

# Community and Remembrance

Aligned with the Australian National Curriculum



**Section 1:**  
**Local Indigenous Groups**

**Section 2:**  
**Local Changes and Continuities**

**Section 3:**  
**Development and Character of the Local Community**

**Section 4:**  
**Special Days, Symbols and Emblems**



By Lindsay Marsh

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# Teachers' Notes

*Community and Remembrance* is written for students living in Australia who are studying History in Year 3. It is divided into four clear sections which connect to the National V9 Curriculum.

- The first section gives students the opportunity to examine Indigenous Australians and use sources to understand where they came from and why they place so much importance on country and place. Students will identify a local Indigenous language group to help them understand and develop an appreciation of local Indigenous culture.
- The second section encourages students to trace important changes and continuities in their local area, dating back to early colonial Australia. They will investigate local changes and continuities in relation to work, transportation, education, parks and gardens and entertainment.
- The third section is entitled Development and Character of the Local Community. The activity pages in this section have been designed to help students explore the cultural diversity of their local area and assess how different cultures have influenced Australian communities in relation to religion, beliefs, architecture and festivals.
- The fourth and final section of this book allows students to identify and discuss the origins and importance of special days celebrated and recognised by all Australians, and explore local and national symbols and emblems.

The activities in this book have been carefully constructed to help students develop their historical knowledge and skills. Students will be asked to develop historical inquiry questions, identify, analyse and compare a range of sources, sequence parts of the past, use appropriate terminology and create charts, models, mindmaps, pictures, stories, and presentations to explain history.

## Curriculum Links

### **Knowledge and Understanding: History** **Students learn about the causes and effects of changes to the local community and the contributions from people who may be from diverse backgrounds (AC9HS3K01)**

- investigating how aspects of local life, such as transport, entertainment, the natural and built environment and technologies, have changed over time by examining photographs, newspapers, oral histories, diaries and letters; for example, comparing life from the time of European settlement to today
- utilising photographs from the past and present of a specific location to identify changes or continuity (e.g. similarities and differences over time) related to people, events, developments, places or ecosystems
- identifying individuals and groups from diverse backgrounds who have contributed to the community's economic, social, cultural, civic and environmental development
- exploring why changes occurred in the local community and what the effects were; for example, considering changes such as the re-purposing of a building or wasteland being transformed into a wetland

### **Students learn about significant events, symbols and emblems important to Australia's identity and how they are celebrated in Australia, including Australia Day, NAIDOC Week, Anzac Day, Easter, Christmas, National Sorry Day, and other religious or cultural festivals (AC9HS3K02)**

- identifying and explaining the historical origins of important Australian celebrations or commemorations, such as Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, Lunar New Year, Diwali and Eid

- acknowledging that people have different viewpoints on some events; for example, some First Nations Australians view "Australia Day" as "Invasion Day," and many non-Christians celebrate Christmas
- producing a list of local, state/territory, national, and religious symbols and emblems, such as the Commonwealth Coat of Arms, Australian Flag, First Nations Australians' flags, state/territory flags, club emblems, school logos, floral emblems, and religious symbols like the Christian cross, the Crescent and Star, and the Magen David, and discussing their origins, uses and importance
- examining the symbolism in the design and positioning of flags, such as the Australian Flag and First Nations Australians' flags, and identifying special occasions when they are flown, including NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day
- investigating the community's roles, rights and responsibilities when observing protocols around flag flying

### **Skills: Questioning and Researching**

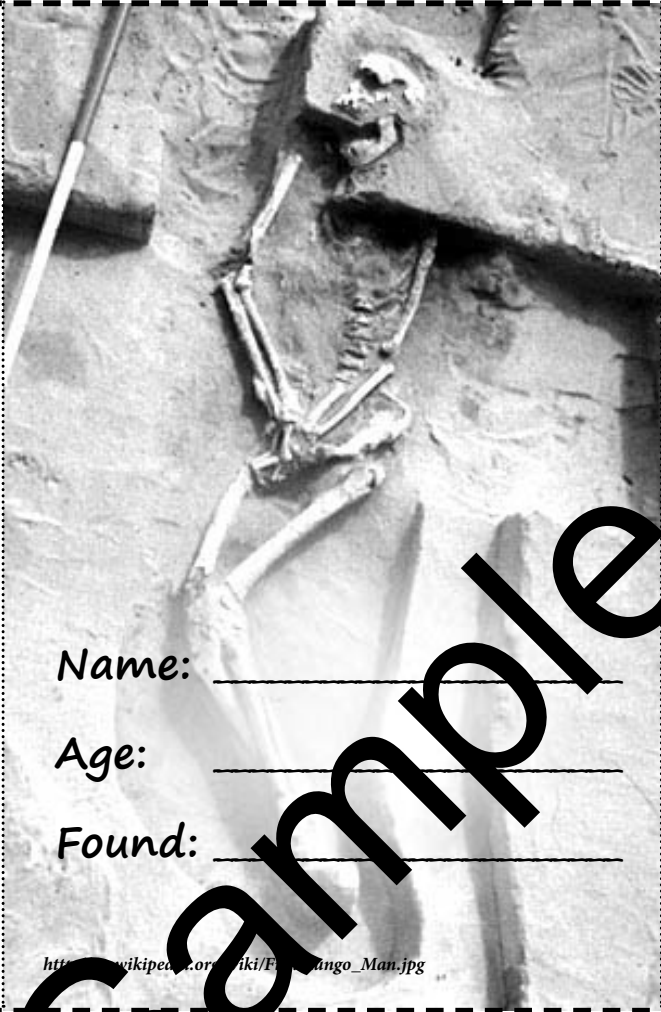
#### **Students learn to develop questions to steer investigations about people, issues, events and/or places (AC9HS3S01)**

- formulating questions to guide investigations, such as "Why there?" to explore location; "What might happen?" to predict the future consequences of natural processes or human actions; and "What ought to happen?" to consider ethical behaviour, sustainability and favoured futures
- asking deeper questions during investigations, such as "Why is that so?" and "What else do we need to know?"
- asking questions to compare situations, such as "How have things changed?" or "How is my house the same or different from one in a neighbouring country?"

## Activity

## Human Fossils

- ☐ Fill out the information for each fossil and create a vault for Mungo Man.




Name: \_\_\_\_\_

Age: \_\_\_\_\_

Found: \_\_\_\_\_

[http://www.wikipedia.org/wiki/File:Mungo\\_Man.jpg](http://www.wikipedia.org/wiki/File:Mungo_Man.jpg)



Name: \_\_\_\_\_

Age: \_\_\_\_\_

Found: \_\_\_\_\_

Distinguishing features: \_\_\_\_\_

\_\_\_\_\_

**My  
Fossil**

- ☐ Write one sentence about your fossil.

\_\_\_\_\_

\_\_\_\_\_

☐ Where did your chosen language group first settle?

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☐ How did their location affect the way that they lived and what they ate?

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☐ What were their relations like with the colonisers?

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☐ Write down one of their beliefs.

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☐ Create a profile of a well-known member of the language group.

*Name:* .....

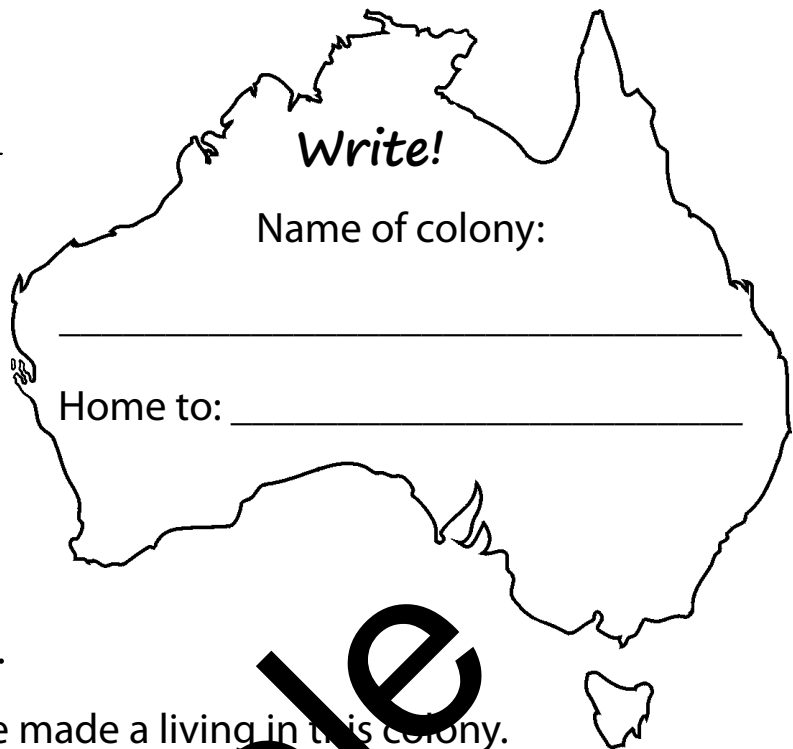
*Famous for:* .....

*Other information:* .....

.....

.....

Draw a picture of the person who you have chosen.



☐ Draw and label how people made a living in this colony.

.....

.....

.....

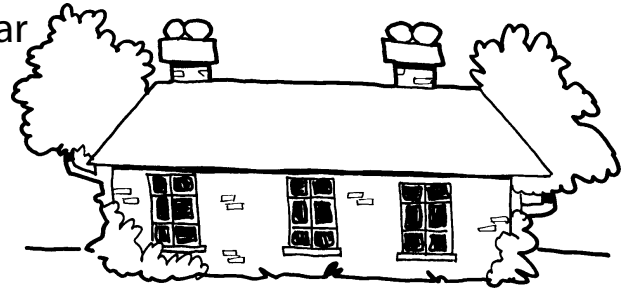
## Change

☐ Draw and label a job which existed years ago but doesn't exist today.

1. About when did schools start to appear in Australia?

\_\_\_\_\_

2. Colour who usually attended school.



3. When was schooling made available to all children?

\_\_\_\_\_

4. When was education made compulsory?

\_\_\_\_\_

- ☐ Create a school timetable for either a boy or a girl in the 1870s. Compare it to your own.

Sample

- ☐ Draw and label three religious buildings in your local area which show the diversity of people and religion in the community.



Hindu Temple,  
Bayswater, Melbourne

Sample



Australia Day is on the

This date marks the anniversary  
of what event?



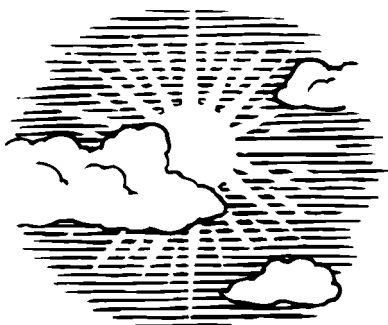
☐ Why would Australia Day be a day of mourning for some?

☐ Why do some Australians want to change the date of Australia Day?

### **Australia Day Poem**

*This is the joy-inspiring day  
That gave these blessings to our lot  
Then let us share the social rites  
Join hands, all malice be forgot!  
This little star, once marked by none  
Now shines a bright - a BLAZING SUN!*

*Charles Tompson 1824*



☐ What is Tompson saying  
about Australia Day?

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- ☐ Draw and colour your state's/territory's floral emblem. Copy it carefully.

### Floral Emblem

Name: .....

What does it look like?

.....

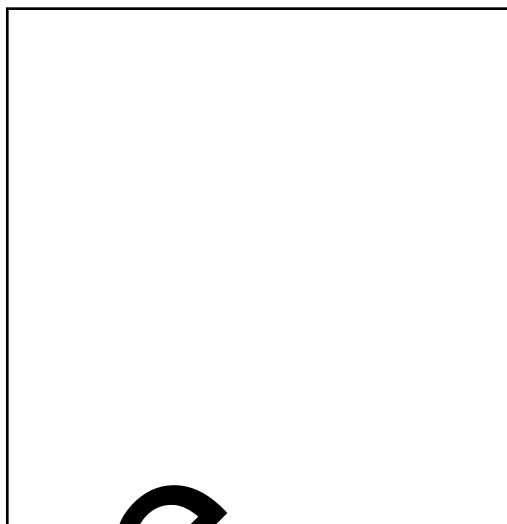
.....

Where was it first found?

.....

Where is it found today? .....

When did it become the emblem? .....



- ☐ Draw and colour your state's/territory's faunal emblem. Copy it carefully.

### Faunal Emblem

Name: .....

What does it look like?

.....

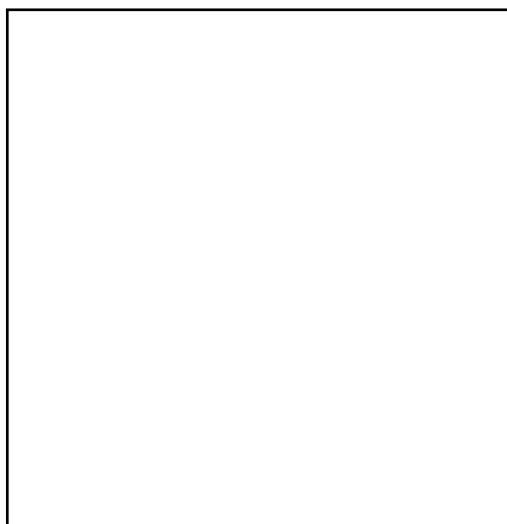
.....

Where was it first found?

.....

Where is it found today? .....

When did it become the emblem? .....



## Activity

## The Eureka Stockade Flag

- ☐ Draw and colour the Eureka Stockade Flag. Copy it carefully.



## Questions

- ☐ What are the stars believed to symbolise?

\_\_\_\_\_

- ☐ What is the cross believed to symbolise?

\_\_\_\_\_

## The History of The Eureka Flag

