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**How to use these Teachers' Resources**

These teacher resources have been developed by the Friends of ANZAC Cottage to provide a curriculum based resource to assist primary teachers to:

- prepare their students for a visit to ANZAC Cottage
- guide students through the Cottage
- conduct follow-up activities

These Teacher Resources are designed to engage primary school students, with separate components provided for Foundation to Mid Primary students and Mid to Upper Primary students. The learning experiences offered by these resources are applicable to many different areas of the Australian curriculum, with the strongest links to the History curriculum. Links to the History curriculum are provided. To make the most of their excursion we recommend that students complete the suggested pre-visit and post-visit activities.

The resources offer the following information to assist teachers in their visit to ANZAC Cottage:

- Notes for teachers
- Background information
- Suggested activities - pre and post-visit follow up and extension
- Student activity sheets
- Links to the Australian History Curriculum
- References and links to relevant sources
- Excursions/site visit activities

**Themes and Concepts:**

The following themes are explored:

- ANZAC Cottage - the story of the house that was built in a day
- World War I and the ANZAC story
- The importance of war memorials
- Community spirit and the Home Front during World War I

**Photocopying**

Teachers may reproduce the activity sheets for teaching purposes. Please photocopy the appropriate activity sheets for students before your visit to ANZAC Cottage.
**ANZAC Cottage**

**ANZAC Cottage - Western Australia’s first Gallipoli Memorial** was erected to commemorate the landing of Australian Forces at Gallipoli on 25 April 1915. The Cottage was built in one day on February 12, 1916 by the community of Mount Hawthorn as a home for a returned soldier and his family.

The Mount Hawthorn Progress Association decided to build a monument that would be practical - a home for a local returned serviceman who had taken part in the Gallipoli landing. The Association began fund-raising, bought a house block and on 29 January 1916, thirty men, armed with shovels, saws and axes, cleared a heavily timbered block in Kalgoorlie Street, Mount Hawthorn. At 4:00 pm, the Ladies Patriotic Guild served the workers with afternoon tea.

The following Saturday, 5 February 1916, seventy horse-drawn drays loaded with donated building materials, and accompanied by 150 men, formed a half mile long (approximately 800 metres) procession through James Street, Perth, en route to the Mount Hawthorn building site. Mrs. Roberts, the 'Soldiers’ Queen’, headed the procession in her motor car, which also carried a Metters stove and copper. Thousands viewed the procession along the route and on arrival it was greeted by hundreds of enthusiastic men, women and children.

On Saturday 12 February 1916, Mount Hawthorn was awoken at 3.30 am to the sounds of a ringing bell and the voice of the town crier: ‘Arise, arise! ANZAC Cottage is to be built today’. Community spirit rallied over two hundred men – bricklayers, hod carriers, carpenters, plumbers, painters – to volunteer and dozens of women to serve hot meals as they toiled. Governor Barron and Mayor Frank Rea addressed the crowd and Lady Barron laid the foundation tablet. Thousands watched as a house was built in one day, a lawn planted and a fence erected.

The house interior was completed in the following weeks and the cottage was officially opened by Premier and Mrs Scadden on 15 April 1916. The next day the key was handed over to Private John Porter who had been chosen to receive the four-room brick bungalow. A soldier in the 11th Battalion, Porter was wounded at ANZAC Cove, Gallipoli on 25 April 1915. He was in the second contingent of servicemen to return from the campaign. Private Porter at first declined the home, but was prevailed upon to accept the honour. The Australian flag – bearing the acronym ANZAC – was hoisted from a flag pole erected in the front garden, a tradition continued each ANZAC Day at 4:30 am, the time of the first landing at Gallipoli.

After raising a family of four daughters in the cottage, John Porter died in 1964 and his wife Annie four years later. Family members lived in ANZAC Cottage until 1971. By 1991, the Cottage had fallen into disrepair and was offered to the Vietnam Veterans’ Association of Australia, WA branch (VVAA WA) who accepted ownership of it. The VVAA WA and the Mount Hawthorn ANZAC Cottage Restoration Group restored the building, assisted by a Lotteries Commission (now Lotterywest) grant and various donations. The Cottage was gifted to the Town of Vincent in 2006 and continues to be the headquarters of the VVAA WA. ANZAC Cottage is classified by the National Trust, is listed by the State Heritage Council and included in the Register of the National Estate.
Suggested Classroom Activities

Foundation – Mid Primary Students
Teacher Notes

Unit 1: Pre-Visit Activities – *The House that Was Built in a Day: ANZAC Cottage*

**Overview**

This unit introduces the story of ANZAC Cottage through the book *The House that Was Built in a Day: ANZAC Cottage* written by Valerie Everett and illustrated by Barbara McGuire. The book covers the Gallipoli landings of 25 April 1915 and the response to War World I by people on the home front, in particular the Mount Hawthorn Progress Association which rallied and built a house for a returned serviceman as a memorial to the ANZACs.

To make the most of their excursion we recommend that students complete the suggested pre-visit unit. Student activities include reading the book and group discussion of its main themes. Students will become familiar with and explore further:

- World War I and the ANZAC story
- The importance of war memorials
- ANZAC Cottage - The story of the house that was built in a day.
- Community spirit and the Home Front during World War I

**Teachers’ Resources**

- Notes for teachers
- Suggested student activities
- ANZAC Cottage background information
- Student activity sheet

**Teaching Aids**

- *The House that Was Built in a Day: ANZAC Cottage* by Valerie Everett and Barbara McGuire (in most school and public libraries)
Background Information

Great Britain, and subsequently Australia, entered into war with Germany in August 1914. Australians rushed to enlist and serve the new nation in a show of national pride. On the home front, Australians supported the armed forces through volunteer efforts and fund-raising. These actively were largely coordinated by organisations such as the Australian Comfort Funds and The Australian Red Cross. Run mainly by women, they provided and distributed free comforts (socks, vests and scarves knitted by volunteers and food including ANZAC biscuits) to the Australian forces overseas and ran hostels for soldiers on leave.

In 1914 Mount Hawthorn was a working class suburb of Perth. In response to the loss of local men in the Gallipoli campaign, members of the Mount Hawthorn Progress Association donated £5 towards a memorial, and then rallied the community to build a home. The heavy losses of Australians in World War I saw the establishment of war memorials in most Australian communities during and following the war. Like the people of Mount Hawthorn, a number of other Australian communities raised funds to build homes for returned servicemen and their families, as memorials to the ANZACs.

The House that Was Built in a Day: ANZAC Cottage by Valerie Everett and Barbara McGuire is a true story about a community in Western Australia that united in 1916 to build a house for a soldier who returned wounded from Gallipoli. This is the unique story of one community's positive reaction to the tragedy of war.

Further Information

- First World War 1914–18 Australian War Memorial website
- Gallipoli Australian War Memorial website
- The House that Was Built in a Day author website (includes teachers' notes and activities)
Suggested Classroom Activities – Unit 1
Foundation – Mid Primary Students

1. Introduce the topic by reading *The House that Was Built in a Day: ANZAC Cottage* with the class.

2. Discuss and reflect on the book as a group. Discussion points could include:
   - What does the acronym ANZAC stand for?
   - What do we remember on ANZAC Day?
   - What are war memorials and why are they important?
   - Why did the Mount Hawthorn Progress Association decide to build a house?
   - Think about the emotions people felt while their country was at war.
   - How did Australians on the home front support Australians serving overseas and when they returned?
   - Why would people volunteer to build ANZAC Cottage?

3. Distribute Student Activity sheet

4. Students complete Activity sheet 1

Extension Activities

- Research the history of ANZAC biscuits as comfort food for servicemen in World War I.
- Find a recipe for ANZAC biscuits – from family members, in a cookbook such as the CWA Cookery Book or online – and bake ANZAC biscuits.
Teachers’ Notes

Unit 2: ANZAC Cottage Site Visit

Overview

In this unit students will make a site visit to ANZAC Cottage, participate in a guided tour and follow a self-guided Mystery History Hunt. The unit focuses on the history of the Cottage (its origins and the story of the Porter family) and the Cottage as a war memorial and a heritage site. Students will:

- explore further the story of ANZAC Cottage and its significance as a war memorial
- identify the symbols and features of ANZAC Cottage that indicate its purpose and investigate the origins of these symbols
- analyse an early photograph of ANZAC Cottage and compare it to the onsite view for change and continuity

Teachers’ Resources

- Notes for teachers
- Suggested student activities
- Background information
- Student Activity sheet
**Background Information**

**Guided tour**
Students will move through the house with a guide to discover and learn about how the house came to be built, the Porter family who lived there and its current use. Students can examine the house and read stories displayed while responding to directed and reflective questions about the house, its history and purpose.

**Heritage significance**
ANZAC Cottage has been classified by the National Trust, recognised by the State Heritage Office and is included in the Register of the National Estate. As well as having outstanding local, state and national heritage significance, it is one of the country's earliest World War I memorials. It is unique in that it is both a memorial and was built as a home for a wounded soldier.

*ANZAC Cottage is significant for its associations with the Australian war effort during World War I. Built as a practical memorial to house a soldier wounded at ANZAC Cove, the word ANZAC appears in the fanlight over the front door and an ANZAC flag is still raised on the flagpole each ANZAC Day. The cottage is significant as an unusual, possibly unique, type of memorial, unlike the more common statues, obelisks or honour roles.*

*ANZAC Cottage is believed to have been the first ANZAC memorial opened in Australia (15 April 1916). The cottage is culturally significant for its strong association with the Mount Hawthorn community at the time of its construction.*

Place Details, ANZAC Cottage, [cited 3 May 2013], Australian Heritage Database
Suggested Classroom Activities – Unit 2

Foundation – Mid Primary Students

Before visiting ANZAC Cottage

- Brief the children about visiting heritage sites
- Make photocopies of the Mystery History Hunt Activity Sheet for your class and bring them with you.
- Students will need to bring a pencil, eraser and pen to complete the activity sheet.

Site Visit Activities

1. Guided Tour – Students will move through the Cottage with a guide examining the building and stories displayed while listening to the guide and responding to directed and reflective questions about the house, its history and purpose.

2. Student Activities Sheet - Distribute the Mystery History Hunt Activity Sheet to students and ask them to complete the activity. Students start at the front gate and work their way to the back of the site. (Be aware of pedestrians and the nearby road and traffic). Hunt activities include comparing an early photograph of ANZAC Cottage to the building as it is today, and identifying, recording and mapping key features and information. Once completed, these can be used for extension activities back at school.

Extension Activities

- Brainstorm and discussion: What makes a place special, particularly a heritage site? Why is ANZAC Cottage important to the West Australian community?
- Students present information about their visit to ANZAC Cottage as a poster or oral report. Use any maps, labelled drawings and/or photographs from your excursion.
- Create a picture study describing the condition of the Cottage prior to restoration.
- Read the oral history transcript of Marjorie Williams (nee Porter) who was raised in ANZAC Cottage and contrast her life as a child with the lives of the students.
- Students create a temporary exhibition about ANZAC Cottage for their school. Include a model of the Cottage, the story, map and any photographs or drawings.
- Students create a short play re-enacting the building of ANZAC Cottage.
Teachers’ Notes

Unit 3: Post-Visit Activities – Research a Soldier who fought at Gallipoli

Overview
In this unit, students will review the provided information found in John Porter’s war service records and identify key events. As a group, students will create an illustrated timeline of John Porter’s war service and his life at ANZAC Cottage. Students will become familiar with and explore further:

- World War I events
- The Gallipoli landings
- The war service records of individual service personnel
- The ANZAC Cottage story
- Sequencing past events in relation to ANZAC Cottage

Teachers’ Resources
- Notes for teachers
- Suggested student activities
- Background information
Background Information

John Porter enlisted in the Australian Imperial Force (AIF) on 3 September 1914, one month after World War 1 was declared. Porter joined the 11th Battalion, among the first infantry units raised in Western Australia for the AIF during the First World War. After training at Blackboy Hill, Western Australia, the battalion went to Egypt to continue training. John Porter belonged to the 3rd Brigade, the covering force for the ANZAC landing and the first unit ashore at Gallipoli around 4.30 am on 25 April, 1915.

On that day John Porter was wounded by a gunshot wound to the left thigh. He was evacuated to Egypt and then Australia and later discharged as medically unfit.

As the first ANZAC soldier to return to the Mount Hawthorne district from Gallipoli, John Porter was selected by the Mount Hawthorn Progress Association to be the resident of ANZAC Cottage, erected to commemorate the Gallipoli landing. With his wife Annie and young daughter, Porter took up residence in the Cottage in 1916. John and Annie Porter had four daughters - Nancy, Thelma, Doreen and Marjorie - who grew up living in ANZAC Cottage. Porter’s youngest daughter, Marjorie, later recalled how her father commemorated the war.

I always remember hearing my Dad walk down the side path on ANZAC Day and Remembrance Day and putting the flag up. That never went by the board, ever.

Marjorie Williams (nee Porter)
Marjorie Williams and Anne Chapple Oral History Transcript, Town of Vincent, 2003

John Porter lived at ANZAC Cottage until his death in 1964. His war service records can be found on both the National Archives of Australia and the Australian War Memorial websites.

The suggested student activity involves creating an illustrated timeline about John Porter. Timelines can be presented in a variety of ways and using different materials. They can be vertical or horizontal and created as a mural, with paper flags attached to a tape, or using Word, Excel or PowerPoint. Teachers should determine the method and prepare appropriate materials before the lesson.
**Suggested Classroom Activities – Unit 3**  
**Foundation – Mid Primary Students**

**After visiting ANZAC Cottage**

1. Review the information taken from the war service records of John Porter on the Activity Sheet provided. Discuss the meaning of words such as *embark, disembark, enlist* and *discharge*. Find and list the pertinent dates relating to his war service and the terms above as well as the date he landed at Gallipoli and the date of his wounding.

2. How did people communicate with their loved ones serving overseas during World War I? How did family find out if their loved ones were wounded or killed? How do you imagine Annie Porter would have felt when she received the telegram telling of her husband’s wounding?

3. In small groups, students make a list of the important events in John Porter’s life including his war service and life at ANZAC Cottage. Include the construction of the Cottage and the activity leading to John Porter taking up residence there. Students can refer back to the book *The House that Was Built in a Day: ANZAC Cottage* and their information collected at ANZAC Cottage.

4. Groups report back to the class to create a master list of events for a whole class illustrated timeline. This activity could generate discussion on which events could be included and the order of those events.

5. Divide class into groups to illustrate each of the identified events.

6. As a class, start from the beginning and add the images to the timeline according to the labelled dates and titles.

**Extension Activities**

- Investigate how your local community commemorates the past. Locate the honour boards and war memorials in your local area. Sketch the memorial and record the inscriptions. Investigate the service records of those listed.

- How do you commemorate ANZAC Day? How can my school commemorate ANZAC Day – see the [Department of Veteran Affairs](#) website.

- Make a wreath or a poppy for ANZAC Day. Investigate the origins, meanings and symbolism of these and of rosemary which is often worn on commemorative occasions.
Suggested Classroom Activities

Mid – Upper Primary Students
Teachers’ Notes

Unit 1: Pre-Visit Activities – The House that Was Built in a Day: ANZAC Cottage

Overview
This unit introduces the story of ANZAC Cottage through the book The House that Was Built in a Day: ANZAC Cottage written by Valerie Everett and illustrated by Barbara McGuire. The book covers the Gallipoli landing of 25 April 1915 and the response to War World I by people on the home front, in particular the Mount Hawthorn Progress Association which rallied and built a house for a returned serviceman as a memorial to the ANZACs.

To make the most of their excursion we recommend that students complete the suggested pre-visit unit. Student activities include reading the book and group discussion of its main themes. Students will become familiar with and explore further:

- World War I and the ANZAC story
- The importance of war memorials
- ANZAC Cottage - The story of the house that was built in a day
- Community spirit and the Home Front during World War I

Teachers’ Resources
- Notes for teachers
- Suggested student activities
- ANZAC Cottage background information
- Student activity sheet

Teaching Aids
- The House that Was Built in a Day: ANZAC Cottage by Valerie Everett and Barbara McGuire (in most school and public libraries)
Background Information

Great Britain, and subsequently Australia, entered into war with Germany in August 1914. Australians rushed to enlist and serve the new nation in a show of national pride. On the home front, Australians supported the armed forces through volunteer efforts and fund-raising. These actively were largely coordinated by organisations such as the Australian Comfort Funds and The Australian Red Cross. Run mainly by women, they provided and distributed free comforts (socks, vests and scarves knitted by volunteers and food including ANZAC biscuits) to the Australian forces overseas and ran hostels for soldiers on leave.

In 1914 Mount Hawthorn was a working class suburb of Perth. In response to the loss of local men in the Gallipoli campaign, members of the Mount Hawthorn Progress Association donated £5 towards a memorial, and then rallied the community to build a home. The heavy losses of Australians in World War I saw the establishment of war memorials in most Australian communities during and following the war. Like the people of Mount Hawthorn, a number of other Australian communities raised funds to build homes for returned servicemen and their families, as memorials to the ANZACs.

The House that Was Built in a Day: ANZAC Cottage by Valerie Everett and Barbara McGuire is a true story about a community in Western Australia that united in 1916 to build a house for a soldier who returned wounded from Gallipoli. This is the unique story of one community's positive reaction to the tragedy of war.

Further Information

- [First World War 1914–18](#) Australian War Memorial website
- [Gallipoli](#) Australian War Memorial website
- [The House that Was Built in a Day](#) author website (includes teachers' notes and activities)
1. Introduce the topic by reading *The House that Was Built in a Day: ANZAC Cottage* with the class.

2. Discuss and reflect on the book as a group. Discussion points could include:
   - *What is the origin and meaning of the acronym ANZAC?*
   - *What do we remember on ANZAC Day?*
   - *What are war memorials and why are they important?*
   - *Why did the Mount Hawthorn Progress Association decide to build a house?*
   - *Look at some of the newspaper articles published after the Gallipoli landing. Discuss how people felt about the conflict and how families of the soldiers may have felt.*
   - *Think about the emotions people felt while their country was at war.*
   - *How did Australians on the home front support Australians serving overseas and when they returned?*
   - *Why did people volunteer to build ANZAC Cottage?*
   - *Examples of where people now volunteer their time and money to create something for a person or a group.*

3. Distribute Student Activity Sheet

4. Students complete Activity Sheet 1

**Extension Activities**

- There is another heritage listed ANZAC Cottage in Western Australia. Find out more by referring to the State Heritage Office website. Research this building and write a short newspaper article about it.
- Research the history of ANZAC biscuits as comfort food for servicemen in World War I.
- Find a recipe for ANZAC biscuits – from family members, in a cookbook such as the CWA Cookery Book or online – and bake ANZAC biscuits.
Teachers’ Notes

Unit 2: ANZAC Cottage Site Visit

Overview

In this unit students will make a site visit to ANZAC Cottage, participate in a guided tour and follow a self-guided Mystery History Hunt. The unit focuses on the history of the Cottage (its origins and the story of the Porter family) and the Cottage as a war memorial and a heritage site. Students will:

- explore further the story of ANZAC Cottage and its significance as a war memorial
- identify the symbols and features of ANZAC Cottage that indicate its purpose and investigate the origins of these symbols
- analyse an early photograph of ANZAC Cottage and compare it to the onsite view for change and continuity

Teachers’ Resources

- Notes for teachers
- Suggested student activities
- Background information
- Student Activity sheet
- Australian Heritage Database
Guided tour
Students will move through the house with a guide to discover and learn about how the house came to be built, the Porter family who lived there and its current use. Students can examine the house and read stories displayed while responding to directed and reflective questions about the house, its history and purpose.

Heritage significance
ANZAC Cottage has been classified by the National Trust, recognised by the State Heritage Office and is included in the Register of the National Estate. As well as having outstanding local, state and national heritage significance, it is one of the country’s earliest World War I memorials. It is unique in that it is both a memorial and was built as a home for a wounded soldier.

ANZAC Cottage is significant for its associations with the Australian war effort during World War I. Built as a practical memorial to house a soldier wounded at ANZAC Cove, the word ANZAC appears in the fanlight over the front door and an ANZAC flag is still raised on the flagpole each ANZAC Day. The cottage is significant as an unusual, possibly unique, type of memorial, unlike the more common statues, obelisks or honour roles.

ANZAC Cottage is believed to have been the first ANZAC memorial opened in Australia (15 April 1916). The cottage is culturally significant for its strong association with the Mount Hawthorn community at the time of its construction.

Place Details, ANZAC Cottage, [cited 3 May 2013], Australian Heritage Database
Suggested Classroom Activities – Unit 2
Mid-Upper Primary Students

Before visiting ANZAC Cottage

- Brief the children about visiting heritage sites
- Make photocopies of the Mystery History Hunt Activity Sheet for your class and bring them with you.
- Students will need to bring a pencil, eraser and pen to complete the activity sheet.

Site Visit Activities

1. **Guided Tour** – Students will move through the Cottage with a guide examining the building and stories displayed while listening to the guide and responding to directed and reflective questions about the house, its history and purpose.

2. **Student Activities Sheet** - Distribute the Mystery History Hunt Activity Sheet to students and ask them to complete the activity. Students start at the front gate (be aware of pedestrians and the nearby road and traffic) and work their way to the back of the site. Hunt activities include comparing an early photograph of ANZAC Cottage to the building as it is today, and identifying, recording and mapping key features and information. Once completed, these can be used for extension activities back at school.

Extension Activities

- Brainstorm and discussion: What makes a place special, particularly a heritage site? Why is ANZAC Cottage important to the West Australian community?
- Have the children look at the heritage listing for ANZAC Cottage at the Australian Heritage Database online. Discuss what the listing says is important about ANZAC Cottage?
- Students present information about their visit to ANZAC Cottage as a PowerPoint presentation or oral report. Include any maps, labelled drawings and/or photographs from your excursion.
- Read the oral history transcript of Marjorie Williams (nee Porter) who was raised in ANZAC Cottage and contrast her life as a child with the lives of the students.
- Students create a timeline of the site’s history.
- Students create a picture study describing the condition of the Cottage prior to restoration.
- Students create a temporary exhibition about ANZAC Cottage for their school. Include a model of the Cottage, the story, map and any photographs or drawings.
- Students create a short play re-enacting the ANZAC Cottage story.
- Investigate the Vietnam Veterans’ Association of Australia, Western Australian branch. Why do it exist? What does it do?
Teachers’ Notes

Unit 3: Post-Visit Activities – Research a World War I veteran

Overview

In this unit students will research a soldier, sailor or nurse who was involved in the Gallipoli campaign in World War I. Students will review the provided information found in John Porter’s war service, discover how to access this online and then choose a person to research using the same method. Students present their evidence to their class through a number of options. Students will become familiar with and explore further:

- The war service records of individual service personnel
- Accessing and interpreting secondary sources
- World War I events
- Internet search engines and online databases to find material relevant to enquiry

Teachers' Resources

- Notes for teachers
- Suggested student activities
- Background information
- Student Activity sheet
**Background Information**

The suggested list of subjects includes winners of the Victoria Cross, West Australian author Albert Facey, David Simcock (known as ‘Pink Top’), John Simpson (the Man with the Donkey) and medical staff who served on hospital ships off Gallipoli. Nurses served with the Australian Army Nursing Service (part of the Australian Army Medical Corps)

Some of those listed did not survive the war.

Teachers should familiarise themselves with the search engine and database at the National Archives of Australia website before demonstrating it to students. For guidance on using the database see NameSearch – Fact sheet 18. The war records of the suggested subject contain a varying number of documents. However, most of the information can be found in the enlistment documents at the front of the file. War service documents and photographs can also be found on the Australian War Memorial website.
After visiting ANZAC Cottage

1. Review the information taken from the war service records of John Porter on the Activity Sheet provided. Discuss the meaning of words such as *embark, disembark, enlist* and *discharge*. Find and list the pertinent dates relating to his war service and the terms above as well as the date he landed at Gallipoli and the date of his wounding.

2. How did people communicate with their loved ones serving overseas during World War I? How did family find out if their loved ones were wounded or killed? How do you imagine Annie Porter would have felt when she received the telegram telling of her husband’s wounding?

3. Use the National Archives of Australia online database to find the war records of John Porter and to demonstrate use of the search engine. It may be useful to list the steps on the whiteboard.

4. Distribute Student Activity Sheet 3

5. Students work in pairs or as individuals, selecting one of the persons listed and search for their war service records on the National Archives of Australia website in response to prompt questions. Students could also research a family member who was involved in World War I. Students record their evidence on the Activity Sheet

6. Students choose to present their information to the class by
   - Oral presentation
   - Writing a short biography
   - Creating a poster, drawing or painting

7. Class discussion and reflection about the experiences of the servicemen and women at Gallipoli. There are some diaries and letters available on various websites (see References) which may provide personal insights.

Extension Activities

- Investigate how your local community commemorates the past. Locate the honour boards and war memorials in your local area. Sketch the memorial and record the inscriptions. Investigate the service records of those listed.

- How do you commemorate ANZAC Day? How can my school commemorate ANZAC Day – see Department of Veteran Affairs website

- Investigate the different types of memorials that have been erected in Australia. Write a report about one including sketches and photographs.

- Make a wreath or a poppy for ANZAC Day.
## Links to the Australian History Curriculum

These Teacher Resources are designed to engage primary school students, with separate components provided for Foundation to Mid Primary students and Mid to Upper Primary students. The learning experiences offered by these resources are applicable to many different areas of the Australian curriculum, with the strongest links to the History curriculum. Links to the History curriculum are provided, showing related content and/or relevant historical skills.

### Foundation: Personal and family histories

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<thead>
<tr>
<th>Inquiry questions</th>
<th>Historical knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What stories do other people tell about the past?</td>
<td>• How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)</td>
</tr>
</tbody>
</table>

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<tr>
<th>Historical Skills</th>
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<tbody>
<tr>
<td>• Sequence familiar objects and events (ACHHS015)</td>
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<tr>
<td>• Distinguish between the past, present and future (ACHHS016)</td>
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<tr>
<td>• Pose questions about the past using sources provided (ACHHS017)</td>
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<tr>
<td>• Explore a range of sources about the past (ACHHS018)</td>
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<tr>
<td>• Identify and compare features of objects from the past and present (ACHHS019)</td>
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<td>• Explore a point of view (ACHHS020)</td>
</tr>
<tr>
<td>• Develop a narrative about the past (ACHHS021)</td>
</tr>
<tr>
<td>• Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)</td>
</tr>
</tbody>
</table>

### Year 1: Present and past family life

<table>
<thead>
<tr>
<th>Inquiry questions</th>
<th>Historical knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How has family life changed or remained the same over time?</td>
<td>• How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)</td>
</tr>
<tr>
<td>• How can we show that the present is different from or similar to the past?</td>
<td>• Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications (ACHHK030)</td>
</tr>
<tr>
<td>• How do we describe the sequence of time?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sequence familiar objects and events (ACHHS031)</td>
</tr>
<tr>
<td>• Distinguish between the past, present and future (ACHHS032)</td>
</tr>
<tr>
<td>• Pose questions about the past using sources provided (ACHHS033)</td>
</tr>
<tr>
<td>• Explore a range of sources about the past (ACHHS034)</td>
</tr>
<tr>
<td>• Identify and compare features of objects from the past and present (ACHHS035)</td>
</tr>
<tr>
<td>• Explore a point of view (ACHHS036)</td>
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<tr>
<td>• Develop a narrative about the past (ACHHS037)</td>
</tr>
<tr>
<td>• Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)</td>
</tr>
</tbody>
</table>
### Year 2: The past in the present

**Inquiry questions**
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

**Historical Knowledge and Understanding**
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past *(ACHHK044)*
- The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial *(ACHHK045)*
- The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past)? *(ACHHK046)*

**Historical Skills**
- Sequence familiar objects and events *(ACHHS047)*
- Distinguish between the past, present and future *(ACHHS048)*
- Pose questions about the past using sources provided *(ACHHS049)*
- Explore a range of sources about the past. *(ACHHS050)*
- Identify and compare features of objects from the past and present *(ACHHS051)*
- Explore a point of view *(ACHHS052)*
- Develop a narrative about the past *(ACHHS053)*
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies *(ACHHS054)*

### Year 3: Community and remembrance

**Inquiry questions**
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

**Historical Knowledge and Understanding**
- 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)*
- The role that people of diverse backgrounds have played in the development and character of the local community *(ACHHK062)*
- 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)*

**Historical Skills**
- Sequence historical people and events *(ACHHS065)*
- Use historical terms *(ACHHS066)*
- Pose a range of questions about the past *(ACHHS067)*
- Identify sources *(ACHHS215)*
- Locate relevant information from sources provided *(ACHHS068)*
- Identify different points of view *(ACHHS069)*
- Develop historical texts, particularly narratives *(ACHHS070)*
- Use a range of communication forms (oral, graphic, written) and digital technologies *(ACHHS071)*
Year 4: First Contacts

Historical Skills
- Sequence historical people and events (ACHHS081)
- Use historical terms (ACHHS082)
- Pose a range of questions about the past (ACHHS083)
- Identify sources (ACHHS216)
- Locate relevant information from sources provided (ACHHS084)
- Identify different points of view (ACHHS085)
- Develop historical texts, particularly narratives (ACHHS086)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)

Year 5: The Australian colonies

Historical Skills
- Sequence historical people and events (ACHHS098)
- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)
- Locate information related to inquiry questions in a range of sources (ACHHS102)
- Compare information from a range of sources (ACHHS103)
- Identify points of view in the past and present (ACHHS104)
- Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

Year 6: Australia as a nation

Inquiry questions
- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Historical Knowledge and Understanding
- Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. (ACHHK113)
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)
- Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)
- The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)
Historical Skills

- Sequence historical people and events (ACHHS117)
- Use historical terms and concepts (ACHHS118)
- Identify questions to inform an historical inquiry (ACHHS119)
- Identify and locate a range of relevant sources (ACHHS120)
- Locate information related to inquiry questions in a range of sources (ACHHS121)
- Compare information from a range of sources (ACHHS122)
- Identify points of view in the past and present (ACHHS123)
- Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS124)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

Year 7: The ancient world

Historical Skills

- Sequence historical events and periods (ACHHS205)
- Use historical terms and concepts (ACHHS206)
- Identify a range of questions about the past to inform a historical inquiry (ACHHS207)
- Identify and locate relevant sources, using ICT and other methods (ACHHS208)
- Identify the origin and purpose of primary and secondary sources (ACHHS209)
- Locate, select and use information from a range of sources as evidence (ACHHS210)
- Draw conclusions about the usefulness of sources (ACHHS211)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)
Useful References


Mount Hawthorn Progress Association, ANZAC Cottage: *Souvenir of the Monument Erected at Mount Hawthorn*, 2nd ed, Perth 1916


Websites

[www.anzacday.org.au](http://www.anzacday.org.au) - ANZAC Day Commemoration Committee of Queensland website

[www.anzacsite.gov.au](http://www.anzacsite.gov.au) - Gallipoli website

[www.awm.gov.au](http://www.awm.gov.au) - Australian War Memorial website

[www.dva.gov.au](http://www.dva.gov.au) - Department of Veterans’ Affairs website

[www.environment.gov.au](http://www.environment.gov.au) - Australian Heritage Database

[www.naaa.gov.au](http://www.naaa.gov.au) - National Archives of Australia


[www.vvaawa.org.au](http://www.vvaawa.org.au) - Vietnam Veterans’ Association of Australia, Western Australia Branch (includes ANZAC Cottage brochure)
**Tours**

ANZAC Cottage is a heritage site located at 38 Kalgoorlie Street, Mount Hawthorn. The Friends of ANZAC Cottage offer teachers and students a guided tour by appointment. The tour takes approximately 1 hour.

Teachers and students may also wish to visit ANZAC Cottage on ANZAC Day and Remembrance Day when special services are held for the general public. The Cottage is also open on the last Sunday of each month.

**Contact Details**

C/o Unit 2, 75-77 King William Street, BAYSWATER WA 6053
Tel: 0411 44 55 82
chapan@highway1.com.au

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**Vietnam Veterans’ Association of Australia (WA)**

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[City of Vincent logo]