

YEAR 9 HISTORY: Curriculum links

Sikh and Indian Australians

**YEAR 9 SIKH ANZACS: ETHNIC DIVERSITY
AND THE ANZAC LEGEND**



HTAWA



The resource was developed by [HTAWA](#), the History Teachers' Association of WA, for the [Sikh Association of Western Australia](#).

YEAR 9 HISTORY: SIKH AND INDIAN AUSTRALIANS - Ethnic diversity and the ANZAC legend

	CURRICULUM LINKS			
Key concepts	Evidence Continuity and change Cause and effect Significance Perspectives Contestability			
Key Inquiry Questions	Is it time for the Anzac legend to be more inclusive?			
Historical Knowledge	The commemoration of World War I, including debates about the nature and significance of the ANZAC legend.			
Historical skills	<p>QUESTIONING AND RESEARCHING Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others</p> <p>Construct, select and evaluate a range of questions and hypotheses involving cause and effect and perspectives</p> <p>Analyse and clarify the purpose of an inquiry</p> <p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources</p> <p>Identify the origin, purpose and context of primary and secondary sources</p> <p>Use appropriate ethical protocols, including specific formats for acknowledging other people's information</p>	<p>ANALYSING Use criteria to analyse the reliability, bias, usefulness and currency of primary and secondary sources</p> <p>Analyse information and/or data in different formats</p> <p>Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, maps, timelines, newspapers)</p> <p>Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)</p> <p>Apply subject-specific skills and concepts in familiar, new and hypothetical situations</p>	<p>EVALUATING Draw evidence based conclusions by evaluating information and data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to challenges, developments, issues and/ or problems</p> <p>Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships</p>	<p>COMMUNICATION AND REFLECTING Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate</p> <p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p> <p>Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts</p> <p>Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables)</p> <p>Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values)</p>
Achievement standard	Students explain the effects of World War I over the long term, and its significance. Students use evidence to explain patterns of change and continuity over time, and identify the motives and actions of the individuals and groups at that time.			

Teaching and learning sequences	<p>There are so many engaging stories that we can share with our students to provide opportunities to build their curiosity, develop process skills and encourage critical thinking and reflection. This resource aims to challenge some traditional views of the Anzac legend and explore its changing nature. Evidence on ethnically diverse Anzacs such as Chinese, Indigenous and Sikh soldiers provides students with the opportunity to develop the “big picture” on the nature of the Anzac story. The five main activities included in this document cover the stages of inquiry learning: engaging students with the topic, identifying questions, analysis of different sources and perspectives, challenging prior knowledge and preparation for a more detailed inquiry on ethnically diverse Anzacs. Analysis of a range of primary and secondary sources, including photographs and statistics, will also develop Year 9 HASS skills. The following activities can be used separately or as a whole to enhance student knowledge of World War One and develop HASS skills.</p> <p>Activity 1: Indigenous and Chinese Anzacs</p> <p>Activity 2: The Indian Expeditionary Forces</p> <p>Activity 3: Connections to the Empire</p> <p>Activity 4: Case Study of a Sikh Anzac</p> <p>Activity 5: Fresh perspectives on the Anzacs</p>
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Front cover image: Anzac Beach, Gallipoli. 1915. A group of Indian transport animals in front of stacks of reserve supplies for the Australian Army and its Allies. (Donor H.J. Lowe). Australian War Memorial, [H03485](#).