Fortifying North Queensland

Applicable for use in Australian Curriculum: History – Year 3 and Queensland SOSE Essential Learnings Year 3

Written by Melanie Menzies and Shantae Ryle
St Mary’s School, Bowen, Queensland
This Unit has seventeen lessons taught over a ten-week period.

The lessons cover subject areas such as English, Geography, History, ICT, Mathematics, Science and Visual Arts.
# Table of Contents

AIMS AND OBJECTIVES

COURSE OVERVIEW

RESOURCES LIST

ASSESSMENT TASK: FORTIFYING NORTH QUEENSLAND

SECTION 1: INVESTIGATING

Assessment Piece 1: Excursion to Local Site With Military History Significance

Excursion Booklet Rubric

Example Excursion Booklet: Army Museum North Queensland

Timeline Activity

SECTION 2: TIMELINE

Assessment Piece 2: Annotated Timeline

Annotated Timeline Rubric

SECTION 3: INVITATION

Assessment Piece 3: Invitation to Anzac Day Ceremony

Invitation to Anzac Day Ceremony Rubric

BIBLIOGRAPHY
Aims and Objectives

Knowledge and Understanding/Skills
The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

In this unit, students explain the importance of the military contributions to the shaping of North Queensland communities. They will also investigate change and continuity over time in local, state, national and international contexts, for example in relation to areas of transport, work, daily life, and natural and built environments.

There is a strong focus in this unit on the use of the historical skills. The students will explicitly focus on:

• sequencing significant historical events
• using historical terms
• posing a range of questions about the past
• identifying sources
• locating relevant information from sources provided to record key ideas
• identifying different points of view
• developing texts using a range of communication forms and digital technologies.

The key inquiry questions for the unit are:

• How has our community changed?
• What features have been lost and what features have been retained?
• What is the nature of the contribution by the military in our community?
• How and why do people choose to remember significant events of the past?

Links
Year 3 Unit Overview — Australian Curriculum: History

## Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | 1      | History            | **Collate a class retrieval chart about the local community, past and present people, events industries, features and characteristics of your local area**[^1].  
  
[^1]: It is assumed that this unit will be taught in Term 1, hence the first activity relates to a general overview of the local community. If the unit is taught later in the year and the activities relate to Remembrance Day instead of Anzac Day, Activity 1 can be disregarded or modified. | **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)** |          |
| 2    | 2      | English            | **Local stories comprehension activity**  
  - Using information about the local area’s history, students demonstrate their language and comprehension skills. | **Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)** |          |
| 2    | 3      | Maths              | **“Anzac Symbols Co-ordinates” game**  
  - In a game similar to bingo, students play in pairs. Each student selects a card with two sets of grid references on them and marks ANZAC related symbols from their game boards. | **Create and interpret simple grid maps to show position and pathways (ACMMG065)** |          |
<p>| 4    | 4      | History Geography | <strong>Map the military influences on your community. Locate the local cenotaph, cemetery, streets or suburbs named after defence force personnel and WWII sites on a street map of the local area. Give grid references and discuss significance of sites.</strong> | <strong>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)</strong> |          |
| 5    | 5      | Science            | <strong>Anzac biscuits experiment.</strong> | <strong>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)</strong> |          |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>6 Maths</td>
<td>“Military Maths” activity sheet.</td>
<td>Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>History</td>
<td>Students sequence photographs from North Queensland history from earliest to latest using clues within the photos to determine era.</td>
<td>Sequence historical people and events (ACHHS065)</td>
<td></td>
</tr>
</tbody>
</table>
| 4    | 8 History| Complete a KWL chart on Anzac Day. Discuss and develop inquiry questions to help students learn about Anzac Day and the Anzacs. | Pose a range of questions about the past (ACHHS067)  
Identify sources (ACHHS215)  
Use historical terms (ACHHS066) |             |
| 9    | English| War stories  
– As a class, read children’s books with a theme relating to war or Anzac Day and discuss. | Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)  
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599) |             |
| 5    | 10 History| Local area excursion. | Use thinking skills to complete group activities and undertake inquiry  
Work together to participate in learning experiences and historical inquiry  
Locate relevant information from sources provided (ACHHS068) | Collection of Work – Excursion Workbook |
| 11   | Visual Art| Trench Art – making something wonderful out of something else. | Create and shape arts works by combining arts elements to express personal ideas, feelings and experiences  
Practise arts works, using interpretive and technical skills (QSA – WoW Years 3–9) |             |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 6    | 12     | History            | *Sequence historical people and events (ACHHS065)*  
*Use historical terms (ACHHS066)* |            |
| 13   | 13     | English            | *Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)*  
*Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)* |            |
| 7    | 14     | History            | *Develop texts, particularly narratives (ACHHS070)*  
*Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)* | *Collection of Work – Annotated Timeline* |
| 8    | 15–16  | History / ICT      | *Locate relevant information from sources provided (ACHHS068)*  
*Use a range of digital technologies to assist with investigating concepts* |            |

(Can be 1 x 2-hour lessons or 2 x 1-hour lessons)
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 9    | 17     | **History**       | • Using the information they have accumulated, students write their invitation to the Anzac Ceremony. | • Develop texts, particularly narratives *(ACHHS070)*  
• Use a range of communication forms (oral, graphic, written) and digital technologies *(ACHHS071)*  
• Locate relevant information from sources provided *(ACHHS068)*  
• Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose *(ACELY1682)* | • Collection of Work – Invitation to Anzac Ceremony |
|      | **English** |                  |                                           |            |

*ACELY1682* refers to the Australian Curriculum: English Year 9–10. *ACHHS068* refers to the Australian Curriculum: History Year 9–10.
## Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Retrieval Chart</td>
<td><strong>Worksheets</strong>&lt;br&gt;Notes on the developing a retrieval chart and pictorial examples can be found on page 7 of the Teacher Resource Book. <strong>Websites</strong>&lt;br&gt;The local council website is a good place to start for basic information on the events, climate and history of your community.</td>
</tr>
<tr>
<td>2</td>
<td>2 Comprehension</td>
<td><strong>Worksheets</strong>&lt;br&gt;An example comprehension using information from Townsville City Council website. <a href="http://www.townsville.qld.gov.au/townsville/Pages/default.aspx">www.townsville.qld.gov.au/townsville/Pages/default.aspx</a>&lt;br&gt;An extract from a poem by Banjo Patterson can be found in Appendix 2 of the Teacher Resource Book. <strong>Websites</strong>&lt;br&gt;The local council website is a good place to start for basic information on the events, climate and history of your community. This information can be used to determine students’ comprehension skills.</td>
</tr>
<tr>
<td>2</td>
<td>3 Anzac Symbols Coordinates Game</td>
<td><strong>Worksheets</strong>&lt;br&gt;Player instructions, game boards and co-ordinates can be found in Appendix 4 of the Teacher Resource Book. <strong>Websites</strong>&lt;br&gt;The Anzac symbols board and coordinates were developed based on an idea from SparkleBox Teaching resources. <a href="http://www.sparklebox.co.uk">www.sparklebox.co.uk</a></td>
</tr>
<tr>
<td>4</td>
<td>4 Mapping out the Military</td>
<td><strong>Worksheets</strong>&lt;br&gt;An example of a gridline map and photographs as well as full descriptor of this lesson can be found on page 9 of the teacher resource book. Photographs of local military sites (pages 10–12) were taken by the authors or are used with the kind permission of the Army Museum of North Queensland. <strong>Websites</strong>&lt;br&gt;The large map of local area with gridlines used in the teacher resource book was developed from the real estate section of The Townsville Bulletin. <a href="http://www.townsvillebulletin.com.au">www.townsvillebulletin.com.au</a></td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>5</td>
<td>Anzac Biscuits Experiment</td>
<td><strong>Worksheets</strong>&lt;br&gt;Instructions and recipes can be found in Appendix 3 of the Teacher Resource Book.</td>
</tr>
</tbody>
</table>
| 6    | Sequencing Activity Sheet (Maths) | **Worksheets**<br>“Military Maths” sequencing activity sheet can be found in Appendix 3 of the Teacher Resource Book.  
**Websites**<br>Images for the “Military Maths” sequencing activity were downloaded from Google Images.  
| 7    | Sequencing Activity Sheet (History) | **Worksheets**<br>Instructions and photographs can be found on page 14 of the Teacher Resource Book. Photographs of Army Museum of North Queensland exhibits and resources were taken and used with kind permission from Amanda Pontifex, Museum Curator, Australian Army History Unit. |
| 8    | KWL Chart Traditions, Facts and Symbols | **Worksheets**<br>Notes on the developing a KWL chart and pictorial examples can be found on page 16 of the Teacher Resource Book.  
Teacher notes on Traditions, facts and symbols can be found on page 4 of the Teacher Resource Book.  
**Websites**<br>ABC’s Gallipoli, The First Day site  
[www.abc.net.au/innovation/gallipoli](http://www.abc.net.au/innovation/gallipoli)  
Army Museum of North Queensland  
[http://armymuseumnorthqueensland.webs.com](http://armymuseumnorthqueensland.webs.com)  
Australians at War  
War and Identity  
Gallipoli and the Anzacs Site  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 9    | War Stories | **Worksheets**  
Notes on activities relating to the above books can be found in Appendix 2 of the Teacher Resource Book.  
**Books**  
| 5    | Excursion  
10 | **Worksheets**  
Excursion planning notes can be found on page 17 of the Teacher Resource Book.  
Sample excursion workbook for a visit to the Army Museum of North Queensland can be found in this Unit Plan. Photographs of Army Museum of North Queensland exhibits and resources were taken and used with kind permission from Amanda Pontifex, Museum Curator, Australian Army History Unit. |
| 11   | Visual Art:  
Trench Art – Making Something Wonderful Out of Something Else | **Worksheets**  
Notes and pictorial examples for this activity can be found in Appendix 5 of the Teacher Resource Book. Photographs of Army Museum of North Queensland exhibits and resources were taken and used with kind permission from Amanda Pontifex, Museum Curator, Australian Army History Unit. |
| 6    | 12–13 Teacher Led  
Activity on Timelines – Sequencing | **Worksheets**  
Peacekeeping and Timeline information can be found on page 18 of the Teacher Resource Book. |
| 7    | 14 Annotated Timeline Assessment | **Worksheets**  
Assessment task sheet and marking rubric can be found in this Unit Plan. Example dates for this activity are on page 19 of the Teacher Resource Book.  
KWL chart, excursion timeline and sequencing activities completed with class |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 8    | 15–16  | **Worksheets**  
ICT session planning notes can be found on page 20 of the Teacher Resource Book.  
“My Knowledge Bank” worksheet can be found on page 21 of the Teacher Resource Book. |
|      | 2 hours of ICT with Students | **Websites**  
ABC’s Gallipoli, The First Day site  
www.abc.net.au/innovation/gallipoli  
Army Museum of North Queensland  
http://armymuseumnorthqueensland.webs.com  
Australians at War  
www.australiansatwar.gov.au  
War and Identity  
www.warandidentity.com.au  
Gallipoli and the Anzacs Site  
www.anzacsites.gov.au |
| 9    | 17     | **Worksheets**  
Assessment task sheet and marking rubrics can be found in this Unit Plan.  
Excursion workbook, KWL chart, “My Knowledge Bank” worksheets completed with class. |
Assessment Task: Fortifying North Queensland

This unit examines the reasons behind the military presence in North Queensland and the changes that have occurred because of this presence.

Teachers Note
Any north Queensland community can be substituted for Townsville. Remembrance Day can be substituted for Anzac Day if the unit is taught later in the calendar year.

Task Instructions
The Prime Minister, Mr Tony Abbott, would like to organise a special public celebration on Anzac Day in honour of the Australian Armed Forces commemorating their contribution to Australia.

A town or city is needed to host this celebration. Townsville would be a good choice but your assistance is needed to provide information on the effects the military has had on the city of Townsville and surrounding communities.

You will need to study the reasons the armed forces are located in Townsville and the effects this has had on the city.

You will:
- research important dates and create a timeline depicting significant effects of the military’s presence in North Queensland, wars and peacekeeping involvements
- complete a workbook whist visiting the Army Museum North Queensland and write an invitation for a special Anzac Day celebration explaining why Anzac Day is important to Australians and what it commemorates.

You will also complete a:
- workbook
- timeline
- invitation.
Section 1: Investigating

Key questions to investigate:
- What does ANZAC stand for?
- What does “commemorate” mean?
- What does Anzac Day commemorate?
- Why is Anzac Day significant to North Queensland communities?
- How has the military shaped the past and present communities of North Queensland?

The following steps will help you complete the assessment.

<table>
<thead>
<tr>
<th>Step</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Collect and collate information and images on a class retrieval chart showing past and present people, events, industries, features and characteristics of Townsville.</td>
</tr>
</tbody>
</table>
| Step 2 | Complete a KWL chart on Anzac Day.  
Discuss inquiry questions. What are they?  
Write some inquiry questions to help you learn about Anzac Day and the Anzacs.  
Write some inquiry questions about the role of the military in Townsville’s history. |
| Step 3 | Read and locate information about Anzac Day.  
ICT research |

Assessment Piece 1: Excursion to Local Site With Military History Significance

- Complete excursion workbook.  
- Complete extension questions during excursion, at home or at school.
### Excursion Booklet Rubric

<table>
<thead>
<tr>
<th>Understanding and Skills</th>
<th>Task-Specific Valued Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Knowledge and Understanding</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Eye spy questions: Children locate certain items in the museum and then explain the effects on people in the past. | A Confidently and accurately locates all items in the Museum I-Spy Booklet and answers questions about them that clearly demonstrate:  
- how North Queensland’s history has been affected by wars  
- the experiences of soldiers and the local community during the wars  
- events and aspects of past conflicts that have significance in the way North Queensland is today. | B Accurately locates most items in the Museum I-Spy Booklet and answers questions about them that clearly demonstrate:  
- how North Queensland’s history has been affected by wars  
- the experiences of soldiers and the local community during the wars  
- events and aspects of past conflicts that have significance in the way North Queensland is today. | C Locates some items in the Museum I-Spy Booklet and answers questions about them that attempt to demonstrate:  
- how North Queensland’s history has been affected by wars  
- the experiences of soldiers and the local community during the wars  
- events and aspects of past conflicts that have significance in the way North Queensland is today. | D Locates few items in the Museum I-Spy Booklet and attempts to answer questions about them but fails to include important information. | E Fails to locate items in the Museum I-Spy Booklet and answer questions about them. |
<p>| <strong>Historical Skills</strong> | <strong>Questioning and Researching</strong> | | |
| Students develop some inquiry questions before visiting the museum as well as answering questions in their booklets using visual, oral, written and physical sources around the museum. | Development of logical and interrelated questions posed about Townsville’s past. | Development of logical questions posed about Townsville’s past. | Development of questions posed about Townsville’s past. | Development of simple questions posed about Townsville’s past. | Use of provided questions about Townsville’s past. |
| Location of information in a broad range of appropriate written, physical, visual and oral sources to answer questions about the past. | Location of information in a range of appropriate written, physical, visual and oral sources to answer questions about the past. | Location of information in written, physical, visual and oral sources to answer questions about the past. | Location of information from a narrow range of sources to answer some questions. | Location of information from supplied sources. | |</p>
<table>
<thead>
<tr>
<th>Understanding and Skills</th>
<th>Historical Skills</th>
<th>Analysing and Interpreting</th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to interpret the information provided in the museum to answer the questions provided.</td>
<td>Students complete close timeline activity.</td>
<td>Very clearly and accurately communicates answers to museum questions, identifying different points of view from sources.</td>
<td>Chronological sequences of events and people on a timeline with accurate references to key dates.</td>
</tr>
<tr>
<td>Clearly and accurately communicates answers to museum questions and identifies different points of view from sources.</td>
<td>Chronological sequences of events and people on a timeline with references to key dates.</td>
<td>Communicates with some accuracy and clarity and identifies some points of view from sources.</td>
<td>Chronological sequences of events and people on a timeline.</td>
</tr>
<tr>
<td>Communicates with some accuracy and clarity and identifies some points of view from sources.</td>
<td>Chronological sequences of events and people on a timeline with reference to chronology.</td>
<td>Identification of obvious points of view in sources and communicates answers with little accuracy or clarity.</td>
<td>Sequences of events with reference to chronology.</td>
</tr>
<tr>
<td>Identification of obvious points of view in sources and communicates answers with little accuracy or clarity.</td>
<td>Little or no communication of answers to questions and is unable to identify different points of view from sources.</td>
<td></td>
<td>Partial sequences of events.</td>
</tr>
</tbody>
</table>
Example Excursion Booklet: Army Museum North Queensland

The activities in this workbook require students to use a range of thinking skills in identifying the various answers to questions.

These activities are stepping-stones to further study and acquisition of knowledge. Teachers should encourage students to explore further the answers to the various questions.

Activities are best completed with students in groups of 2–4. Extension activities can be completed at the museum, at home or back at school.

Below is a map of The Army Museum of North Queensland. You can refer to this map to help orientate yourself throughout the trail activities.

For further information and enquiries:
Phone/Fax: (07) 4721 1495
Email: army_museum_nq@bigpond.com
Website: http://armymuseumnorthqueensland.webs.com

Army Museum North Queensland Tour Map
“I-Spy” Discovery Trail

Complete the “I-Spy” discovery trail by following the clues and directions given below:

I spy, with my little eye, something that looks like this...

What is it? ____________________________________________________________________________
What is it used for? ________________________________________________________________________
Why would Townsville and North Queensland towns need lots of these during World War II? __________
_______________________________________________________________________________________

Extension

Have you heard the term “Telling a Furphy” – What does it mean? ________________________________________________________________________
Why would spreading rumours be linked to this object? ________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

I spy, with my little eye, something that looks like this...

What is it? ____________________________________________________________________________

Using the information in the Fortifying North Queensland chart near the main entrance, can you explain why forts were first built in North Queensland?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
I spy, with my little eye, something that looks like this...

What does this picture show? ____________________________________________

How do you think the people who lived on the Strand in 1942 would have felt when they woke up to see these ships and soldiers on the beach?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Extension

There is a story printed under this picture. Why would it be called a “yarn” and not a fact like the other information in the museum?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
I spy, with my little eye, something that looks like this...

What is it?

Look carefully at the Memorial. Explain the following:

The boot coverings these men are wearing

The bird in the cage

The bags of soil
I spy, with my little eye, something that looks like this...

What is it? ____________________________________________________________

Fill in the missing words from the information card inside this model:

The stock route airstrip was located on what is now ________________ St, and ran from the now ________________ St intersection to the ________________ St intersection with numerous ________________ and ________________ all long gone. The stock route airstrip ceased operations in early ________________.

Extension

What do you think it would be like to grow up on a farm that became a busy airstrip? What sort of things would you do if you lived near all these planes flying in and out? What would your normal day be like?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Timeline Activity
Using the picture clues to help you, search out the missing years or information for the following events:

By the middle of 1943, Townsville’s population climbed to over ____________________.

The first military camp in North Queensland was held at the Cluden Park, near the base of Mt Stuart in April ____________________.

World War I, also known as The Great War, went from ____________________ to ____________________.
The Queensland Defence Force were called upon to protect non-union workers during the shearers’ strike of ________________________.

Australian soldiers were sent to Borneo during the Indonesian Confrontation from ________________________ to ________________________.

During May 1968, 1RAR successfully repulsed two attacks at ________________________________.
The Korean War lasted from ________________ to ________________.

Townsville was bombed by the Japanese during ________________.

Lavarack Barracks opened in ________________.
Section 2: Timeline

The following steps will help you complete the assessment.

<table>
<thead>
<tr>
<th>Step 4</th>
<th>Students read source material detailing the history of the military in North Queensland. Students pose questions about the military’s contributions to shaping Townsville.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 5</td>
<td>Students sequence some significant events in the military history of North Queensland using key years and some months.</td>
</tr>
<tr>
<td>Step 6</td>
<td>The students develop a text, a timeline, using past-tense verbs to denote time. The students complete the task during 2 hours of class time.</td>
</tr>
</tbody>
</table>

Assessment Piece 2: Annotated Timeline

- Complete an annotated timeline on Australian military presence in Townsville.
- Use booklet from the museum visit to assist you to locate information and order it correctly on a timeline. Include some pictures and illustrations as well as relevant notes.
- Make sure writing is in past tense.
**Annotated Timeline Rubric**

**Purpose of Assessment**
The timeline allows the student to explain how North Queensland communities changed in the past, with a focus on the influence of the military. The student identifies events and aspects of the past that have significance in the present. The student sequences events in chronological order, with reference to key dates.

Name: __________________________

<table>
<thead>
<tr>
<th>Understanding and Skills</th>
<th>Historical Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will:</td>
<td>Detailed and selective explanations of events placed on timeline that clearly demonstrate:</td>
</tr>
<tr>
<td></td>
<td>• how North Queensland’s history has been affected by wars</td>
</tr>
<tr>
<td></td>
<td>• the experiences of soldiers and the local community during the wars</td>
</tr>
<tr>
<td></td>
<td>• events and aspects of past conflicts that have significance in the way North Queensland is today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task-Specific Valued Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation of events placed on timeline that demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how North Queensland’s history has been affected by wars</td>
</tr>
<tr>
<td>• the experiences of soldiers and the local community during the wars</td>
</tr>
<tr>
<td>• events and aspects of past conflicts that have significance in the way North Queensland is today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of events placed on timeline that partially demonstrate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how North Queensland’s history has been affected by wars</td>
</tr>
<tr>
<td>• the experiences of soldiers and the local community during the wars</td>
</tr>
<tr>
<td>• events and aspects of past conflicts that have significance in the way North Queensland is today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partial description of events placed on timeline that provide limited demonstrations of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how North Queensland’s history has been affected by wars</td>
</tr>
<tr>
<td>• the experiences of soldiers and the local community during the wars</td>
</tr>
<tr>
<td>• events and aspects of past conflicts that have significance in the way North Queensland is today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement of events that do not relate to topic or do not demonstrate knowledge of North Queensland or wars.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Skills</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Task-Specific Valued Features</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Section 3: Invitation

The following steps will help you complete the assessment.

**Step 7**
- Review Anzac Day symbols and the significance of Anzac Day for Australians.
- Answer the question: Why do Australian communities commemorate Anzac Day?

**Step 8**
- Review the text features of an invitation. Discuss the differences between formal and informal invitations as well as personal and open/general invitations.

**Assessment Piece 3: Invitation to Anzac Day Ceremony**

- Create an invitation for an Anzac Day ceremony, including labelled pictures, which explains the significance of Anzac Day, its traditions and symbols.
## Invitation to Anzac Day Ceremony Rubric

### Purpose of Assessment
Create and invitation for an Anzac Day ceremony, including labelled pictures, which explain the significance of Anzac Day, its traditions and symbols.

<table>
<thead>
<tr>
<th>Task-Specific Valued Features</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Historical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Questioning and Researching</strong></td>
<td>Students show an understanding of the historical significance of Anzac Day</td>
<td>Considered explanations of the significance of Anzac Day and the reasons we continue to commemorate it.</td>
<td>Effective explanations of: the significance of Anzac Day and the reasons we commemorate it.</td>
<td>Describes the significance of Anzac Day and the reasons we commemorate it.</td>
<td>Partial Descriptions of the significance of Anzac Day in the present and the reasons we commemorate it.</td>
</tr>
<tr>
<td><strong>Analysing and Interpreting</strong></td>
<td>Students are able to explain what the acronym ANZAC stands for.</td>
<td>Clear and purposeful explanation of the term ANZAC and what it stands for.</td>
<td>Effective explanation of the term ANZAC and what it stands for.</td>
<td>Identification of the term ANZAC and what it stands for.</td>
<td>No identification of the term ANZAC and what it stands for provided.</td>
</tr>
<tr>
<td><strong>Communicating</strong></td>
<td>Students can in an invitation explain the importance of Anzac Day.</td>
<td>Clear and purposeful communication using an invitation, with explicit use of historical terms, to explain the importance of Anzac Day to Australia’s identity.</td>
<td>Effective communication using an invitation, with effective use of historical terms, to explain the importance of Anzac Day to Australia’s identity.</td>
<td>Communication using an invitation, with appropriate use of some historical terms, to explain the importance of Anzac Day to Australia’s identity.</td>
<td>Fragmented communication using an invitation, with limited use of historical terms, to explain the importance of Anzac Day to Australia’s identity.</td>
</tr>
</tbody>
</table>

Name: ___________________
<table>
<thead>
<tr>
<th>Understanding and Skills</th>
<th>Ideas and Information in Texts</th>
<th>Language and Textual Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Productive Modes (Evidence of Speaking, Writing and Creating)</strong></td>
<td><strong>Students use correct grammar and tense.</strong></td>
<td><strong>They use appropriate vocabulary for an invitation and correct historical terms like ANZAC.</strong></td>
</tr>
<tr>
<td><strong>Ideas and Information in Texts</strong></td>
<td><strong>Considered organisation of ideas and information relating to the Anzac Day Ceremony.</strong></td>
<td><strong>Considered use of appropriate vocabulary for an invitation and the correct use of historical terms.</strong></td>
</tr>
<tr>
<td><strong>Understanding and Skills</strong></td>
<td><strong>Considered organisation of ideas and information relating to the Anzac Day Ceremony.</strong></td>
<td><strong>Effective use of appropriate vocabulary for an invitation and the correct use of historical terms.</strong></td>
</tr>
<tr>
<td><strong>Task-Specific Valued Features</strong></td>
<td><strong>Effective organisation of ideas and information relating to the Anzac Day Ceremony.</strong></td>
<td><strong>Use of appropriate vocabulary for an invitation and the correct use of historical terms.</strong></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>Considered organisation of ideas and information relating to the Anzac Day Ceremony.</strong></td>
<td><strong>Use of a small range of vocabulary for invitation and limited use of historical terms.</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>Use of invitation structure and “five Ws” to clearly demonstrate their understanding of the importance of Anzac Day to their audience.</strong></td>
<td><strong>A narrow range of vocabulary or vocabulary unrelated to the task.</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>Use of a range of grammar and vocabulary for different purposes, audiences and effects.</strong></td>
<td><strong>Effective use of a range of grammar and vocabulary for different purposes, audiences and effects.</strong></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td><strong>Use of grammar and vocabulary for different purposes.</strong></td>
<td><strong>Use of some of the “five Ws” but not all clearly located in writing.</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>Invitation is missing vital information and is not organised in the correct structure.</strong></td>
<td><strong>Use of two or less of the “five Ws” in their invitation.</strong></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>All spelling is correct.</strong></td>
<td><strong>Use of grammar and vocabulary for different purposes.</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>Minor spelling mistakes.</strong></td>
<td><strong>A narrow range of grammar and vocabulary.</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td><strong>Few spelling mistakes. All common words are spelt correctly.</strong></td>
<td><strong>Effective use of a range of grammar and vocabulary for different purposes, audiences and effects.</strong></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td><strong>Some spelling mistakes of common words and more difficult vocabulary.</strong></td>
<td><strong>Use of a small range of vocabulary for invitation and limited use of historical terms.</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>Significant mistakes in spelling throughout.</strong></td>
<td><strong>Use of some of the “five Ws” but not all clearly located in writing.</strong></td>
</tr>
</tbody>
</table>
Bibliography

Educational Programs

- Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, www.australiancurriculum.edu.au/History/Curriculum/F-10
- Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, www.australiancurriculum.edu.au/English/Curriculum/F-10

Websites

- Australians at War, www.australiansatwar.gov.au
- Read, Write, Think, www.readwritethink.org
- SparkleBox Teaching resources, www.sparklebox.co.uk
- Gallipoli and the Anzacs Site, www.anzacsite.gov.au
- Peter Dunn’s Australians at War www.ozatwar.com
Books

Images
- Photographs of Army Museum of North Queensland exhibits were taken and used with kind permission from Amanda Pontifex, Museum Curator, Australian Army History Unit.

General ANZAC Resources