

Title	Adopting an Anzac: 100 Years of Remembrance
Learning area	HASS History
Other LAs	HASS (Civics and Citizenship) English (Visual Literacy) Digital Technologies
Year Level(s)	Year 3

Background information

Brief Description of the Task:	Students will draw ideas and evidence from the following two activity resources to create an infographic poster to share with their local community: Centenary Symbols and Emblems: 100 years of remembrance 1) HTAWA resource (lesson 1 & 2) Western Australia at War 1914 Year 3: Lesson Sequence 2) Adopting an Anzac : links to your local community (Activity 6) History in the Making
Context summary	WA Curriculum Content Descriptor: The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems
Description of purpose (Learning Intention)	Students will develop an historical inquiry around the focus questions: Can you find any links to WW1 in our community? How and why do our community commemorate an event that happened 100 years ago? Follow the HASS inquiry skills, with a clear purpose and audience, to create a product/presentation to be shared with their local community and/or enter the National History Challenge competition.

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
Key Concepts History Civics and Citizenship	Continuity and change	Cause and effect	Significance	Perspectives	Empathy		
	Participation		Rights and Responsibilities		Democracy		
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.

Students identify the importance of **rules** and the democratic processes that groups follow when making decisions. They describe how people participate in **community** groups, and identify the benefits to both the individual and the **community**.

Students describe an example of **continuity** and **change** over time in a given area. They identify the contribution of different cultural groups on a **community**. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical **significance**.