

# Year 3

# Celebrations & Commemorations

## Lesson Sequence

Although this unit has a specific History focus, the overall knowledge, skills and understandings relate directly to the Humanities and Social Sciences Curriculum as a whole.

**Diverse communities and places and the contribution people make.**

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.**

Source: Australian Curriculum v8.3 [Year 3 HASS](#)

## Unit Introduction and pre-unit preparation

Level: Year 3 History Community and Remembrance

Topic: Celebrations and Commemorations

To gain a sense of the holistic nature of this program, it is essential pre-unit preparation to download and review the following resources:

- 1) **Teaching program**, 'Celebrations and Commemorations' **Resource 1** is designed to be downloaded and printed in A3 format. You may wish to highlight this Teaching Program to indicate which particular aspects of the Year 3 Australia History Curriculum are covered in this unit. This program format was designed to teach any topic within the Year 3 Australia History Curriculum, as all the key elements for this year level are included.
- 2) **Learning Sequence**, 'Celebrations and Commemorations' **Resource 2**

The following teaching and learning sequence is a detailed series of activities, delivered in two parts:

### Part 1 – Teacher Modelling the Inquiry Process: Australia

The teacher will model the inquiry process with a focus on Australian celebrations and commemorations. Ideally, these lessons will be taught throughout the year to coincide with the actual dates of the various significant celebrations and commemorations in Australia, culminating in Term 4.

Activity 1 Compare/Contrast the difference between Celebration and Commemoration. Think, Pair, Share.

Activity 2 Does Australia Day have significance for all Australians? Is it a celebration or commemoration? See, Think, Wonder.

Activity 3 What is Harmony Week and why is it significant? Think, Puzzle, Explore.

Activity 4 What are the symbols and emblems connected with ANZAC Day? How and why are they significant? Five Visible Thinking questions.

Activity 5 Australian Indigenous celebrations and commemorations: National Reconciliation Week, NAIDOC Week, National Sorry Day. What symbols and emblems are used to commemorate these events? How and why are these events celebrated and commemorated? Think, Puzzle, Explore.

### Part 2 – Student led inquiry: Global celebrations Expo

A student-led inquiry where the focus will be on Global Celebrations. Links to the Australian Curriculum: Geography, Arts and Literacy will be integrated where appropriate, meaningful links are evident and students will be encouraged to use thinking routines throughout their investigations

Activity 6 – What are some significant celebrations around the world? What are the different ways in which they are celebrated? See, Think, Wonder. Thinking dice.

Activity 7 - Exploring celebrations around the world. Summative assessment task.

Activity 8 – Celebration Expo presentation. Summative assessment - see attached Rubric.

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.

As an additional resource, [The inquiry process](#) framework, created by the History Teachers Association Australia (HTAA) is an excellent, step-by-step guide to support teacher planning and for students to learn the essential skills and process of historical inquiry.

Classroom display: To assist student understanding, develop a display of the artefacts, national costumes, photos, pictures, books and vocabulary associated with the relevant celebrations and commemorations studied in this unit. View this [collection of short videos from ABC Splash](#) to prompt a discussion and to get the children thinking about Celebrations familiar to them. There are many resource pictures listed throughout this unit.

## Activity 1

### What is the difference between celebration and commemoration?

#### Part A

Students to 'Think, Pair, Share' and list as many special celebrations and days that they know are celebrated in Australia, such as Australia Day, ANZAC Day, NAIDOC week, Harmony week, National Sorry Day, Christmas, Easter, Diwali, Chinese New Year, Hanukkah, Ramadan St Patrick's Day, Remembrance Day. ([Resource 3](#))

Teachers are encouraged to consider the cultural diversity of their class at all times during this unit.

Discuss these and do an initial sort, are they a celebration or a commemoration? Write the answers on a T- chart ([Resource 4](#))

Create a class display (word wall) from the key words on the student T-charts.

A word wall provides a visual representation for the students to view and add to throughout the unit of study.

**Part B** What is a commemoration? Can we compose a definition? Whole class discussion:

Look at images of ANZAC Day and Remembrance Day. ([Resource 5](#)) Talk about how the people are dressed, what they are doing, the expressions on their faces, etc

See Teacher Notes for definition of celebration or commemoration ([Resource 6](#))

Further lesson ideas and resources [here](#)

**Part C** What is a celebration or a festival?

In table groups or groups of 4-6, brainstorm the definition of a celebration. Give time limit of approximately 3 minutes then come back to the whole class and share the ideas of each group.

Briefly discuss common celebrations such as Christmas Day, Australia Day or birthdays. Mention that sometimes towns or cities have festivals with singing, dancing, parades and costumes, and ask students to suggest some local events. Add these to your list and re- sort on the classroom T chart. See [Resource 7](#)

**Part D** What other special days that are celebrated in any other countries?

Add the names of any special days that are suggested by students to the class word wall. Include examples of national celebrations in other countries and cultures such as Bastille Day in France, Independence Movement Day in Korea, or the King's Birthday in Thailand.

See images of Global celebrations [Resource 8](#) and [Resource 9](#)

Finally, explore the heritage of the children in your class. Do any of these celebrations originate from countries other than Australia?

Add to the classroom T chart.

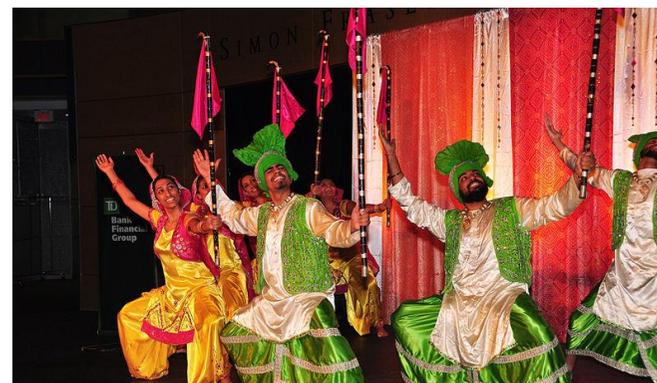
Additional Year 3 activities linked to this AC content can be found in the [Scootle resource collection](#)

#### Suggested Assessment:

Anecdotal notes – how are students interacting in the discussions?

What contributions are they making to the 'Think, Pair, Share' activity and the class T-chart?

Are the students using relevant historical terms (from the Word Wall)?



[http://commons.wikimedia.org/wiki/File:Canada\\_Diwali\\_dance\\_celebrations\\_Simon\\_Fraser\\_University.jpg](http://commons.wikimedia.org/wiki/File:Canada_Diwali_dance_celebrations_Simon_Fraser_University.jpg)

## Activity 2

Does Australia Day have significance for all Australians? Is it a celebration or a commemoration?  
What makes you say that?

**Part A** What is the significance of Australia Day and why do we celebrate it?

Begin the lesson by watching the ABC Splash video [What's Australia Day all about?](#)

**Part B** Timeline of events

Discuss the main events mentioned on the video and verbally summarise these events in chronological order.

Distribute **Resource 10** and display the table on the Teacher Fact sheet (**Resource 11**) for the students to refer to.

Students then to complete the table in chronological order, using the information from the video.

**Part C** See Think Wonder – Circle of Viewpoints

View the video again

- What did you see?
- What do they think?
- What do they wonder about this?



**What's Australia Day all about?**

Pause the video after each section and discuss each viewpoint following the 'Circle of Viewpoints' Visible Thinking Routine

Students record their responses. See **Resource 12**.

**Reflecting on Learning:** What new ideas do you have about the topic that you didn't have before? What new questions do you have?

Record the questions and add to the display board.

### Suggested Assessment:

- Are the students able to place events in chronological order
- Are the students able to pose relevant questions?
- Are the students able to express the perspectives of different groups with regard to Australia Day?

## Activity 3

### What is Harmony Week and why is it significant?

#### Part A

- What is Harmony week?
- Is your local community and/or capital city diverse in its culture?
- Why is Australia often described as 'multicultural'?



#### Locate and collect information

Students will survey/ interview their parents, grandparents or carers to find out where in the world they come from.

Discuss with the students how their information was gathered, was it via Skype, Facetime, telephone, email, family tree or conversations.

#### 'Everybody Belongs' (Resource 13)

This next task will help us to learn more about each other and have conversations about our heritage and culture.

Where in the world? Use this opportunity to integrate geographical skills and understandings into the class discussions.

Remind the students to use their ['visible thinking'](#) strategies to 'Think Puzzle and Explore' this topic and make personal connections where possible.

#### Part B Harmony Day – Everyone Belongs

Find a buddy in your class and find out about where their family originally comes from based on the information you found in the 'Everyone Belongs' (Part A) activity. Record this information in the centre of this person. Decorate the person and add to the display board. See [Resource 14](#).

The questions can be adapted to suit the diversity of the class group.

The survey results and data collected in this activity could also be represented as pictograms or graphs and added to the classroom display.

Ideas for extension – See [Resource 15](#)

#### Suggested Assessment:

- Uses sources appropriately to locate information and answer questions posed.
- Uses relevant facts to show significance and cultural aspects of a local area to individuals and groups.



## Activity 4

### What are the symbols and emblems connected with ANZAC Day? How and why are they significant?

In this activity, students will explore the commemoration of ANZAC Day.

What are the symbols and emblems connected with ANZAC Day and how significant is it today?

How is ANZAC Day commemorated in the local community?

Prior to this lesson, source a range of images from 1) [Australian War Memorial Resources collection](#) 2) [A is for ANZACS](#) and 3) Education resources and Publications from Department of Veteran's Affairs [ANZAC portal](#).

Prepare the Five [Visible Thinking](#) Questions on cards for each group or show on a slide to project up onto the board.

**Part A** To stimulate the children's ideas and questions, show a clip of the local ANZAC Day March from each capital city. These are readily available on the ABC website around the time on ANZAC Day and the video: [The Meaning of ANZAC Day](#) (from ABC Splash website)

**Part B** Using the images and video resources, the students can work in groups to:

- Identify some of the symbols and emblems associated with ANZAC Day
- Draw four symbols and explain the significance of each. (Resource 16)

**Part C** As a group, discuss the following five visible thinking questions about each symbol.

What do you think?

Why do you think that?

What makes you say that?

Can you tell me more?

What questions do you still have?

- Record any questions (wonderings) for further research on [Resource 17](#)
- Use the [Australian War Memorial](#) website to find out the answers and additional images. There is an opportunity here to integrate ICT skills and use iPads and/or laptops for online research and collecting data.

For other suggested ANZAC-related programs and activities see [Resource 19](#)

### Suggested Assessment:

- Can students describe how and why events and/or aspects of the past (eg symbols and emblems) are commemorated/celebrated?
- See *Perspectives of Anzac Day* task ([Resource 18](#))



The Australian and New Zealand Army Corps

## Activity 5

### How and why are Australian Indigenous events celebrated and/or commemorated?

Focus events: (in chronological order) National Sorry Day, National Reconciliation Week and NAIDOC Week.

**Preparation for this activity:** It is suggested that teachers review the background reading and resources prior to this lesson.

See Teacher Notes ([Resource 20](#)) and choose appropriate flags to discuss the meaning behind the colours, symbols and emblems on each flag.

- 1) The first [National Sorry Day](#) was held on **26 May 1998** – one year after the tabling of the report *Bringing them Home*, May 1997. The report was the result of an inquiry by the Human Rights and Equal Opportunity Commission into the removal of Aboriginal and Torres Strait Islander children from their families.
- 2) [National Reconciliation Week](#) runs from **27 May to 3 June each year**. These dates mark the anniversaries of the [1967 referendum](#) and the [Mabo decision](#), respectively. 2017 marks the 50<sup>th</sup> and 25<sup>th</sup> anniversaries of these historic milestones in reconciliation.
- 3) [NAIDOC celebrations](#) are held around Australia **each July** to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC originally stood for 'National Aborigines and Islanders Day Observance Committee'. This committee was once responsible for organising national activities during NAIDOC Week and its acronym has since become the name of the week itself.

#### Key inquiry questions:

- What significance do these days have for Australians today?
- How and why are these events celebrated and commemorated?
- What is the difference between symbols and emblems?

#### Part A

Think, Puzzle, Explore – FLAGS – symbols and emblems on flags – start with Australian Indigenous flags [Resource 21](#)

Match different flags to the correct group of people – use maps and an atlas

#### Part B

Design your own flag using the symbols you have talked about on the various flags of Australia, such as this interactive Scootle activity [a flag for the nation](#)

**Curriculum link (Geography):** The location of Australia's neighbouring countries and the diverse characteristics of their places ([ACHASSK067](#))

#### Part C Display of Flags (Suggested Assessment task)

Divide the class into three groups to research and reflect on the Key Inquiry Questions listed above. From previous class discussions, use key words and phrases to describe and explain their answers on their flags from Part B.

**Curriculum link (History):** Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems ([ACHASSK064](#))

**Curriculum link (English):** Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([ACELA1484](#))

### A flag for the nation

You're going to explore some flags that have been used in Australia and look at some of the symbols on them. Then you can design a flag that best represents your own image of Australia.



## Part 2 – Global Celebrations

### Activity 6

What are some significant celebrations around the world and how they are celebrated?

#### Part A

Watch '[Festivals around the world](#)' YouTube video  
STOP at 1:33. When Mexico map appears.

#### Part B Group activity

Divide the class into five or six groups, depending on how many celebrations you wish to explore. Each group will choose a global celebration at random (out of a hat) prepared earlier by the teacher. Ideally, these celebrations should reflect the cultural make-up of the class, thereby being relevant to the students. However, to expand their knowledge of other cultures, supervise the student groups to ensure they are exploring an unfamiliar culture, or they could also share aspects of their own culture at some point.

For example:

American Independence Day

Diwali

Chinese New Year

Ramadan/Eid

St Patrick's Day

Bastille Day



festivals around the world

Use stimulus images in [Resource 22](#) of each one of the celebrations to begin a 'See Think Wonder' group discussion.

Students will then record their observations and discussions 'wonderings' on [Resource 23](#)

#### Part C Questioning Game

Make a set of Thinking Dice ([Resource 24](#)) - one set per group.

Each student will ask one or two questions about their chosen celebration using the question thinking dice – this should result in a total of 10-12 questions per group. Record them on Popplet or other mind-mapping app or write their questions in their history journals.

To complement the images of Celebrations, see the list of audio-visual resources in the *Celebration and Commemoration* program ([Resource 1](#))

## Activity 7

Exploring celebrations around the world: Celebration Expo  
Summative assessment task

### Celebration Expo

Return to the Popplet or mind map and the questions posed in the previous lesson.  
Each group will produce a 'display' for a celebration expo to be held for parents and visitors.

**Assessment:** Each student in the group will answer one of the questions posed in the previous lesson and contribute to another part of the display.  
Each stand will be a display showing different aspects of the celebration, including answers to the questions they have posed.

After class discussion, it was decided to include the following aspects within each presentation and display;

- A colourful title
- The history behind the celebration
- Any stories/legends that go with the celebration
- A map labelling the country of origin of the celebration
- How children celebrate.
- Creative aspects such as music and songs, costume, dancing, artwork

The content will be displayed in the classroom and each group will be responsible for 'creating' their display.

See Group Checklist [Resource 25](#)

Research completed online (mind maps, etc.) must be recorded in a format suitable to add to the classroom display - either a visual, oral or written form.  
Cross curricular links will be outlined (and labelled) by the teacher to show Interdisciplinary links to other Learning Areas, Cross Curriculum Priorities and General Capabilities – See the *Celebration and Commemoration* program ([Resource 1](#)) for details of these additional links to the Australian Curriculum.



## Activity 8

### Drawing conclusions – present findings

#### Summative assessment task – Can you tell me more?

The final task of this unit is a summative assessment, Celebrations – Can you tell me more? ([Resource 26](#)) Together with the presentation and expo display, the students will reflect on their learning by using the information they have gathered and additional research from websites, encyclopaedias and their own notes, to complete the answers to the questions posed.

Teachers will assess student achievement using the rubric provided in [Resource 27](#)

The rubric is designed with reference to the following Year 3 Australian Curriculum: Humanities and Social Sciences / History:

#### Content Descriptors

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)

- Use historical terms (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)
- Locate relevant information from sources provided (ACHHS068)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

#### Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time. Source: [ACARA 2017 – Achievement on a page Year 3](#)

Humanities and Social Sciences Curriculum (F-6/7 HASS)

Year 3

Diverse communities and places and the contribution people make

Year 3



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