

62nd Annual Newcastle Combined Schools ANZAC Commemorative Event Teacher Resource

**TUESDAY 4 APRIL, 2017
12.30 pm**

This resource is designed to support you and your students in preparation for attending this event as well as further ideas in the classroom.

The event is aimed at Yr. 5-9 students, Stages 3-5. It can be used as consolidation of learning for students who will have learnt about ANZAC as part of *community and remembrance*.

It links to the NSW History K-10 curriculum:

Knowledge, understanding and skills

Early Stage 1 – Stage 3

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past; and
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Stage 4 - Stage 5

Students:

- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia;
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia;
- develop skills to undertake the process of historical inquiry; and
- develop skills to communicate their understanding of history.

Values and attitudes K–10

Students will value and appreciate:

- history as a study of human experience;
- the opportunity to develop a lifelong interest in and enthusiasm for history;
- the nature of history as reflecting differing perspectives and viewpoints;
- the opportunity to contribute to a democratic and socially just society through informed citizenship; and
- the contribution of past and present peoples to our shared heritage.

Outcomes

A student:

- identifies change and continuity and describes the causes and effects of change on Australian society HT3-3
- applies a variety of skills of historical inquiry and communication HT3-5
- describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
- identifies the meaning, purpose and context of historical sources HT4-5
- uses evidence from sources to support historical narratives and explanations HT4-6
- locates, selects and organises information from sources to develop an historical inquiry HT4-8
- uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10
- explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2
- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
- applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Event Outline:

The Commemoration is in two parts - the first thematic section changes every year and focuses on a theme - this year it commemorates Australians in Belgium during World War One (WW1), as well as the impacts on Belgian civilians. It also makes connections with the plight of WW1 Belgian refugees to the plight of Syrian refugees today.

The second part designed to not only give students an experience of an ANZAC Commemoration but also to provide explanations for some of the traditions involved.

The theme links in with the exhibition on temporary display at Newcastle Museum - *The Great War in Broad Outlines*. The Belgian Department of Foreign Affairs, in partnership with the Belgian National Institute for Veterans and Victims of War, has designed and commissioned the exhibition.

The Great War in Broad Outlines tells the story of WW1 on an international, Belgian and local level. Many Australians have family members who fought in Belgium in WW1. It aims to connect the two countries through a common history and shared respect for the fallen.

This exhibition is free entry however all groups (large or small) need to book. Please call the Museum 4974 1422 to make your booking.

The Commemoration

You may wish to familiarise your students with aspects of this part of the Event by giving them the introductory information as topics for further research:

ANZAC - Australian and New Zealand Army Corps.

ANZAC Day traditionally commemorates the sacrifice of members of the Australian and New Zealand armed forces who have served and those who died in all wars and peacekeeping operations. It is held on the anniversary of the landing by the Australian and New Zealand Army Corps at Gallipoli in Turkey, 25th April 1915.

All Australian WW1 veterans who fought on the battlefields of Gallipoli, Palestine, France and Belgium from 1914 to 1918 are no longer alive today.

- *How did the ANZAC tradition start?*
- *Why do we still commemorate it today?*
- *How (if at all) has this commemoration changed over time?*
- *Is it commemorated in other countries? What are the similarities/differences with their commemorations?*

Catafalque party

Traditionally a catafalque is a raised structure upon which a coffin is placed for display before burial. A catafalque may also be used on ceremonial occasions like the Commemorative Event and ANZAC Day, as a focal point for the service. Four armed sentries guard it as a sign of respect.

The tradition of the sentries with their rifles upside down originated with the introduction of tanks in the army during WW1. When a soldier was injured or wounded during an attack his mate would pick up his rifle and stick it by the bayonet in the ground upside down, to ensure that the tanks would not accidentally run over his injured friend.

- *What are the origins of the catafalque party?*
- *Do only the armed forces have a catafalque party as part of commemorations?*

Laying of the Tribute

Traditionally flowers have been laid on graves and memorials in memory of the dead.

Wreaths are also used. Sometimes books are presented as a tribute instead of a wreath and are later given to libraries.

In the Commemoration Event ceremony, single red poppies, also known as the flower of remembrance, will be laid on the cenotaph draped with an Australian Flag in memory of those who have fought.

- *How has the red poppy become a symbol of remembrance?*
- *Is it only used on ANZAC Day, or around the world?*
- ***To become part of the Combined Schools Commemorative Event your students can design and make their own poppies to wear as well as design and create a school/class wreath for others to lay prior to entering the Civic Theatre. There will be a Cenotaph with an image of Captain Clarence Smith Jeffries VC and two***

selected representative students from your school may lay the group's poppies or wreath on this Cenotaph.

- *Schools may also have their own or local Honour Rolls where they can make and lay wreaths.*
- *For suggestions for making poppies:*
<http://www.poppytime.com/poppy-craft-activities.htm>

During the Tribute laying section of the Commemoration, a bagpiper plays a special Scottish tune for mourning and remembrance called a Lament while the tributes are being laid.

Ode of Remembrance

This is a verse taken from a longer poem called *For the Fallen* by Laurence Binyon. It was selected in 1919 to unveil a monument in London. Australians who were present at this unveiling thought it appropriate and so it was used at remembrance ceremonies at home.

- *What is the full poem?*
- *Where was Binyon from? Why did he write this poem?*
- *Is this poem important for other countries?*

The Last Post and Minute's Silence

The Last Post is played with a bugle and marked the end of the soldier's day. *The Last Post* has been incorporated into funeral and memorial services as a farewell. It symbolises that the duty of the dead is over and that they can rest in peace.

With the Minute's Silence the bowing of your head and not speaking for one minute's silence is a sign of respect to those who gave their lives for in war and to think about why we are here.

- *Do we know who wrote The Last Post?*
- *What countries play The Last Post as part of commemoration?*
- *What other ways can you show respect for those who have lost their lives in war?*

Australian and New Zealand flags lowered to half-mast

Being an ANZAC commemoration the Australian and New Zealand flags are on display. Both are very similar being red, white and blue with the Union Jack in the top corner. However, the portrayal of the Southern Cross constellation is the difference between the two with the Australian flag having six white stars and the New Zealand flag having four red stars with white borders.

- *Why do flags get lowered to half-mast?*
- *Does this happen all around the world?*

Reveille

Played by the bugler, this is a 'get up call'.

- *Why were bugles used during WW1?*
- *What other calls and their meanings were used?*

The Theme: Australians in Belgium

The 2017 theme is about local Australians who served in Belgium during WW1 in particular, Captain Jeffries V.C. It also looks at the impact the Great War had on Belgian civilians. Similarities can be drawn to the experiences of Syrian refugees today.

Many more local Newcastle and Hunter people served in WW1, students can use the introductory information below to further research Jeffries as well as look at their local WW1 memorials for more names to research.

Captain Clarence Smith Jeffries V.C



Captain Jeffries was from Wallsend and served with the 34th Battalion AIF. Jeffries was killed in action at Passchendaele 12 October 1917, he was 23. Captain Jeffries displayed most conspicuous bravery in attack when his company was held up by enemy machine-gun fire from concrete embankments.

He was the only child and his parents spent considerable time and trouble endeavouring to locate the remains of their son. Ordinarily it was not the practice of the Department of Defence to supply that information to the next of kin, but this was a special case.

His grave at Tyne Cot British Cemetery carries the epitaph:

*On fame's eternal camping ground
Their silent tents are spread.*

- *What is a V.C.?*
- *What did Captain Jeffries do to be awarded a V.C.?*
- *How many other Australians have been awarded a V.C.? What did they do to be awarded it?*
- *How many people from other counties have been awarded the V.C.?*
- *Are there any other awards given to those who served in WW1 – including women?*
- *How else do we honour and remember those who performed exceptional duties during WW1?*
- *What is so special about Tyne Cot Cemetery?*

Captain Jeffries Victoria Cross is on display at Christ Church Cathedral in Newcastle, as bequest by his mother, Barbara Jeffries. Newcastle Museum also holds Jeffries miniature V.C. (all medals are awarded with a miniature as well) and copies of his citation are on display.

He is honoured in many memorials around the Hunter Region:

- *Wallsend in the park opposite the Bowling Club as well as one in Federal Park.*
- *Dudley Public School Roll of Honour.*
- *Jeffries Park, Abermain.*
- *Abermain Bowling Club.*
- *Jeffries/Curry Memorial in Sandgate Cemetery.*
- *Waratah High School Hall Honour Roll, relocated from original Newcastle High School, now Newcastle East Public School.*
- *Clarence Jeffries VC Estate – Defence Force Housing in Adamstown.*

Australian forces (including locals from Newcastle and the Greater Hunter area) fought in battles in Belgium such as at Ypres and Passchendaele. There were huge numbers of casualties and injuries sustained in these battles. For those who died, their bodies never came home to Australia. For some, their remains were not able to be identified at the time so were buried nameless.

Belgium

Belgium was a neutral country (protected by the Treaty of London) however was the most direct route for Germany to invade France. On the 2nd August 1914, Belgium received an ultimatum: grant Germany safe passage or face invasion. The King of Belgium refused. Belgium would do all in its power to defend its rights and protect its people. Germany's actions were seen as a direct breaking of the Treaty of London. On the 4th of August, Britain demanded Germany to withdraw. When this was ignored, war was declared.

Ypres was a very important strategic town for both the Allies and Germany. During the war Ypres population of 35,000 dwindled into only hundreds by 1918. Almost every building would be destroyed. As well as heavy artillery, poison gas was also used for the first time.

- Search the internet for images of Ypres and Passchendaele during the Great War as well as refugees from Belgium.

Many Belgians became refugees as they tried to escape the war and many fled with very little. For around 250,000 Belgians, Britain became their new home as they were resettled there.

In Australia many charities and patriotic funds were formed in order to raise funds and support for Australia's allies and its own soldiers.

Australia also played a big part in raising funds for civilian wartime victims (many women and children) in Allied Europe. In 1914 after the Australian Federal Parliament voted to donate £100,000 for the relief of Belgium George Reid, Australia's High Commissioner said "I have never performed a more agreeable duty, they may cease to be allies, and regain their neutrality again, but the Belgians will remain in our loving regard a kindred people whose full rights and national existence the whole British Empire will always defend."

Syria today

The Syrian Civil War began in 2011 and is still ongoing with much causality, including civilians. This conflict has caused a major refugee crisis with more than 6 million people who are refugees within their own country, and over 4.8 million are refugees outside of Syria.

- *What similarities and differences in hardships did the Belgian refugees in WW1 face compared to the hardships Syrian refugees face right now?*
- *Compare which countries resettled WW1 Belgian refugees (and their numbers) with the countries resettling Syrian refugees.*
- *Are the processes of refugee status and acceptance for resettlement the same/better/worse today than one hundred years ago?*
- *What public and private fundraising is Australia doing for Syrian refugees today compared to what was donated to Belgium in WW1?*