

Ambling around our ANZAC memorials (originally Sleuths 4 - Number Sleuths 4 ANZAC)

Summary: These four groups of local memorial research activities will create four records:

- A colour coded people paper chains to show wars Australians have fought in with numbers
- B 'statue' posture from statues at the memorials with any hidden emotions
- C photos or drawings of the different 'rising sun' designs used in memorials
- D stories of soldiers on the memorials or from families.

This research activity for all ages was created for April's 2013 IY's of Maths of Planet Earth and of Statistics in Warracknabeal session, hence the ANZAC theme. It is now updated for the 2014-2018 Centenary of the Great War. The activities can be done at any time and by one or more groups, comparing ANZAC memorials they choose, locally or further afield.

The 'Preparations' instructions cover the ANZAC memorial research for a local place, e.g. town, and records that can be shared from that of other places, or shared with other groups or on-line.

Learning Content: based on number and shapes - *Maths concepts* – used for recording and sharing observations, with some *History and English*, drama, story telling and drawing – *from Arts*.

Preparation – **research activities for your local place and/or your family history.**

Time needed = will depend a bit on what is at your town's ANZAC place, and how much time you want to spend on the history. A **minimum** of 15 minutes is needed to gather information from the memorial, and a **minimum** of an hour to prepare records. All ages can be involved in this, especially when older children support younger ones.

Prep task – Find the ANZAC place in your town!

There are four sets of information that will be needed for sharing which I have coded below:

- 1a** do at a local ANZAC memorial.
- 1b** do from historical resources
- 2a** report what has been found (later)
- 2b** prepare to share eg in a family, group, community event, on-line

A the people of the ANZAC memorials

Q – What people are remembered on the ANZAC memorials?

1a Count how many names there are listed for **each** of the wars on each of your memorials.

2a To create 'people' paper chains to show how many people fought from your town:

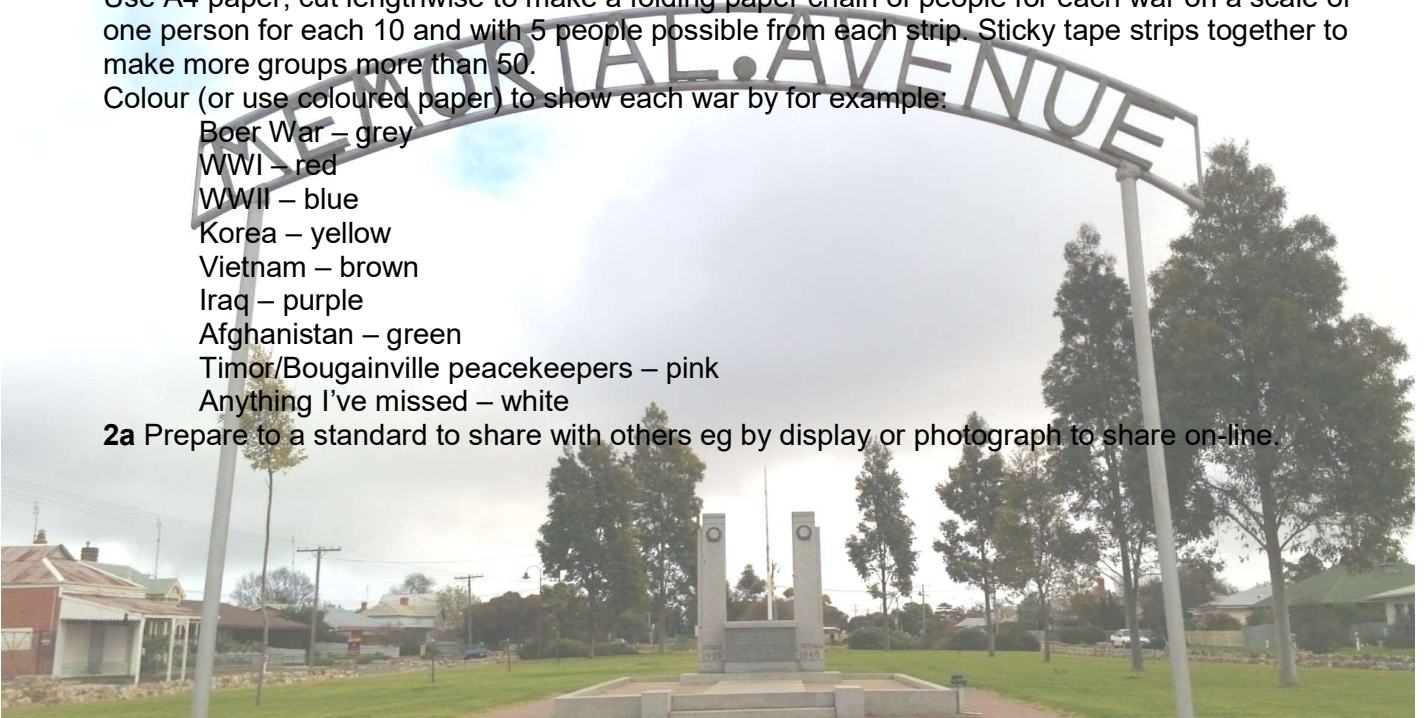
First round the number in each war group to the nearest 10.

Use A4 paper, cut lengthwise to make a folding paper chain of people for each war on a scale of one person for each 10 and with 5 people possible from each strip. Sticky tape strips together to make more groups more than 50.

Colour (or use coloured paper) to show each war by for example:

- Boer War – grey
- WWI – red
- WWII – blue
- Korea – yellow
- Vietnam – brown
- Iraq – purple
- Afghanistan – green
- Timor/Bougainville peacekeepers – pink
- Anything I've missed – white

2a Prepare to a standard to share with others eg by display or photograph to share on-line.



B ANZAC memorials

Q - What do our town's ANZAC memorials depict? Are they all the same or do they differ?

1a 1 Make a list of the things at your memorial eg statue(s), gardens, water fountains, trees, etc.

1a 2 Is there a statue? What does it depict?

Look carefully at the shape, so you can copy its posture. Others can help by directing how to put arms, legs and head position. If a prop is needed, like a stick or a hat, find something for it. Horses/donkeys can just have a piece of paper held by your 'statue' to show it is there- or use other people as them!

Once copied, stay in this posture and think about any emotion felt in it.

Did you know that each statue was deliberately chosen and paid for by its local community? What were they leaving for us to remember? Both the statue and any emotion that you can feel will be a window on to understanding our local communities a century ago – and how they felt after the Great War- and communities differed in this.

2b Share your statue(s) posture with others and any feelings that went with it.

C Rising Suns at ANZAC memorials

Q – How is the 'rising sun' depicted? Is it the same everywhere?

1a 1 Count the number of 'rising sun' emblems at your memorial.

1a 2 Count the number of rays in the 'rising sun' emblems for each different design and how many use each [collect statistics].

1a 3 Draw or photograph one of each design to show how the rays are arranged about the sun.

2a Report how many 'ray' designs there were and which was most common [statistics], as well as the design by drawing or photograph.

2b Share photos or drawings with the statistics for each design, e.g. a display, an entry for a photographic or art competition in the local show, or on-line.

D Stories from our family histories

Q – Who do we honor and / or remember at ANZAC and what contribution did they make?

1b Choose someone from your town's memorial to research. OR someone from your family heritage who has been to war – from the current generation, parents, aunts/uncles/ cousins, grandparents and further back and wider in to distant cousins.

Research can be done by interview, at a local library for books and newspapers or on the internet to find at least:

the name of the person

the war the person was involved in

their role in that war

where they were buried, especially if they died overseas in a war

anything special they did or was recorded about them, including after their war

if family, the relationship to the reporter

Max time per story will be 5 mins.

2a Prepare this story into a good document to share. Each 'story' should be about one person and cover the above.

2b Share the story eg as a read statement, a dramatic reenactment (need any props?), on-line

Hunches – If you do more than one place, or share with others, before you do so discuss:

"Will the memorials, statues and rising sun designs be similar?

i.e. each of the questions A-C for expectations (hunches) about the sameness of ANZAC memorial places. Will there be surprises when comparing such places?

PS This session's activities contribute to the following curriculums:

Maths, History, English, Arts Key Learning Areas and for their curriculums, see Australian Curriculum or Vic F-10 for specifics at each level.

(cc) 2017. Jeanie Clark B. A., Dip Ed, B. App. Sc, B. Ed. creates practical local learning activities to put global learning events into local education activities, since the 2002 International Year for Mountains, and specifically here for the 2013 IY's Maths of Planet Earth [shape and number of memorials (Maths) at a cultural place (part of Planet Earth)] and of Statistics [collecting and representing information by number tallies], and for the 2014-2018 Centenary of the Great War [learning about our local Great War heritage].

