <p>Waler: Term given to Australian light horses bred in New South Wales. They are very tough and can go for long periods without water.</p>
Light Horse	A horse bred for riding. <i>(noun) see Horse types</i> Also refers to brigades and troops of mounted riflemen. <i>(adjective)</i>
Light Horseman	A mounted soldier that is in a Light Horse troop. <i>(noun)</i>
Mount	To climb onto a horse. <i>(verb)</i> A soldier's horse. <i>(noun)</i>
Post	<p>The place where you are ordered to be. <i>(noun)</i> <i>Despite the heavy gunfire, she never left her post.</i></p> <p>A pole of metal or wood stuck in the ground. <i>(noun)</i>. <i>The light horseman tied his horse to the post.</i></p> <p>To mail a letter. <i>(noun)</i> <i>She posted letters every day to her son in Gallipoli.</i></p> <p>To place something on a website. <i>(noun)</i> <i>He posted his ANZAC story on the school website.</i></p>
Poppy	A large red flower that reminds us of soldiers who died in war. <i>(noun)</i>
Reins	The thin strips a rider holds to guide the horse. <i>(noun)</i>
Remembrance Day	11 November, 1918. The date the armistice was signed to stop the fighting in World War I.
Rosemary	A pungent herb that grew in the trenches of Gallipoli. It is meant to help memory and is a symbol for remembering soldiers who have died. Readily grows in home gardens. <i>(noun)</i>
Rising Sun	Badge worn on diggers hats. It is in the shape of a sun formed by a crown, with its rays shown as rifles with bayonets. <i>(noun)</i>

Glossary of ANZAC & Light Horse Terms

Saddle	The flat leather seat strapped to a horses back for the rider to sit in. (<i>noun</i>)
Shell	Metal containers filled with explosives, fired from big guns (artillery) (<i>noun</i>) <i>Different to sea shells found at the beach.</i>
Shrapnell	Fragments or pieces of exploded bombs or artillery shells . (<i>noun</i>)
Symbol	An idea, a shape or an object that represents, or reminds us of something else. (<i>noun</i>) <i>Example: the flower the poppy; is a symbol of those killed in war.</i>
Tether	To tie a horse to a post or peg so it can't wander away. (<i>verb</i>) The rope or the peg that the horse is tied to is also called a tether (<i>noun</i>). <i>Expression: To be at 'the end of your tether' means you can't go any further. You've had enough.</i>
Viller Bretonneux	A small town in France saved by the ANZACs 25th April 1918. To this day the town celebrates the ANZACs and there is an ANZAC museum at the school there. (<i>place</i>)
Waler	A type of light horse, originally from New South Wales. (<i>noun</i>) <i>See Horse Types</i>

Hero Words

Glossary of Hero Words	
Admired	Liked and respected very much. <i>(verb)</i> <i>Admired by men'</i>
Attention	To watch and listen very carefully. <i>(noun)</i> <i>Care and attention. Attention to needs of others.</i>
Bold	Not afraid when in danger or difficulties. Not shy or embarrassed. <i>(adjective)</i> <i>Bold in leadership</i>
Bravery	Putting yourself in dangerous or difficult situations and not being afraid. <i>(noun)</i>
Care	To look after something or someone well. <i>(verb)</i> <i>Care of troops;</i> <i>Care and Attention; Care of wounded.</i>
Courage	To do something dangerous or difficult, even though you are afraid. <i>(noun)</i> <i>Courage under fire.</i>
Dash, Dashing	To sprint or run quickly; Smash to pieces <i>(verb)</i> Stands out, elegant, graceful, stylish <i>(noun)</i> Dashing - one who has dash <i>(adjective)</i> <i>Dashing manner; Full of dash</i>
Devotion	To love and care about something or someone a lot; Give your time and energy to something. <i>(noun)</i> <i>Devotion to duty</i>
Fairness	Is honest and does things according to fair rules. <i>(noun)</i>
Fire	To pull the trigger on a rifle or gun. <i>(verb)</i> People shooting in a battle. <i>(noun)</i> <i>'Courage under fire' means to be brave while people are shooting in a battle</i>
Gallantry	Bravery <i>(noun)</i> <i>Gallant leader of men; Great dash and gallantry:</i>
Initiative	Solving a problem without others telling you what to do. <i>(noun)</i>
Inspire	To make you want to do good things. To give you ideas and enthusiasm. <i>(verb)</i> <i>Inspired his men</i>
Phenomenal	Something so good, it is unbelievable. <i>(adjective)</i>

Glossary of Hero Words

Reliability	Others can trust you. Others can trust what you say and that you will do what you say. (<i>noun</i>)
Regardless	Even though someone or something else could have got in the way. (<i>adverb</i>) <i>Regardless of own safety</i>
Respect	The feeling you have for someone you admire, or think good things about. You have a good opinion of them. (<i>noun</i>) To respect something is to honour it - or give it special treatment because of what it is. (<i>verb</i>) <i>Respect the flag; Respect the school rules.</i>
Sense	Ability to make good decisions about things. (<i>noun</i>) <i>Common sense - know the right thing to do in everyday situations; Sense of direction - have the ability to know which way to go - even without a compass (or GPS). Sense of Locality - ability to know where you are - even in places like the desert where there are no clues about where you are.</i>
Single-handedly	Did it on your own. (<i>adverb</i>)
Soldierly	As a good soldier would do. (<i>adjective</i>) <i>Fine soldierly bearing means the person presents them-self as a fine soldier would.</i>
Spirits	How happy or sad you are. (<i>noun</i>) <i>Kept up spirits means to keep others feeling happy.</i> Spirits also means ghosts.
Unceasing	They keep going, even though they are real, really tired. Not giving up. (<i>adjective</i>)

Year 3 Unit: Commemorating ANZACs and the Light Horse

Theme: Community and Remembrance

How rapidly our landscape changes - Mudgeeraba went from a wilderness of plenty, inhabited by indigenous people, to a patchwork of farming selections drawing people from across the world, then, by 1914, sending its young men and women overseas to fight in a war. Locally these changes occurred in a timespan of just 50 years - less than a lifetime. This excursion focuses on the ANZACs in World War 1 - and in particular the story of the ANZAC Light Horsemen.

The Light Horse drew its ranks from across Australia - particularly in the regions where skills in horse riding and surviving in the bush were vital to early settlement. The Australian Light Horse was established during the Boer war in South Africa in 1899. In the early 1900s most areas in Australia had a Light Horse militia group up until the First World War. The Light Horse troops joined the fray in World War One, but often fought without their horses which were useless in the trenches and against the new gun technologies. Light Horse troops still exist, though their trusted steed is now a light armoured vehicle (LAV)

This excursion activity is based around a visit to the Mudgeeraba Light Horse museum situated at the historic state listed Schmidt farmhouse. It provides a ready context of life on a dairy farm as a backdrop. The excursion experience will provide an understanding of the ANZACS, the Light Horse, the symbols, emblems and ways we remember their contribution. Activities are designed to align with the National History Curriculum requirements and International Baccalaureate. Online resources provide class room materials for before and after the excursion.

Students will experience:

- Discovering the symbols of the ANZACs and Light Horse in the museum
- Hands on raising and lowering the flag
- Participating in caring for a war horse
- Safely handling some of the weapons of World War I
- Paying respect to some of the heroes of the ANZAC Light Horse and those who supported them.

Central Idea

Commemorating the ANZACs is an important part of Australian communities. The ANZAC legends that grew out of the battles of Gallipoli include the stories of the infantry men on the Western Front and the Light Horsemen in the desert campaigns. Who were the ANZACs, who supported them?. What was the Light Horse? Why do we commemorate the ANZACs? How do we commemorate them?

This excursion provides an excellent core to exploring the Unit Communities and Remembrance. A Unit Outline is contained in this document.

Overview

Curriculum Focus: Local and National history through a range of sources

Year 3 Level description: Community and Remembrance

This unit explores how and why people choose to remember significant events in the past. This section provides an example unit plan for Community Remembrance based on a visit to the Mudgeeraba Light Horse Museum and the pre/post resources provided with this package.

Key inquiry questions:

- How and why do we remember significant events of the past?
- What is the nature of the contribution made by different groups and individuals in the community?

Curriculum Linkages

Curriculum Overview		
Australian Curriculum	ANZAC and Light Horse Commemorations	Connects to
Students explore significant days and weeks celebrated in Australia and in other countries.	<ul style="list-style-type: none"> • ANZAC Day • Beersheba Day • Remembrance (Armistice) Day • Significant WWI Days • How a town in France commemorated the ANZACs 	<ul style="list-style-type: none"> • Other significant days/ weeks celebrated by French, Turkish and other countries
Students identify the significance of people with diverse backgrounds and the roles they play in developing local communities.	<ul style="list-style-type: none"> • Background of those who fought in World War I • Role of the Light Horse in Gallipoli and WWI • Contributions of local pioneers and indigenous people, women and animals 	<ul style="list-style-type: none"> • Diversity of local community in WWI and now
This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.	<ul style="list-style-type: none"> • Historical understanding of World War I • Changes that war brought • Gain new perspectives and empathy from museum activities 	<ul style="list-style-type: none"> • Changes in local community in the last 100 years

Historic Understandings

Opportunities to develop historic understandings	
Australian Curriculum	ANZAC and Light Horse Commemorations
Sequence significant historical people and events	Sequence significant historical people and events of World War I
Use historical terms when speaking, writing and illustrating	Terminology of the ANZACs, Light Horse and their symbols
Pose a range of questions about the past when investigating significant events and the contributions that individuals and groups have made to the development of the local community	Where's Woody Symbol Sleuth Hero Portrait
Identify sources that provide information about celebrations in the past and present and the diversity of communities	Find and identify information sources at the museum, included in the program resources and online
Locate relevant information from sources provided	Investigate some documentary sources about the heroes
Identify different points of view, including the meaning of celebrations from different perspectives	Explore perspectives of different heroes and those who served in WWI in a variety of ways.
Develop texts, particularly narratives	Opportunities to develop narratives about the day, and the different heroes commemorated at the museum
Use a range of communication forms (oral, graphic, written) and digital technologies.	Opportunities to use a range of communications: narratives, debate, role plays.
Aboriginal and Torres Strait Islander perspectives	Understanding about local indigenous people who served in WWI Opportunity to learn about Aboriginal and Torres Strait Islander flags

General Capabilities and Cross Curriculum Priorities

- Literacy / Intercultural understanding / Personal & Social capability / Information communication and technology / Critical & creative thinking / Numeracy / Ethical Behavior/Intercultural understanding
- Aboriginal and Islander histories and cultures

Learning Activity Details

The following are suggested learning activities based around the excursion to the Mudgeeraba Light Horse Museum.

Content	Activity Description	Program Resource /External Link
Pre-Excursion Activities		
Local Historic Context	Understanding Gold Coast, the Schmidt Farmhouse & WWI Creating Timelines	<ul style="list-style-type: none"> • Gold Coast and the Schmidt Farmhouse WWI: Part 1 PPT • Woody and Frank Poem • Suggested Activities Schmidt Farmhouse - Then and Now • Suggested Activities - Gold Coast & Schmidt Farmhouse Timeline
World Context	ANZACs and WWI - Gallipoli - The Western Front - The Light Horse and Desert Campaigns	<ul style="list-style-type: none"> • Gold Coast and the Schmidt Farmhouse WWI: Part 2 PPT • Suggested Activities - WWI Timeline
Community and Remembrance	<ul style="list-style-type: none"> - Understanding how heroes are recognised and remembered - Heroes - Reading about how our ANZACs are remembered in France 	<ul style="list-style-type: none"> • Heroes Introduction • Villiers Bretonneux • Symbols of the ANZACs and Light Horse • Suggest Activities - Making Colour Patches • Suggested Activities - Making Poppies AWM Make a poppy • Suggested Activities Symbol Sleuth Worksheet • Suggested Activities: Make an ANZAC 'Tile', also known as 'Hard tack' or the original ANZAC Biscuit • Suggested Activities: Make ANZAC Ginger Biscuits - Home Recipe from WWI - can also be found on Trove. • Suggested Activities: Make ANZAC Bickies that you know Today - find a recipe online

Content	Activity Description	Program Resource /External Link
Excursion Activities		
Prepare for Excursion		<ul style="list-style-type: none"> • Suggested Activities: Prepare for Excursion
Mudgeeraba Light Horse Museum Excursion		
Where's Woody	- Discover the ANZAC symbols at the museum	<ul style="list-style-type: none"> • Running Sheet for teachers • Where's Woody Brochure • Relates to Symbols Powerpoint
Training Sessions	- How to raise the flag - Care of a Warhorse - WWI Weapons handling	
Honouring ANZAC Heroes	- Learn about some the ANZAC heroes and those that supported them.	<ul style="list-style-type: none"> • Hero Brochures • Poppies - supplied by the museum
Flag Raising Ceremony	- Flag Raising, Firing party and singing of the National Anthem	
Tent Pegging Demonstration	- Live horseback tent pegging demonstration performed by a Qld champion	

Excursion Notes

The capacity of the museum is 50 students. Larger cohorts can be catered for by the group dividing into 2 smaller groups. Both groups can be together onsite for the tent pegging demonstration and flag raising, that occur in the middle of the day.

Students are organised into **troops** of six - An easy way is to number the students hand with their troop number. Each troop can also wear colour patches (see activity and worksheet). Each troop will be given a 'barracks' - where they start their exploration of symbols. The Where's Woody and Honouring Heroes activities will be done in troops.

Two troops will form a **squadron**. **These will be used for the Training Sessions which will be done in large groups.:**

- Troops 1 & 2 will be Blue,
- Troops 3 & 4 will be Re, and
- Troops 5 & 6 will be Green Squadron .

Content	Activity Description	Program Resource /External Link
Post-Excursion Activities		
Schmidt Farmhouse & Museum Enquiry	Understanding Gold Coast, the Schmidt Farmhouse & WWI Creating Timelines	<ul style="list-style-type: none"> • Narrative about the day • Schmidt Farmhouse - same but different
ANZAC Hero Inquiry	Inquiry into how and why we commemorate our heroes.	<ul style="list-style-type: none"> • Hero Role Play • I am a hero - this is my story • Hero - This is your life! • Hero Portrait • Hero Timeline
ANZAC Symbols Inquiry	Inquiry into some of the symbols of the ANZACs and what they mean.	<ul style="list-style-type: none"> • Create selection of symbols as a troop • Symbol Sleuth • Symbol Connections • Debate between troops and squadrons
WWI Light Horse Inquiry	Inquiry into who the Light Horse were and why we remember them.	<ul style="list-style-type: none"> • Create objects for a Beersheba Diorama • Story telling using the diorama
Remembrance	How we remember and honour special events	<ul style="list-style-type: none"> • Role Play flag raising ceremony • Remembrance days

Assessment

Opportunities for Assessment	
Australian Curriculum	ANZAC and Light Horse Commemorations
<p>Collection of work (Written)</p> <ul style="list-style-type: none"> written explanations questions of, and responses to, source material annotated timelines graphic organisers debates or discussions (with notes) physical/visual artefacts annotated photographs re-enactments and roleplays. 	<p>Options for written work include</p> <ul style="list-style-type: none"> Narratives about the day or my hero's story Hero Portrait Hero Timeline Gold Coast & WWI timeline Schmidt Farmhouse - Same but different Debates between troops and squadrons Create selection of symbols as a group Create objects for a Beersheba Diorama Role Play flag raising ceremony
<p>Research: Response (Written, multimodal)</p> <p>Students explore the contributions of a person or group in their local community. They use a range of sources to find out about the influence and contributions of that person or group in the development of their local community.</p> <p>Students pose questions, identify sources and locate relevant information from provided sources. They identify different points of view using a range of communication forms.</p>	<ul style="list-style-type: none"> Hero Portrait Hero timeline Symbol Sleuth Symbol Exhibition Hero narrative - first person Hero Role Play I am a hero - this is my story Hero - This is your life! Story telling using the Beersheeba diorama created in the classroom

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Curriculum Checklists

Historical Knowledge

Historical Knowledge Community and Remembrance	This Program
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • Local Indigenous heroes and commemoration
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • Schmidt farmhouse - whats changed/what's the same
<p>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • Diversity of community • Diversity those who served WWI
<p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems (ACHHK063)</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • ANZAC Day • Beersheba Day • ANZAC symbols • Opportunity to link to other special days
<p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)</p>	<p style="text-align: center;">✓</p> <ul style="list-style-type: none"> • Recognition of ANZACs in France • Opportunity to link to commemorations in other places

Historical Understandings

The key concepts of historical understanding are:	
<p>Sources</p> <p>Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry.</p>	<p>✓</p> <ul style="list-style-type: none"> • Museum Objects, personal accounts, documentary evidence, narratives, posters
<p>Continuity and change</p> <p>Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.</p>	<p>✓</p> <ul style="list-style-type: none"> • Buildings, objects, places • WWI
<p>Cause and effect</p> <p>The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.</p>	<p>✓</p> <ul style="list-style-type: none"> • Settlement of the Gold Coast • World War I • ANZAC legends
<p>Perspectives</p> <p>A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.</p>	<p>✓</p> <ul style="list-style-type: none"> • Narratives from different hero perspectives and those involved in WWI
<p>Empathy</p> <p>An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.</p>	<p>✓</p> <ul style="list-style-type: none"> • Through stories of people and animals impacted by WWI
<p>Significance</p> <p>The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.</p>	<p>✓</p> <ul style="list-style-type: none"> • Symbols and commemorations that persist.

Historical Skills

Historical Skills		Activity
Chronology, terms and concepts		
Sequence historical people and events (ACHHS065)	✓	Hero's Timeline Gold Coast and WWI Timeline
Use historical terms (ACHHS066)	✓	Glossary, Collection of Work, Research Response
Historical questions and research		
Pose a range of questions about the past (ACHHS067)	✓	Symbol Sleuth, Hero Portrait, Hero who am I
Identify sources (ACHHS215)	✓	Collection of Work, Research Response
Analysis and use of sources		
Locate relevant information from sources provided (ACHHS068)	✓	Collection of Work, Research Response
Perspectives and interpretations		
Identify different points of view (ACHHS069)	✓	Hero Narrative, Hero Role Play
Explanation and communication		
Develop texts, particularly narratives (ACHHS070)	✓	Collection of work,
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)	✓	Research Response

Suggested program for the Excursion day

at Mudgeeraba Light Horse Museum:

Morning Troops	Afternoon Troops	Activity
9:00 - 9:10	12.00-12:10	<p><u>Welcome</u> (10 minutes)</p> <p>A welcome, and explain location of toilets, museum layout.</p> <p>Students break into groups. and given stickers to indicate squadrons (if they don't have colour patches)</p> <p>Explain where's Woody the Warhorse activity</p>
9:10 - 10:00	12.10 - 1:00	<p><u>Where's Woody the War Horse</u> (50 minutes)</p> <p>(Done in troops)</p> <p>MC: Blows whistle each 8 minutes</p>
10-10:15	1:00-1:15	<u>Morning tea under the Mango Tree</u>
10:15 - 11:15/	1.15-2.15	<p><u>Training sessionss</u> (1 hour - 3 x 20 mins) In Squadrons</p> <ul style="list-style-type: none"> - World War 1 weapons - How to raise a flag - Care of a war horse <p>MC: Blows whistle each 20 minutes</p> <p>Trainers: Give instruction and at end of segment, directs students to next activity. At last activity students assemble at Woody.</p>
11:15- 11:30	2.15 - 2.30	<p><u>Heroes Activity</u> (15 minutes) Activity In troops</p> <p>MC: Blows whistle after 12 minutes then students place their poppy.</p> <p>CO and Firing party get ready for flag raising.</p> <p>Students: At end, assembly near Woody\</p>
11:30- 11:40		<p>Flag raising ceremony and Firing party (10 Minutes)</p> <p>Students assemble around Flag pole,</p> <p>CO: Marches out with troop and explains the ceremony. Firing party fires salute; Flag is raised and students sing Advance Australia Fair,</p>
11:40-12:00		Tent pegging demonstration and closing (All students together)
12:00	2:30	Finish

Content and Activities

This document details the learning activities contained in the Commemorations Program. It is divided into the following sections:

- Pre-excursion
- Excursion Preparation
- Excursion Activities
- Post Excursion

Pre-Excursion Content and Activities

Local Context

Understanding Gold Coast, the Schmidt Farmhouse & WWI

Package Resources

- Gold Coast and the Schmidt Farmhouse WWI: Part 1 PPT
- Woody and Frank Poem
- Worksheet: Schmidt Farmhouse Then and Now
- Worksheet: Gold Coast & Farmhouse Timeline

Gold Coast and the Schmidt Farmhouse WWI: Part 1 (Powerpoint)

Provides historical context for the Schmidt Farmhouse in the development of the Gold Coast and WWI.

- Suggested Activity: Schmidt Farmhouse - Then and Now
The Schmidt Farmhouse, home of the Mudgeeraba Light Horse has remained on site since 1860. Complete the table to compare life at the Schmidt Farmhouse back then, and the farmhouse now as a museum.
 - Use Schmidt Farmhouse Then and Now worksheet.
 - Students cut up the words and phrases at the bottom and paste them in the table to show what's changed.
- Suggested Activity: Gold Coast and Schmidt Farmhouse Timeline
 - Use Schmidt Farmhouse worksheet.
 - Students make a drawing of each event in each square.
 - Students cut out the squares, and the Schmidt Farmhouse circle, place the circle in the center on a blank sheet, then the rest of the squares in order. Hint: The Schmidt farmhouse circle is exactly in the middle.
 - Paste the squares and circle on to finish the task.

World Context

ANZACs and WWI

- Gallipoli

- The Western Front

- *The Light Horse and Desert Campaigns*

Gold Coast and the Schmidt Farmhouse WWI: Part 2 (Powerpoint)

Discusses the sequence of key events in WWI: Gallipoli, the Light Horse, Beersheba and the desert campaigns

- Suggested Activity: World War I Timeline
 - Answer the Timeline worksheet questions
 - Draw and .decorate timeline

Community and Remembrance

- Understanding how heroes are recognised and remembered
- Learning about the symbols of the ANZACs
- Reading about how our ANZACs are remembered in France

Heroes Introduction (PPT)

Introduces the heroes students will encounter at the museum.

Villiers Bretonneux (PDF)

A4 Brochure telling the story of how the school at Villiers Bretonneux honour the ANZACs saving their town on the Western Front in France, WWI.

Symbols of the ANZACs and Light Horse (PPT)

Pictorial guide to the symbols students will be discovering at the museum in the 'Where's Woody' activity

- Suggested Activities Symbol Sleuth Worksheet

Students choose a symbol that they are interested in, and think about how they might find out more about it at the museum.

- Each student selects a symbol, and makes a drawing on the *Symbol Sleuth Worksheet*, writing some words about what it means
- They make a list of things that they'd like to find out about their symbol
- After the excursion visit students can fill in something they uncovered about the symbol at the museum

- Suggested Activities - Making Poppies

Students can make their own poppies using crepe paper and pipe cleaners

- Follow the link at the Australian War Museum for instructions :[AWM Make a poppy](#).

- Suggested Activities: Make an original ANZAC Biscuit that the diggers ate

Make the rations that diggers ate in the trenches (wasn't very tasty)

- Follow the link [Make an ANZAC 'Tile'](#), also known as 'Hard tack' or original ANZAC Biscuit

- Suggested Activities: Make a home recipe for ANZACs from World War 1

Yummier - a recipe from the time for home baked ANZAC biscuits

- [ANZAC Ginger Biscuits](#) - Home Recipe from WWI - can also be found on Trove.

- Suggested Activities: Make ANZAC Bickies that you know Today

Find a recipe and make yummy ANZAC biscuits

- Students can find a recipe online or ask at home for a family recipe

Excursion Preparation

Package Resources

- Suggested Activity: Patches Worksheet
- 'Where's Woody' Brochure
- 'Commemorations' Brochure

Organisation of students

For the excursion, students are to be grouped into troops - 6 groups of up to 9 students. If the year cohort is being divided into 2 groups, then each group is to be divided into 6 troops.

- Number the troops - 1 to 6
- Some activities at the museum will be in squadrons - 2 troops form a squadron:
 - Troops 1 & 2 - Blue Squadron
 - Troops 3 & 4 - Red Squadron
 - Troops 5 & 6 - Green squadron
- Suggested Activity: Making colour patches
 - Students might like to make their own colour patches - a worksheet is provided for each troop. These can be cut up so each student has a colour patch. Students can colour the squadron colour on the bottom of the patch, then choose a colour for their troop - this can be coloured in at the top. Students can then trim it. On the day, these can be secured to the uniform with tape.
- Student might also like to complete their symbol sheet activity listed in the Pre-excursion activities. They can take it with them on the day if they like, or complete it after their museum visit

Supervision at the Museum

The museum relies on each troop of students being supervised by a teacher or parent while at the museum. They can also act as photographer for the day as there are plenty of photo opportunities.

Printing of Activity Sheets

There are two activity sheets to be printed on the day:

- Where's Woody Brochure
- Heroes Brochure

One of each is required for each student. A clipboard each also would make it easy handling.

On the Day

The following is a checklist for on the day: Each student:

- knows their troop number and has it written clearly on their hand
- wearing their colour patch (optional)
- has their morning or afternoon tea and a drink bottle (might be easier to have these together in a box)
- has a clipboard (optional but preferable)
- has their 'Where's Woody Brochure'
- has their 'Heroes Brochure'
- has their symbols sleuth sheet (optional)
- is excited and cant wait to get ot the museum!

Post Excursion Learning and Activities

Package Resources

- Suggested Activity Worksheet: Hero Portrait
- Suggested Activity Worksheet: Hero Movie Scenes
- Suggested Activity Worksheet: Symbol Sleuth
- Link to making poppies

Schmidt Farmhouse & Museum

Elaborations: Topics for exploration

- The Schmidt farmhouse, the site of the museum is an example of early European settlement that has survived to today - one of the earliest surviving buildings on the Gold Coast. The house has remained even though the use of the land around it has changed.
- Role of people of diverse backgrounds in the area, through exploring where Mudgeeraba's pioneers came from.

Narrative Topics

The following are suggested narrative topics

- When my time capsule landed in the Schmidt Farm House
- On the farm with my horse
- Time traveller - students imagine going back in time and describe what they see.

Research

- Schmidt Farmhouse Timeline
 - Building on the Gold Coast and Farmhouse timeline from 'Pre-excursion Activities', Create a classroom wall timeline covering the period - each troop could research and create panels for different sections.

ANZAC Heroes

Elaborations: Topics for exploration

- Importance of symbols and emblems of the ANZACs, the Light Horse and the community of World War 1.
- How we recognize and honour our ANZACs.

Narrative Topics

- I am a hero - this is my story - students put themselves in the shoes of a hero and tell the story.

Research

- Suggested Activity Worksheet: Hero Portrait
 - Instructions in 'Pre-excursion activities' above
- Suggested Activity Worksheet: Hero Movie Scenes
 - Using the worksheet, draw three key scenes about what your hero did.

Annotated Timelines

- Hero Timeline
 - Troops create a timeline for their hero of key event
- Class Hero Timeline
 - Create a wall timeline for all the heroes - showing where, when and what happened.

Debate Topics

There were two really hot topics during World War I about who should serve...

- Only volunteers should be sent to war
 - There were big debates whether people should volunteer to go to war, or whether the government should make (conscript) men to join up. The people of Australia voted twice on this, but decided it should just be volunteers.
 - The debate can happen on an informal basis, or in a more structured way - perhaps between troops.
- Women should only go to war as nurses
 - During World War I, Australia decided that the only women that should go off to war were nurses. Many other women wanted to go across and help - and just took themselves there. They were never properly recognised in Australia. These included women doctors, ambulance drivers and a journalist.

Reenactment

- Hero Role Play
 - Builds on research done with the Hero Timeline and Hero Cartoon Strip.
 - Each troop re-enacts the story of one of their heroes - makes costumes and props
- Hero - This is your life!
 - In Squadrons, use research skills to create a list of people and objects important to the hero.
 - Make or replicate the objects
 - Write a script for the compare who introduces the hero, sits them down then introduces from their story, and important objects one at a time.
 - People from the heroes past will be introduced to the hero
 - Others will bring important objects
 - Perform it.

ANZAC SYMBOLS

Elaborations: Topics for exploration

- What are the symbols and emblems of the light horse? What do they mean?
- What is the symbolism of the Australian flags - and how do handle the flag respectfully?
- What are some of the symbols important to the community - what do they mean?

Research

- Suggested Activity Worksheet: Symbol Sleuth
 - Do or complete the *Symbol sleuth* activity from Pre-Excursion activities
 - This is a great lead in to the *Museum Exhibition* activity below.

Mixed Media

- Museum Exhibition - Symbols of the ANZACs
 - Each troop creates a museum exhibition based on a selection of three symbols.
 - The exhibit can contain a poster, artefacts, photographs. The poster and labels can describe and connect the objects
 - The class places all their exhibits together to form an exhibition

The Light Horse

Elaborations: Topics for exploration

- What was it like being a light horseman?
- How are the Light Horse part of the ANZAC legend?

Mixed Media

- Create a Beersheba Diorama
 - Students can have fun as a class making objects for the diorama and creating the scene
 - Create objects for a Beersheba Diorama
 - Story telling using the diorama

Remembrance

Elaborations: Topics for exploration

- At what places do people commemorate World War 1?
- What ways do people demonstrate respect for those who have served in the military?
- What else was happening locally and globally at the time?
- What is still evident today?

Mix Media

- Making Poppies
 - See instructions and link in 'Pre-excursion Activities'.
 - These can be used in other remembrance activities
 - These can be woven together to make a class wreath
- Honour Board
 - Create a class honour board in a space in the class room. All manner of things can be made and pasted on the board
 - Photos of heroes from the museum and their medals

Role Play

- Role Play flag raising ceremony including:
 - Creating a program
 - Raising the flag
 - Singing the National Anthem
 - Reciting the Ode
 - Playing a recording of the last post (AWM site)
 - Reciting 'In Flanders Field' poem
 - Laying a wreath
 - Honouring heroes with a poppy.