

History 3

Chapter 1 — Community, remembrance and celebrations

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Change in our local community

Curriculum trace (teacher-facing metadata — not student text): VC2 History Levels 3 and 4, strand *Historical Knowledge and Understanding*, sub-strand *Community, remembrance and celebrations*. Owns content description VC2HH4K02. Draws on elaboration ids VC2HH4K02 .E01 .E02 .E03 .E04 .E05. Chapter 1, section 1A. Boundary notes: §2 D3/§2A — contributors taught are real, documented, non-First Nations; no First Nations content is authored in (CONTENT_POLICY Rule 1). Vocabulary ceiling Yr3 (TOC §2 D2); words drawn from the CD/elaborations and defined subject terms are exempt per WORD_LEVEL_POLICY Rule 2.

In this section

Your town has a story. Its streets, shops, parks and people have a past. In this section you will find out:

- what a **community** is;
- how communities change, and why;
- how people from many different places have helped Victorian communities grow;
- how historians use **sources** to find out about the past.

Word watch. Some words in this section are shown in **bold** the first time they appear. A bold word is defined right there, so you always know what it means.

Let's learn about change in our community

1. What is a community?

A **community** (say: kuh-MYOO-nih-tee) is a group of people who share a place or a part of their lives. Your town or suburb is a community. So is your school. The people who live near you, the shop owners, the nurses, the teachers and the kids at the park — they are all part of your community.

2. Communities change — and some things stay the same

A **change** is when something becomes different. Streets, buildings, jobs and games can all change over time. But not everything changes. Some things stay the same for a very long time.

Every change has a **cause** — the reason it happened. Every change also has **consequences** — the things that happen because of it. (These are the words historians use.)

The big ideas of this section



A word web with the word community in the middle and five spokes: change, cause, consequence, contribution and source, each with a short kid-friendly meaning

Figure 1 — The big ideas of this section all join together.

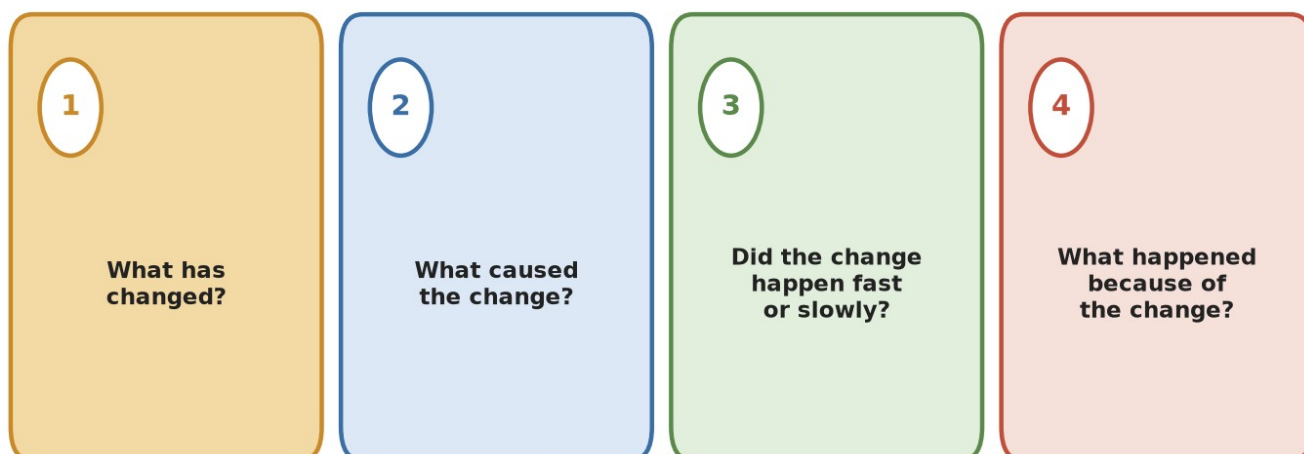
3. The four questions historians ask

A **historian** (say: hi-STAWR-ee-un) is a person who finds out about the past. To study a change, a historian asks four questions:

1. What has changed?
2. What caused the change?
3. Did the change happen fast or slowly?

4. What happened because of the change?

The four questions a historian asks about a change



Four question cards showing the four questions historians ask about a change: what changed, what caused it, how fast it happened, and what it led to

Figure 2 — Keep these four questions in mind. We will use them again and again.

Some changes happen fast, like a new shop opening in a week. Some happen bit by bit, over many years.

4. People from diverse backgrounds

The people in your community come from **diverse backgrounds** (DY-vurs BACK-groundz). *Diverse* means many different kinds. *Backgrounds* means where people and their families come from, and the languages, foods and stories they bring with them.

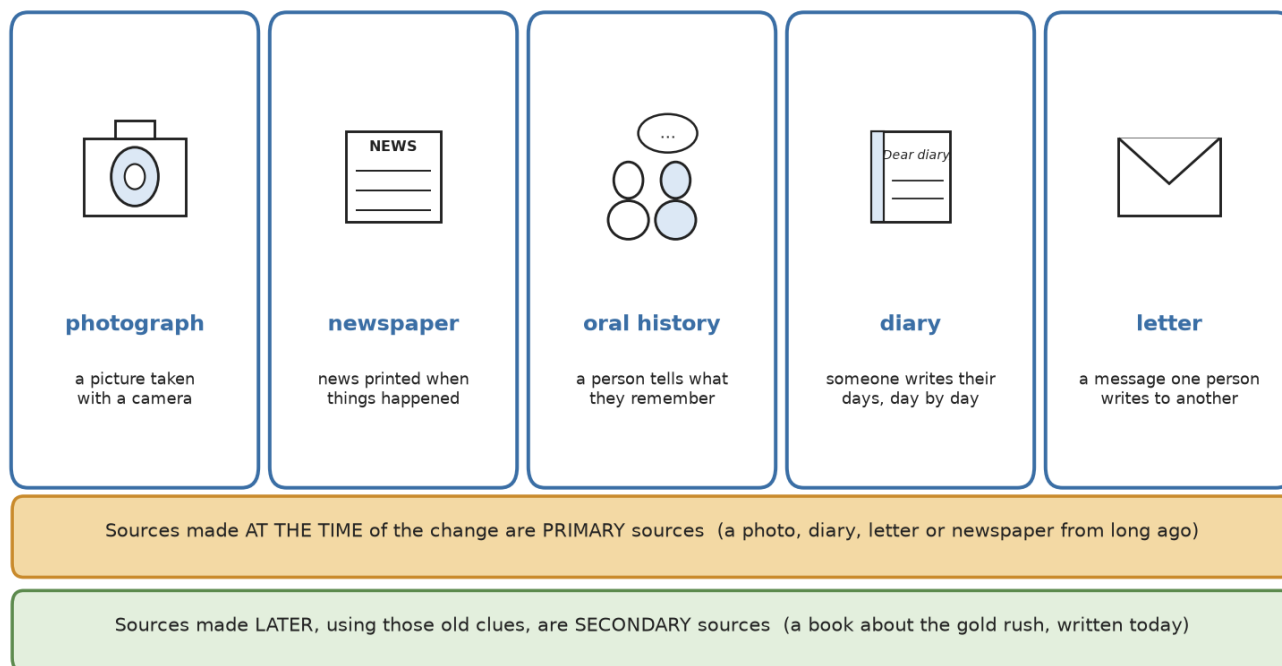
Long ago, the first people came from China to dig for gold in Victoria. Later, people came from many countries in Europe, and from all over the world. Each group brought new food, new words, new games and new ways of doing things. Together, they helped build the towns we live in today.

5. How do we know about the past? Sources!

A **source** is anything that gives us clues about the past. Historians use five kinds of sources in this section:

Source	What it is
photograph	a picture taken with a camera
newspaper	printed news, written when things happened
oral history	(say: OR-ul) a person telling what they remember; we record it by writing it down or recording their voice
diary	a book where someone writes what happens to them, day by day
letter	a message one person writes to another

Sources — five kinds of clues about the past



Five labelled source types shown with simple icons: a photograph, a newspaper, an oral history as two people talking, a diary and a letter, with a note that sources made at the time are primary sources and sources made later are secondary sources

Figure 3 — Five sources that tell us how our community has changed.

Sources made at the time of the change are called **primary sources** (say: PRY-muh-ree). A photograph, a diary, a letter and a newspaper from long ago are all primary sources. Sources made later, using those old clues, are called **secondary sources** (say: SEK-un-duh-ree). A book about the gold rush, written today, is a secondary source.

6. Contributions — how people help their community

A **contribution** (say: kon-trih-BYOO-shun) is something someone does that helps their community. A person who makes a contribution is called a **contributor**. Historians talk about five kinds of contribution:

- **economic** (ee-kuh-NOM-ik) — to do with jobs, money, shops and farms;
- **social** (SOH-shul) — to do with people helping each other and being friends;
- **cultural** (KUL-chuh-rul) — to do with food, festivals, art, stories and languages;
- **civic** (SIV-ik) — to do with things people build and do together, like halls, parks, clubs and town groups;

- **environmental** (en-vy-run-MEN-tul) — to do with the land, the water, the plants and the animals.

People from diverse backgrounds who helped Victorian communities

Who?	Where from?	What did they do?	Kind of contribution
Chinese miners and gardeners, 1850s gold fields	China	Looked for gold; grew vegetables in market gardens, for example at Daylesford.	economic and environmental
Lowe Kong Meng, arrived 1853	Penang	Started the shop Kong Meng and Co. in Melbourne in 1854; spoke up for fair treatment of Chinese people.	economic; social
William Ah Ket, born in Victoria 1876	his father came from China	Australia's first lawyer whose family came from China; he worked to change unfair rules.	civic
Bonegilla migrants, 1947 to 1971	many countries in Europe	Worked in factories, on farms and in shops; opened food shops; started clubs and festivals.	economic, social and cultural
People in your community, past and present	all over the world	What will YOU find out?	all five kinds!

A table of five real contributors to Victorian communities, showing who they were, where they came from, what they did and what kind of contribution they made

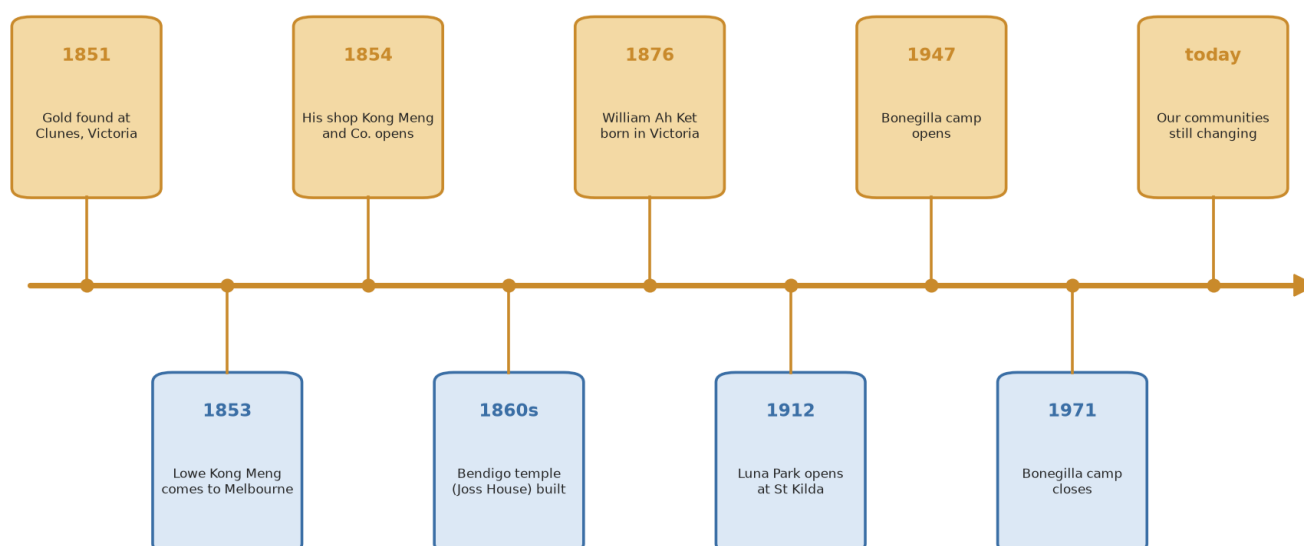
Figure 4 — Real people from diverse backgrounds who contributed to communities in Victoria. Every row is a true story.

Worked examples

Example 1 — with help: Gold changed Victorian towns

The story. In 1851, gold was found at Clunes in Victoria. The news spread fast. People came from all over the world to look for gold. Many came from China. By 1858, about 33,000 people from China had come to Victoria. That was about one in five of all the people digging for gold. In the town of Bendigo in 1856, almost one person in four was from China.

Change in Victorian communities, 1851 to today



A timeline from 1850 to today with eight dated cards: gold found at Clunes 1851, Lowe Kong Meng arrives in Melbourne 1853, his shop Kong Meng and Co. opens 1854, the Bendigo temple built in the 1860s, William Ah Ket born 1876, Luna Park Melbourne opens 1912, Bonegilla camp opens 1947, Bonegilla closes 1971, and today

Figure 5 — A timeline of change in Victorian communities. Time runs from left to right.

Some of the new arrivals went looking for gold. Others grew vegetables in market gardens, like the Chinese gardeners at Daylesford. Others opened shops. In 1853, a man named Lowe Kong Meng came to Melbourne from Penang. In 1854 he started a shop called Kong Meng and Co. It sold food and goods to people on the gold fields. He became a leader of Melbourne's Chinese community. In 1879 he wrote a book saying that Chinese people should be treated in a fair way.

William Ah Ket was born in Victoria in 1876. His father had come from China. William went to school and then to the University of Melbourne. He became Australia's first lawyer whose family came from China. He worked hard to change rules that were unfair to Chinese people.

The new arrivals also built places that are still here. In the 1860s, Chinese people in Bendigo built a temple called the Joss House. It is still used today.

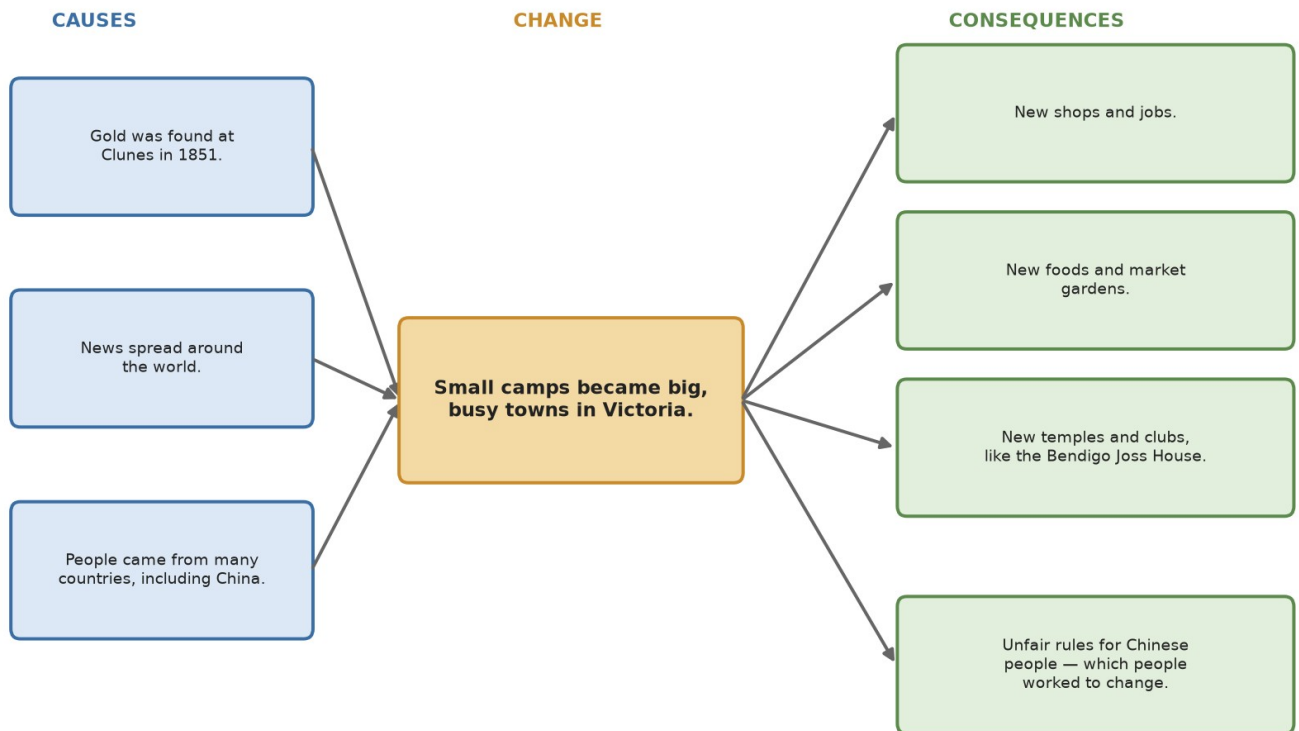
The four questions, answered.

Question	Answer
What has changed?	Small camps became big, busy towns. New shops, gardens and temples appeared.
What caused the change?	Gold was found in 1851. People from many countries came to look for it.
Did the change happen fast or slowly?	Very fast. In 1851 Victoria had about 75,000 people. By 1861 it had about 500,000.
What happened because of the change?	New towns, new foods, new shops and temples — and also some unfair rules.

Not everything was fair. In 1855, the government of Victoria made people from China pay £10 each to land here. That was a lot of money. Many could not pay it. So more than 16,000 of them landed at Robe in South Australia and walked about 320 kilometres to the gold fields of Victoria. It was a long, hard walk. Historians call it the Robe walk.

Unfair rules are part of the story too. They are a consequence of the change. People like Lowe Kong Meng and William Ah Ket spoke up and worked to make things fairer.

A visual organiser: the gold rush — causes and consequences



A filled-in visual organiser for the gold rush: three cause boxes on the left pointing to a change box in the middle, with four consequence boxes on the right

*Figure 6 — A visual organiser that shows the causes of the gold rush and its consequences. A **visual organiser** is a picture plan that sorts ideas so you can see how they join up.*

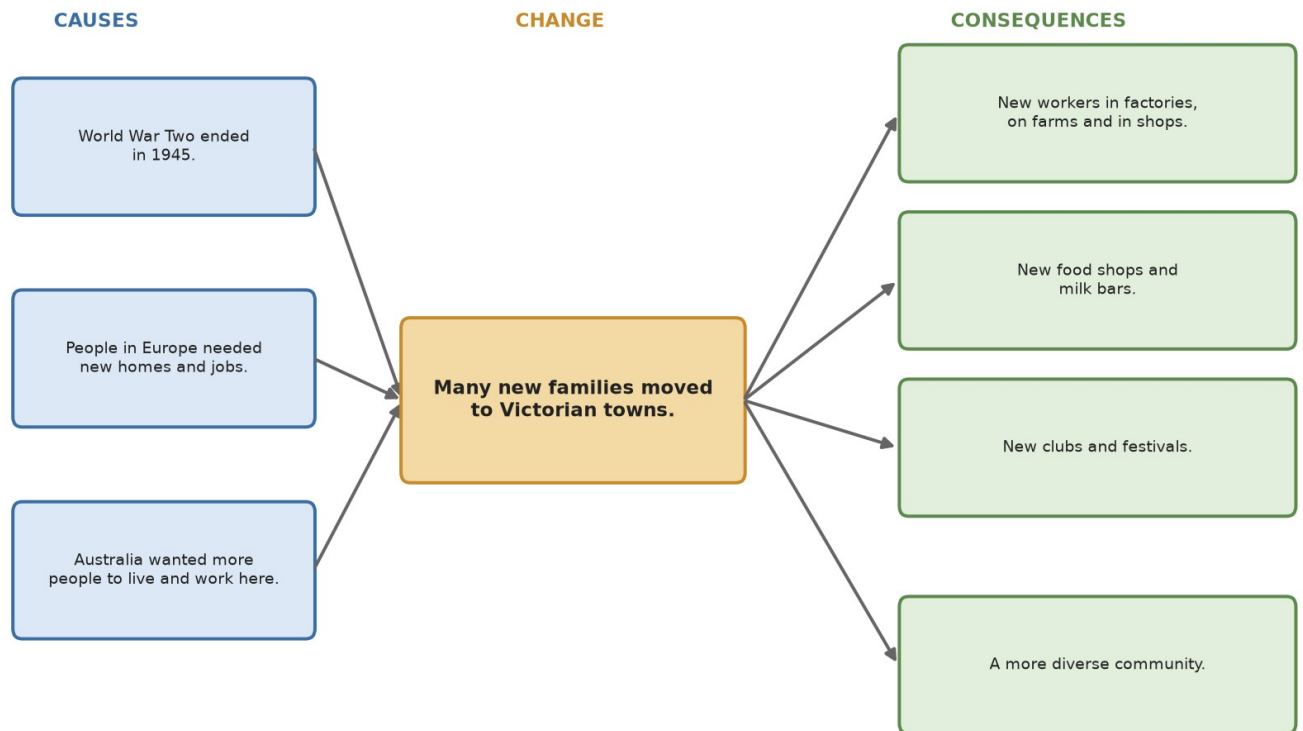
Example 2 — with help: New homes after the war

The story. World War Two ended in 1945. Many people in Europe had lost their homes and their jobs. At the same time, the Australian government wanted many more people to come and live and work in Australia. It started a big plan in 1945 to help people move here. Arthur Calwell was the man in charge of the plan.

A **migrant** (say: MY-grunt) is a person who moves to a new country to live there. When many people move to a new country, we call it **migration**. After the war, hundreds of thousands of migrants came to Australia. Many came from countries in Europe.

In 1947, a camp called Bonegilla opened near Wodonga, in north-east Victoria. It was the first stop for many new arrivals. They stayed there while they learned English and found work. Between 1947 and 1971, more than 300,000 people stayed at Bonegilla. Then they moved to towns and cities all over Victoria and Australia.

A visual organiser: new families after World War Two



A filled-in visual organiser for migration after World War Two: three cause boxes on the left pointing to a change box in the middle, with four consequence boxes on the right

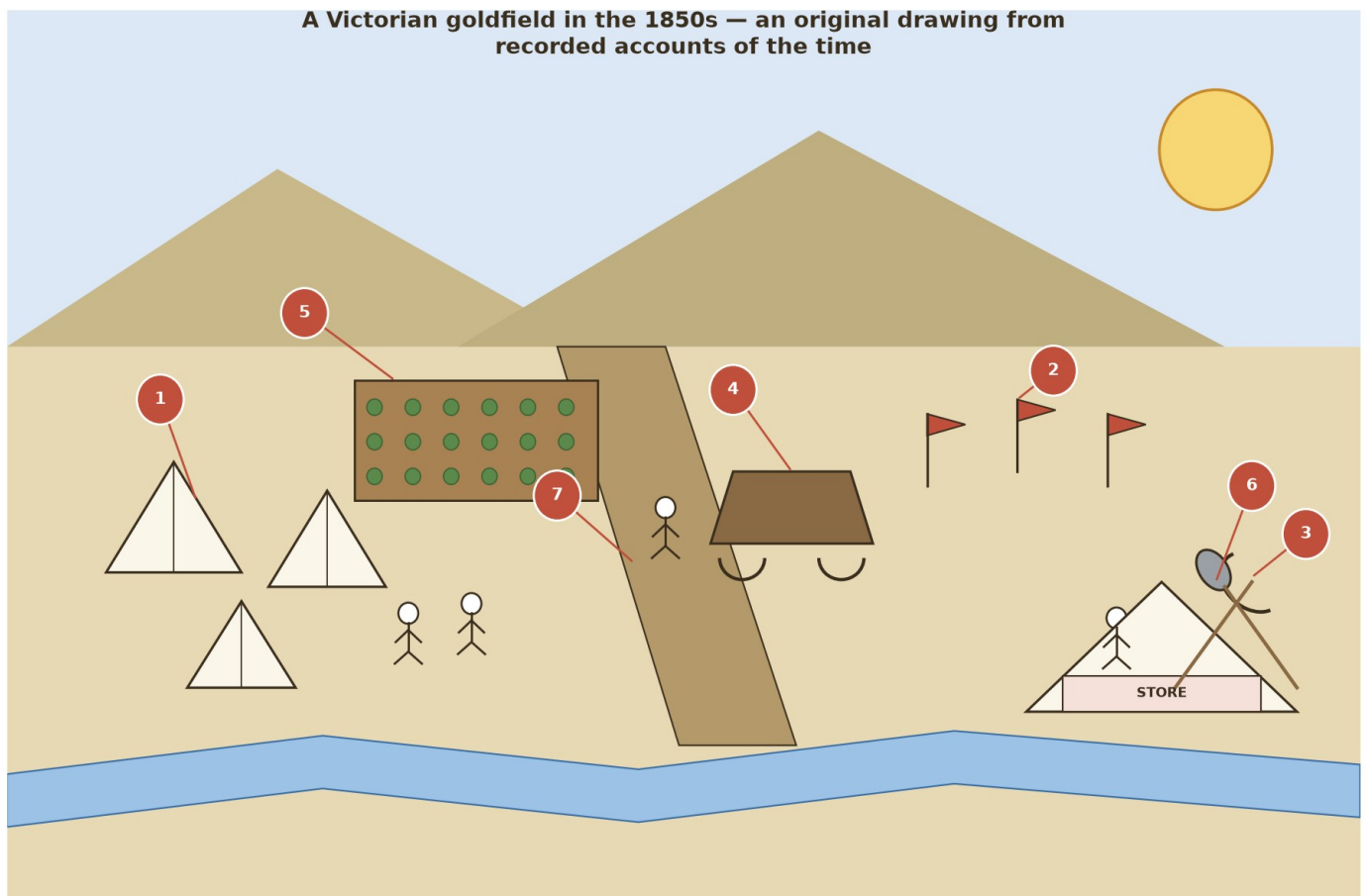
Figure 7 — A visual organiser that shows the causes and consequences of migration after World War Two.

The four questions, answered.

Question	Answer
What has changed?	Many new families came to live in Victorian towns. New foods, shops and festivals appeared.
What caused the change?	The war ended. People in Europe needed new homes. Australia wanted more people.
Did the change happen fast or slowly?	Bit by bit, over many years. Bonegilla was open for 24 years, from 1947 to 1971.
What happened because of the change?	New workers, new foods, new friends at school — and a more diverse community.

The migrants found work in factories, on farms, on building sites and in shops. They opened food shops and milk bars. They started clubs and festivals. Some of their children and grandchildren still live in the same towns today.

Source task — looking at a gold field



An original line drawing of a Victorian gold field in the 1850s with seven numbered labels: canvas tents, flags marking claims, a pick and shovel, a cradle for washing gold, a vegetable garden, a shop tent and a muddy track

Figure 8 — An artist's drawing of a Victorian gold field in the 1850s, made for this book from recorded accounts of the time. The numbers mark clues.

Teacher support: read the caption and the numbered clues aloud. Point to each part of the drawing as you go. Students may answer by talking, pointing or drawing.

1. Look at clue 1. What are the tents made of? Why do you think people lived in tents?
2. Look at clue 5. What is growing in the garden? Who do you think grew food like this?
3. Which clue tells you this is a gold field, not a farm? Point to it.
4. Use the four questions. What has changed in this place since the 1850s? What caused the change?

Real sources you can find. Paintings and photographs of the gold fields are kept at the State Library of Victoria in Melbourne. The Bendigo Joss House, built in the 1860s, is still open today. The Golden Dragon Museum keeps the dragon Sun Loong, a symbol of the Chinese story of Bendigo. Ask an adult to help you look them up.

Practice questions

Practice with help

Q1. Match the word to its meaning. Draw a line from each word to the right meaning.

Word	Meaning
community	a reason something happens
cause	something someone does that helps their community
consequence	a group of people who share a place or part of their lives
contribution	anything that gives us clues about the past
source	something that happens because of a change

Q2. Cause or consequence? Gold was found at Clunes in 1851. Sort the five sentences below. Write C if the sentence is a **cause** of the change (people coming to Victoria). Write K if it is a **consequence** (something that happened because people came).

- (a) Gold was found at Clunes.
- (b) New shops opened on the gold fields.
- (c) News of the gold spread around the world.
- (d) Chinese gardeners grew vegetables at Daylesford.
- (e) People from China, Britain and other countries came to dig.

Q3. What kind of source is it? Write the right word from the box: *photograph, newspaper, oral history, diary, letter*.

- (a) Grandma tells you what the main street was like when she was eight. You record her voice.
- (b) A picture of the first train into your town, taken with a camera in 1902.
- (c) A girl in 1856 writes in a little book every night about her day on the gold fields.
- (d) A page of news from 1947 says the camp at Bonegilla is now open.
- (e) A message a man writes to his brother in 1853: "Come to Victoria, there is gold here!"

Q4. Put the events in order. Number them 1 to 5. The oldest one is 1.

- (a) Bonegilla camp closes.
- (b) Gold is found at Clunes.
- (c) William Ah Ket is born.
- (d) Bonegilla camp opens.
- (e) Lowe Kong Meng starts his shop in Melbourne.

Q5. The four questions. Luna Park opened at St Kilda in Melbourne on 13 December 1912. It is an amusement park by the sea. It is still open today. Its wooden roller coaster, the Scenic Railway, opened in 1912 and is the oldest one in the world that still runs. Use the four questions to talk about this change. Fill in the table.

Question	Your answer
What has changed?	
What caused the change?	
Did the change happen fast or slowly?	
What happened because of the change?	

Hint: think about what people in Melbourne could do for fun before 1912, and what they can do now. A fire in 1981 burned some of the park, and it was fixed and changed again — changes can have more than one step!

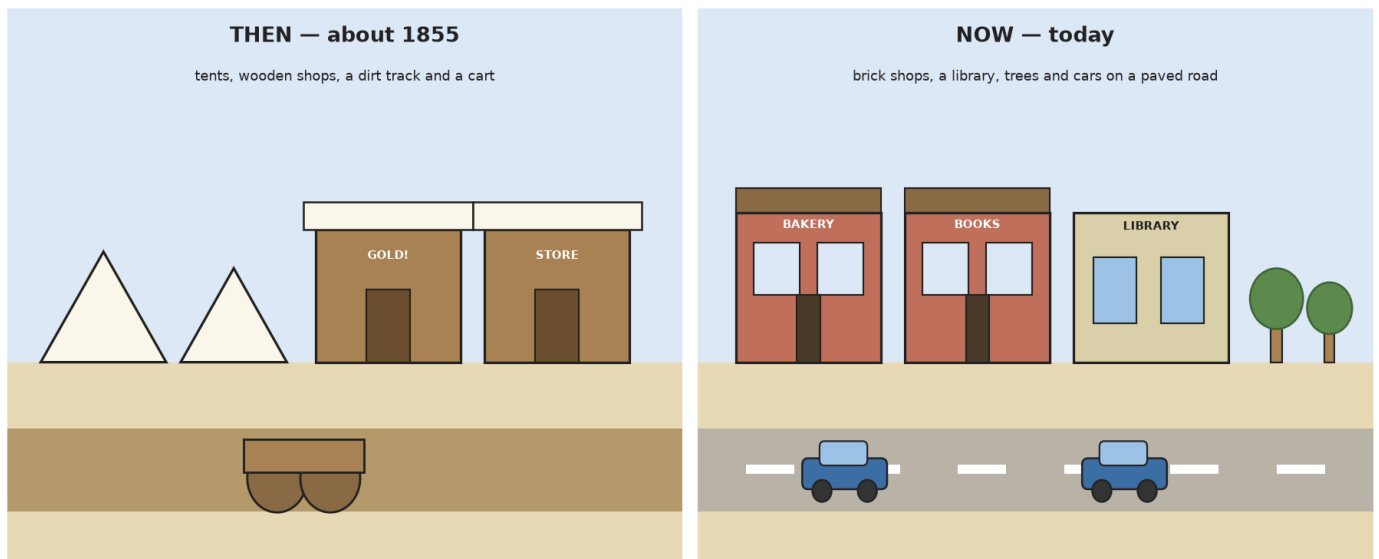
Q6. What kind of contribution? Write the letter of the right kind next to each true story. The kinds are: **A** economic, **B** social, **C** cultural, **D** civic, **E** environmental.

- (a) Kong Meng and Co. sold food and goods on the gold fields and gave people jobs.
- (b) Chinese people in Bendigo built the Joss House temple in the 1860s. It is still used today.
- (c) Chinese gardeners at Daylesford grew vegetables and looked after the land.
- (d) Migrants after the war started clubs where families could meet, help each other and be friends.
- (e) Families from Europe brought new foods and festivals to Victorian towns.

Practice on your own

Q7. Your turn to organise. Think of one change in your town or suburb. It can be a new shop, a new park, a new road, or a festival that started. Draw a visual organiser like the ones in Figures 6 and 7. Show at least one cause, the change, and at least one consequence.

Then and now: how one street can change over time



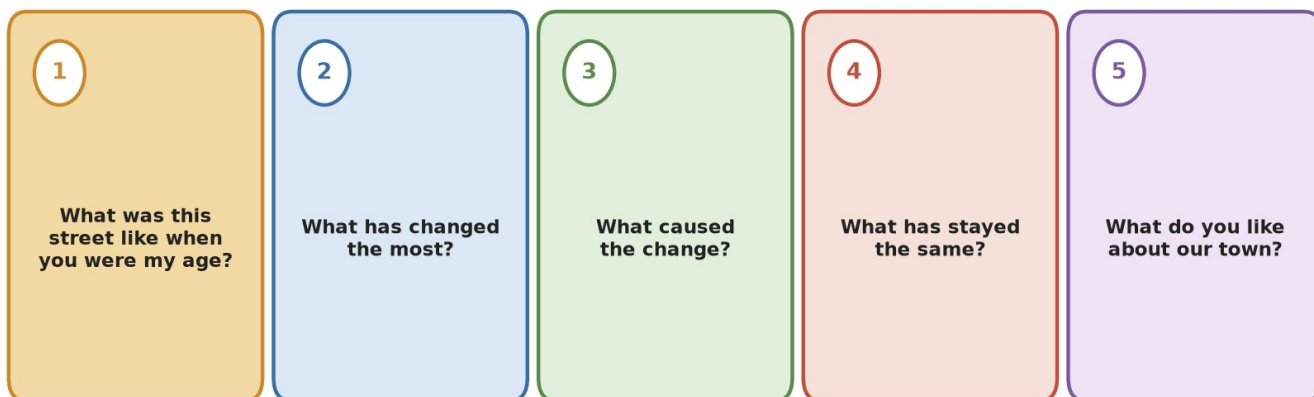
A split picture showing a main street then and now: on the left the street in the 1850s with tents, wooden shops and a cart track, and on the right the same street today with brick shops, cars, a library and a park

Figure 9 — Then and now: a model of how one street can change over time. Use it to help you think about your own town.

Q8. Listen to a community member. With a grown-up, talk to someone in your community — a family member, a friend, or a person who has lived in your area for a long time. Ask them the questions on the cards below. Write down or record what they say. You are making an oral history!

Talk cards — ask a community member these questions

Write down or record their answers. You are making an oral history!



Five question cards for talking with a community member, asking what the street was like when they were the student's age, what has changed the most, what caused the change, what has stayed the same, and what they like about the town

Figure 10 — Talk cards for your oral history. Pick three or more.

Q9. Write about a contributor. Choose one person or group from this section — or someone from your own community. Write three or four sentences. Tell:

- who they are, and where they or their family came from;
 - what they did;
 - how it helped your community.
-

Answers

Q1. community = a group of people who share a place or part of their lives; cause = a reason something happens; consequence = something that happens because of a change; contribution = something someone does that helps their community; source = anything that gives us clues about the past.

Q2. (a) C; (b) K; (c) C; (d) K; (e) C.

Q3. (a) oral history; (b) photograph; (c) diary; (d) newspaper; (e) letter.

Q4. 1 = (b) 1851; 2 = (e) 1854; 3 = (c) 1876; 4 = (d) 1947; 5 = (a) 1971.

Q5. Example answers. What has changed? People in Melbourne got a big new place by the sea to have fun. What caused the change? People built the park for people to enjoy. Did the change happen fast or slowly? The park opened in 1912 and grew bit by bit; it was changed again after a fire in 1981. What happened because of the change? Families can ride the rides and have fun; the Scenic Railway from 1912 still runs today.

Q6. (a) A economic; (b) D civic; (c) E environmental; (d) B social; (e) C cultural.

Q7. Example: Change = a new park opened. Cause = families asked for a place to play. Consequence = kids can play near home, and people meet there.

Q8. Answers will be different for every student. A good answer tells one thing that changed, one thing that stayed the same, and what the person said caused the change.

Q9. Example: Lowe Kong Meng came to Melbourne from Penang in 1853. He started a shop that sold food and goods to people on the gold fields. His shop gave people what they needed, and he spoke up for fair treatment. This was an economic contribution that helped his community.

Sources (teacher-facing)

All real-world facts in this section are drawn from the following checkable sources, retrieved 2026-08-24:

- *Victorian gold rush*, Wikipedia — gold found at Clunes by James Esmond, 1 July 1851; Victoria's population about 75,000 (1851) to about 500,000 (1861); more than 19,000 Chinese immigrants by end of 1855; about 33,000 by 1858 (about one-fifth of miners); fields named include Ararat, Ballarat, Ovens, Bendigo, Castlemaine, Maryborough. https://en.wikipedia.org/wiki/Victorian_gold_rush
- *Robe, South Australia*, Wikipedia — Victorian landing tax of £10 per person on Chinese immigrants; more than 16,000 Chinese people landed at Robe and walked about 320 km chiefly to Ballarat and Bendigo ("Robe Walk"). https://en.wikipedia.org/wiki/Robe,_South_Australia
- *Bendigo, Victoria*, Wikipedia — Chinese the largest non-British population, almost a quarter of Bendigo in 1856; Bendigo Joss House Temple built in the 1860s by Chinese miners, the only surviving building of its kind in regional Victoria, still used as a place of worship; Sun Loong dragon kept at the Golden Dragon Museum. https://en.wikipedia.org/wiki/Bendigo,_Victoria
- *Daylesford, Victoria*, Wikipedia — gold town from 1852, townsite surveyed 1854; Chinese residents also operating market gardens; 765 Chinese residents counted at Daylesford in 1868 (per the Victorian gold rush census figures above). https://en.wikipedia.org/wiki/Daylesford,_Victoria
- *William Ah Ket*, Wikipedia — born 20 June 1876 at Wangaratta, Victoria; son of Mah Ket and Hing Ung; University of Melbourne; Australia's first barrister of Asian heritage; worked against the anti-Chinese factory measures of 1904, 1905 and 1907; helped found the Australian-Chinese Association; died 6 August 1936 at Malvern. Entry also listed in the Australian Dictionary of Biography and by the National Museum of Australia. https://en.wikipedia.org/wiki/William_Ah_Ket
- *Lowe Kong Meng*, Wikipedia — born in Penang in 1830 or 1831; came to Melbourne in 1853; founded importing firm Kong Meng and Co. in 1854 supplying the goldfields; leader of the Melbourne Chinese community; published the pamphlet *The Chinese Question in Australia* in 1879; died 22 October 1888. https://en.wikipedia.org/wiki/Lowe_Kong_Meng

- *Bonegilla Migrant Reception and Training Centre*, Wikipedia — opened 1947, operated until 1971, at Bonegilla near Wodonga in north-east Victoria; received over 300,000 migrants (one estimate about 309,000); until 1951 migrants were from eastern and southern Europe; later British, Dutch, Italian and German migrants among them. https://en.wikipedia.org/wiki/Bonegilla_Migrant_Reception_and_Training_Centre
- *Arthur Calwell*, Wikipedia — Minister for Immigration 13 July 1945 to 19 December 1949; launched the post-war immigration scheme in 1945 (“populate or perish”); July 1947 agreement to accept displaced persons from Europe. https://en.wikipedia.org/wiki/Arthur_Calwell
- *Luna Park, Melbourne*, Wikipedia — opened 13 December 1912 at 18 Lower Esplanade, St Kilda; operating almost continuously since; Scenic Railway (1912) the oldest continuously operating roller coaster in the world; fire in 1981 destroyed the Giggie Palace. https://en.wikipedia.org/wiki/Luna_Park,_Melbourne
- *Queen Victoria Market*, Wikipedia — officially opened March 1878; by 1898 an average of 300 carts came from market gardens south-east of the city to sell fresh produce. https://en.wikipedia.org/wiki/Queen_Victoria_Market

Figure 8 is an original drawing made for this book from recorded accounts of goldfield life; it is a composite, not a reproduction of any single artwork (SOURCE_USE.md D9 label rule).

Australia's special days, symbols and emblems

Big question: what makes a day, a flag or an emblem important enough for a whole country to stop and remember it?

Learning

Words we use. The card below defines the words we use in this section. Come back to it whenever you need to.

Words we use in this section

identity	the things that make a person or a country who they are
diversity	having many different kinds of people and ways of living
symbol	a picture, shape or thing that makes us think of something else
emblem	a special symbol chosen by a group, a state or a country to stand for it
celebrate	to have a happy time for a special day or event
commemorate	to remember an important event from the past, often in a quiet way
recognise	to show that something is important and accepted
perspective	the way one person sees and thinks about something

These words are defined here the first time they are used.

A word card listing eight key words and their meanings: identity, diversity, symbol, emblem, celebrate, commemorate, recognise, perspective.

Three special days. Three days are marked all over Australia, every year. The calendar below shows where they sit in the year.



These three days are marked all over Australia, every year.

A year calendar showing twelve months, with Australia Day in January, Harmony Week in March and Anzac Day in April marked.

Australia Day — 26 January. Australia Day marks the day in 1788 when the First Fleet of British ships reached Port Jackson (Sydney Cove). Because those ships arrived on 26 January, that is the date Australia Day marks today. People celebrate with fairs, concerts and fireworks, and new Australians are welcomed at special gatherings. The night before, we hear who will be Australian of the Year.

Australia Day

26 January — a public holiday all over Australia

What is it about?

It is about the day in 1788 when the First Fleet sailed into Port Jackson. Australia's flag was raised there on 26 January 1788.

How do people mark it?

Many people become Australians at special ceremonies on this day. Families go to parks, beaches and community fairs. The Australian of the Year awards are announced the night before.



A fact card about Australia Day, 26 January, with a fireworks drawing: it marks the First Fleet reaching Port Jackson in 1788, and people celebrate with fairs, concerts and fireworks.

Anzac Day — 25 April. ANZAC stands for the Australian and New Zealand Army Corps. On 25 April 1915, these soldiers landed at Gallipoli, in Turkey, during the First World War. Each year, people gather before sunrise at dawn services, and soldiers and those who served march through towns and cities. Some people wear rosemary, a sweet-smelling plant. New Zealand marks this day too.

Anzac Day

25 April — a day to remember

What is it about?

Anzac stands for the Australian and New Zealand Army Corps. On 25 April 1915, soldiers from both countries landed at Gallipoli, in Turkey. On Anzac Day, Australians remember all who served and all who died in wars.



How do people mark it?

Dawn services begin before sunrise. Marches and memorial services are held in towns and cities. Many people wear small pieces of rosemary to remember. People in New Zealand mark Anzac Day too.

A fact card about Anzac Day, 25 April, with a rising sun drawing: ANZAC stands for the Australian and New Zealand Army Corps, who landed at Gallipoli in 1915, and people mark the day with dawn services and marches.

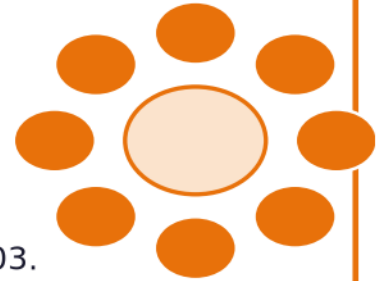
Harmony Week — a week around 21 March. Harmony Week has been held since 2003, around 21 March. That date is also a United Nations day for respecting one another. The colour for the week is orange. Schools and towns share food, music, dance and stories, and the big idea is simple: everyone belongs.

Harmony Week

the week around 21 March — everyone belongs

What is it about?

Harmony Week celebrates that people in Australia come from many cultures, and that everyone belongs. Harmony Day is on 21 March. It is also a United Nations day about respect for all people. Harmony Week has been held every year since 2003.



How do people mark it?

Schools and communities share food, music, dance and stories from many cultures. Orange is the colour of Harmony Week. People wear orange and put up orange displays.

A fact card about Harmony Week, with orange colour and people drawings: it has been held since 2003 around 21 March, and schools and towns share food, music, dance and stories.

Our flag. The Australian National Flag was chosen in a competition in 1901, the year Australia became one country. More than 30,000 people sent in designs. Five people shared the win, because their designs looked almost the same: Ivor Evans (Melbourne), Leslie Hawkins (Sydney), Egbert Nuttall (Melbourne), Annie Dorrington (Perth) and William Stevens (Auckland, New Zealand). The flag was first flown in Melbourne on 20 September 1901. In 1953, a law named it the Australian National Flag.

Union Jack — the flag of the United Kingdom

Southern Cross — 5 stars



Commonwealth Star — 7 points

The Australian National Flag — drawn for this book

A drawing of the Australian National Flag with three parts labelled: the Union Jack, the Commonwealth Star and the Southern Cross.

What the parts of the flag remind us of. The Union Jack remembers our British history. The Commonwealth Star has seven points: six for the six states, and one more for all the other parts of Australia. The Southern Cross is a group of stars you can see in the night sky from Australia. The chart below also shows three rules for caring for the flag.

What the parts of our flag remind us of

Union Jack

the flag of the United Kingdom, in the top corner

reminds us of: Australia's history is linked to Britain

Commonwealth Star

one big star with 7 points

reminds us of: the six states and the territories of Australia

Southern Cross

five stars on the other half of the flag

reminds us of: a group of stars we can see in the night sky here

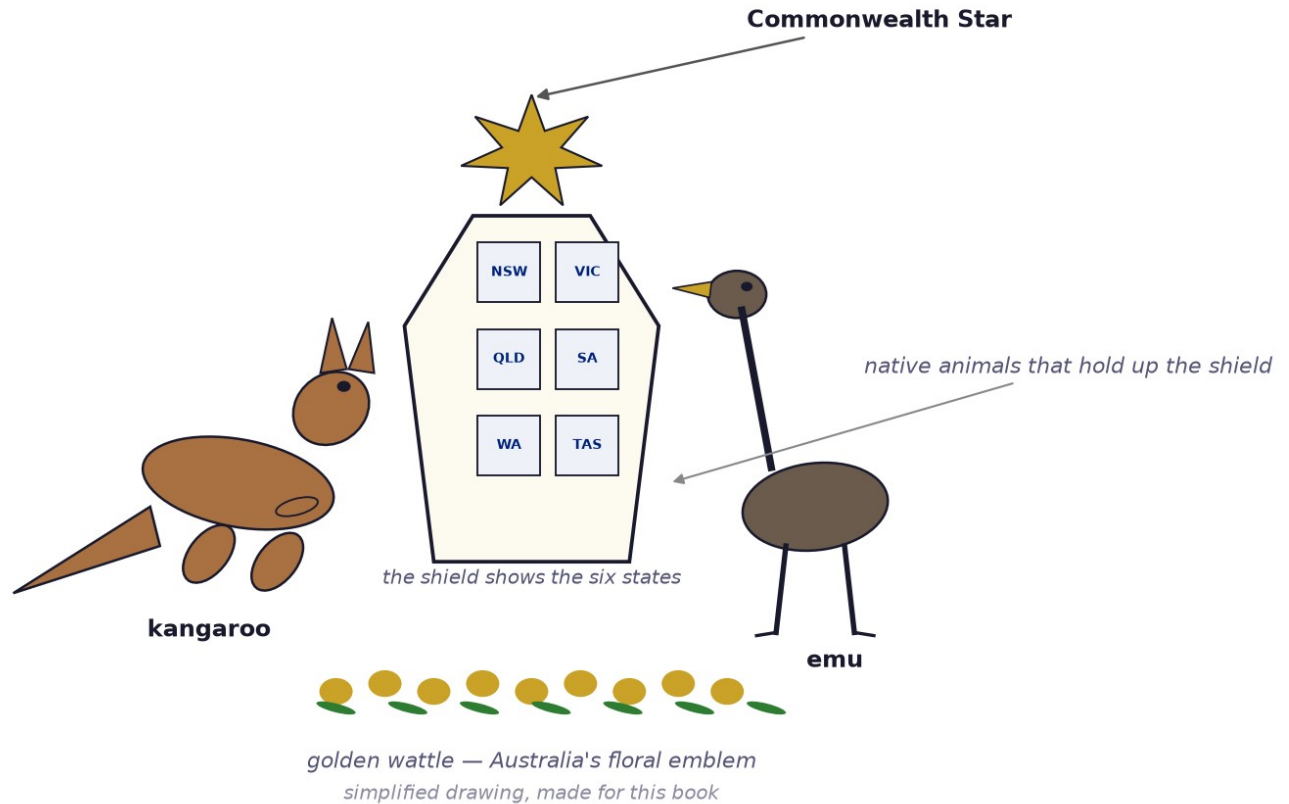
Caring for our flag

- The Australian flag is flown every day at schools and on government buildings.
- When it goes up with other flags, it goes up first and comes down last.
- On sad days for our country, the flag is lowered part-way down the pole.

A chart showing what each part of the Australian flag reminds us of, and three rules for caring for the flag: it flies daily at schools and government buildings, it goes up first and comes down last, and on sad days it is lowered part-way.

The Commonwealth Coat of Arms. This is Australia's own emblem. The version we use today was given by King George V in 1912. A shield shows the six states, and a kangaroo and an emu hold it up. They are native Australian animals, and many people say they were picked because they cannot step back: a country that keeps moving forwards. Under the shield is golden wattle, Australia's flower emblem. You might see the coat of arms on coins, in passports and on government buildings.

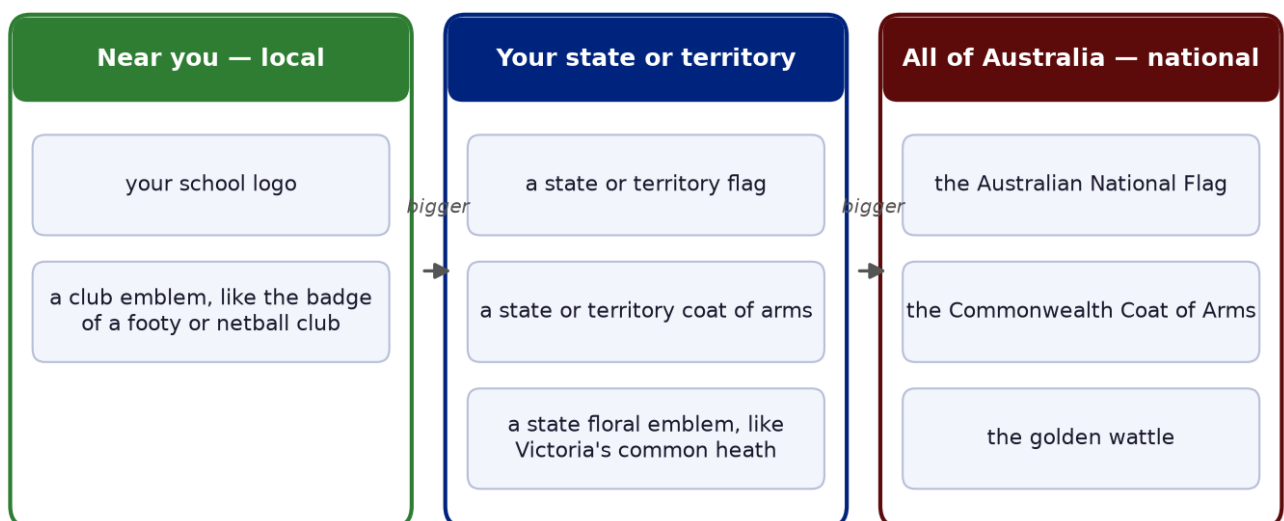
The Commonwealth Coat of Arms



A simple drawing of the Commonwealth Coat of Arms: a shield showing the six states, held up by a kangaroo and an emu, with a seven-pointed Commonwealth Star above and golden wattle below, all labelled.

Symbols close to home. Not every symbol is a national one. Your school logo stands for your school. A footy club's emblem stands for the club. Each state and territory also has its own flag, coat of arms and flower emblem. The charts below sort some symbols by how big the group is, and show the flower emblems.

Sorting symbols: from near you to all of Australia



Some symbols belong to your school or club, some to your state or territory, and some to the whole country.

A sorting chart with three lists — local, state and territory, national — showing where different symbols belong, from a school logo up to the Australian flag.

Floral emblems — a special flower for each place

	Australia	golden wattle
	Victoria	common heath
	New South Wales	waratah
	Queensland	Cooktown orchid
	South Australia	Sturt's desert pea
	Western Australia	red and green kangaroo paw
	Tasmania	Tasmanian waratah
	Northern Territory	Sturt's desert rose
	Australian Capital Territory	royal bluebell

A floral emblem is a flower chosen to stand for a place.

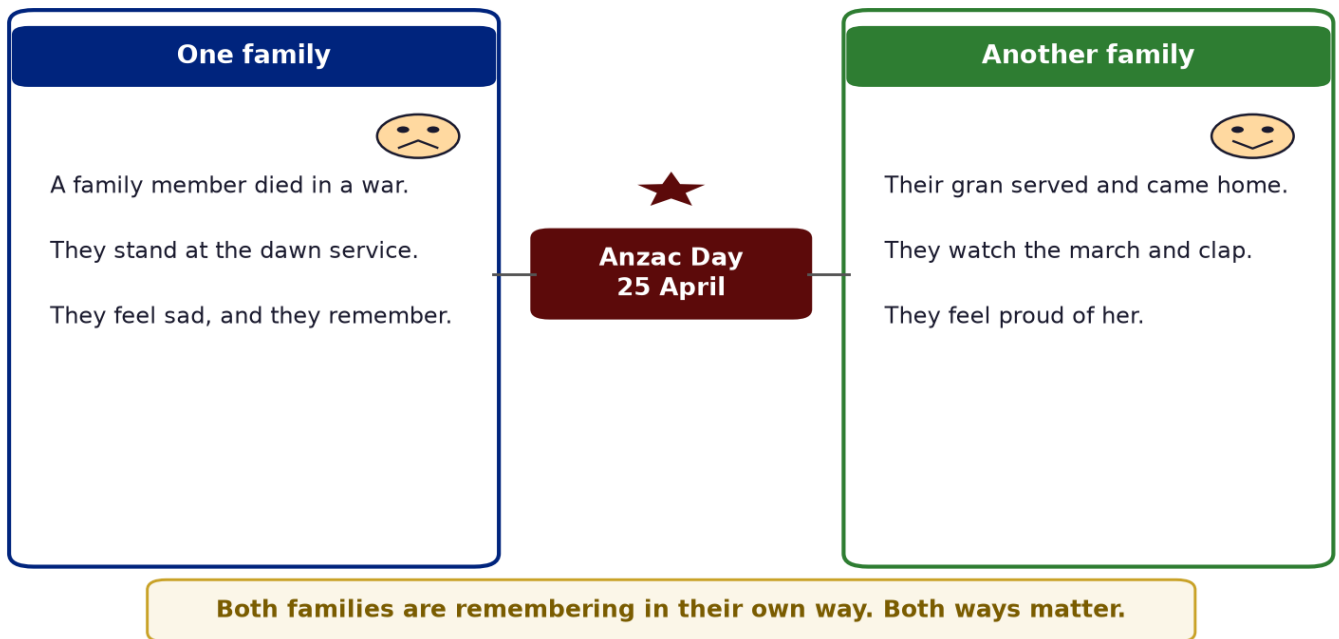
A card showing the flower emblem of Australia and of each state and territory, painted and named.

Victoria's flower emblem is the common heath, chosen in 1958.

Continuity and change. Some things stay the same for a long time; that is called continuity. The flag has looked the same for more than 100 years. Some things change. At first, the big star under the Union Jack had six points; later a seventh point was added, and it has stayed that way since.

Different perspectives. People do not all feel the same way about the same day; that feeling is their perspective. The chart below shows one way two families might see Anzac Day.

One day, two perspectives: Anzac Day



A chart showing two families with different feelings about Anzac Day — one family remembers a family member who died in a war, the other is proud that their grandmother served and came home — and a note that both ways of remembering matter.

At Harmony Week too, one student might love the dancing and food, while another might love the quiet story time. Different likes, same week. Different perspectives can both be understood.

Worked examples

Example 1 — with help

Tell the story of the Australian flag in four steps.

Working	Why
Step 1: In 1901, Australia became one country, and people were asked to send in designs for a new flag.	Say when, and how the design was chosen.
Step 2: Five people shared the win, because their designs looked almost the same.	Say who.
Step 3: The flag was first flown in Melbourne on 20 September 1901.	Give the dated moment.
Step 4: Today the same flag flies at schools, and we care for it by agreed rules.	Finish with now — that is continuity.

Example 2 — with help

One day, two perspectives. Use the chart to describe how two families might see Anzac Day.

Working	Why
Family one: a family member died in a war. They stand quietly at the dawn service. They feel sad, and they remember with love.	A family's own story shapes how a day feels.
Family two: their gran served and came home. They watch the march and clap. They feel proud.	A different story gives a different feeling.
Both families are remembering in their own way. Both	We can understand both, even if they feel different.

ways matter.

Practice questions

With help

Q1. Look at the calendar. (a) In which month is Australia Day? (b) In which month is Anzac Day? (c) In which month is Harmony Week? (d) Which of the three comes first each year?

Q2. Look at the drawing of the flag. (a) Name the three labelled parts. (b) How many points does the Commonwealth Star have? (c) How many stars are in the Southern Cross?

Q3. Match each day to what people do. Write the letter. 1 — Australia Day; 2 — Anzac Day; 3 — Harmony Week. A — dawn services and marches; B — fairs, concerts and fireworks; C — sharing food, music, dance and stories.

Q4. Put each symbol into its group: local, state and territory, or national. The first two are done for you. School logo — local (done). Australian flag — national (done). Now: (a) a footy club's emblem; (b) the Victorian flag; (c) the Commonwealth Coat of Arms; (d) the common heath.

Q5. Look at the flower emblem card. (a) What is Victoria's flower emblem? (b) What is Australia's flower emblem? (c) Name one other flower emblem from the card and the place it belongs to.

Q6. Fill each gap with a word from the word card: celebrate, commemorate, symbol, emblem, perspective. (a) We _____ Australia Day with fairs and fireworks. (b) We _____ Anzac Day by standing quietly and remembering. (c) The kangaroo on the coat of arms is a _____ that stands for Australia. (d) A club's badge is its _____. (e) Two families do not feel the same way about the same day. They have a different _____.

By yourself

Q7. Explain why 25 April is significant to many Australians. Write two or three sentences.

Q8. Your school logo is a symbol. Describe what is in it and what it stands for.

Q9. Two students in one class might see Harmony Week in different ways. Give one reason their perspectives might be different.

Source task

Teacher reads the task aloud; students look at the drawing and answer in words or pointing. The source is the drawing of the Commonwealth Coat of Arms above.

S1. Name the two animals holding up the shield.

S2. The animals are native to Australia. Why is that a good pick for Australia's own emblem? Give one reason in your own words.

S3. Name one place you might see the coat of arms in real life.

Answers

Q1. (a) January; (b) April; (c) March; (d) Australia Day. **Q2.** (a) The Union Jack, the Commonwealth Star, the Southern Cross; (b) seven; (c) five. **Q3.** 1 — B; 2 — A; 3 — C. **Q4.** (a) local; (b) state and territory; (c) national; (d) state and territory. **Q5.** (a) the common heath; (b) golden wattle; (c) any card pair, e.g. the waratah, New South Wales. **Q6.** (a) celebrate; (b) commemorate; (c) symbol; (d) emblem; (e) perspective. **Q7.** 25 April marks when ANZAC soldiers landed at Gallipoli in 1915. Australians remember the people who served and died in wars. **Q8.** Answers will be different, e.g. Our logo has a book and a torch. They stand for learning and for lighting the way. **Q9.** Their family stories are different, e.g. one family might share food from another country, so that student notices and loves different things about the week. **S1.** A kangaroo and an emu. **S2.** They are found only in Australia, so they stand for Australia; many people also say these animals cannot step back, so the country keeps moving forwards. **S3.** Any one of: on coins, in passports, on government buildings.

Worked answers

Q1. Reading the calendar: Australia Day sits in January, Anzac Day in April and Harmony Week in March. January comes first, so Australia Day is the first of the three each year.

Q2. The three labelled parts are the Union Jack, the Commonwealth Star and the Southern Cross. The Commonwealth Star has seven points, and the Southern Cross is shown with five stars.

Q3. Australia Day is celebrated with fairs, concerts and fireworks, so 1 — B. Anzac Day is commemorated with dawn services and marches, so 2 — A. Harmony Week is about sharing food, music, dance and stories, so 3 — C.

Q4. A footy club's emblem stands for one club, so it is local. The Victorian flag and the common heath stand for one state, so they go under state and territory. The Commonwealth Coat of Arms stands for the whole country, so it is national.

Q5. Victoria's flower emblem is the common heath, chosen in 1958. Australia's flower emblem is golden wattle. One other pair from the card: the waratah belongs to New South Wales.

Q6. (a) celebrate — a happy day; (b) commemorate — remembering in a quiet way; (c) symbol — a thing that stands for something else; (d) emblem — a symbol chosen by a group; (e) perspective — the way one person sees something.

Q7. On 25 April 1915, soldiers of the Australian and New Zealand Army Corps landed at Gallipoli. That is why 25 April is significant: each year Australians remember the people who served and died in wars, at dawn services and marches.

Q8. Model answer: Our school logo has an open book and a torch. The book stands for learning, and the torch stands for lighting the way, so the logo tells people what our school community cares about.

Q9. Model answer: The two students come from families with different stories. One family might share food from another country at Harmony Week, so that student loves the food stalls; the other might love the dancing. Same week, different perspectives, and both make sense.

S1. The shield is held up by a kangaroo on one side and an emu on the other.

S2. Kangaroos and emus are native Australian animals, found only here, so they stand for Australia. Many people also say they were picked because these animals cannot step back, which makes people think of a country that keeps moving forwards.

S3. The coat of arms appears on coins, in passports and on government buildings, so one place a student might see it is on a coin.

Teacher notes

Where this section sits in the Victorian Curriculum 2.0. Level 3–4 band, History. This section owns content description VC2HH4K03 and draws on elaboration ids .E01, .E02, .E03 and .E04 (codes only; the curriculum wording is not reproduced here).

Named items left out of those elaborations under the TOC §2A register live in TOC §2A.

Words the Victorian Curriculum 2.0 uses without defining. Identity, diversity, symbol, emblem, celebrate, commemorate, recognise, perspective and significant are defined on the word card and used only in those senses. Australia Day is seen in different ways by different Australians; the perspective skill is taught through simple examples (the two families at Anzac Day, the two students at Harmony Week), as the TOC chapter notes direct. The two families and the two students are made-up “might” examples, not real people.

How this book meets the house rules. One teaching sequence, two worked examples with help, six practice tasks with help and three by themselves (the sets headed *With help* and *By yourself*), and one short source task with teacher help. Every drawing is original, made for this book, and says so.

Source notes

Facts were checked against these sources, looked at on 24 August 2026:

- National Archives of Australia — the flag: the 1901 competition, the five winners, the first flying in Melbourne on 20 September 1901, the 1953 law, and the star gaining its seventh point.
- Department of the Prime Minister and Cabinet — the Commonwealth Coat of Arms (given by King George V in 1912) and Australia Day.
- Australian War Memorial — Anzac Day: Gallipoli, 25 April 1915, dawn services, marches and rosemary.
- Australian Government Harmony Week pages — the week around 21 March, held since 2003, and its orange colour.
- Victorian Government — the common heath as Victoria’s flower emblem, chosen in

Celebrations and special days around the world

For the teacher — curriculum focus

Content descriptor: VC2HH4K05 (code only; wording not reproduced).

Elaborations owned (ids are linkage keys, not teaching order — D7): .E01, .E02, .E03 (codes only; wording not reproduced).

Excluded — do not teach (D3): National Sorry Day, named as an example day in .E01/.E03, is dropped whole (§2A). Australia's place in .E03 is delivered through **Australia Day** and **Anzac Day**. The 'Australia Day'/'Invasion Day' framing is excluded under 1B's partial exclusion (VC2HH4K03) and is **not** introduced here; Australia Day is taught here only as the national day — what it marks and how it is kept. No Aboriginal or Torres Strait Islander content appears in this section (Rule 1).

Vocabulary contract (D2, ceiling Yr3): all student-facing text sits at or below Yr3. Exempt classes, mirroring the house book gate: (a) the curriculum's own codes and ids in this block; (b) subject terms defined at first use in the student body — **commemorate/commemoration, perspective, significant/significance**, plus the festival words **diya, rangoli** and **hanukkah**, each defined in child language at first use; (c) proper nouns and numerals (Christmas, Diwali, Hanukkah, Lunar New Year, Ramadan, Eid, Anzac, Gallipoli, Bastille, Delhi, Paris, London, First Fleet, Port Jackson, Henry Cole, John Callcott Horsley, and similar).

Contested-terms note (CONTESTED_TERMS.md): the CD uses *celebration* and *commemoration* without defining them. They are stipulated terms here (Rule 1b), defined at first use in the student body: to **celebrate** a day is to do special, happy things that show the day matters; to **commemorate** a day is to remember, together and with respect, an important event or person from the past. A day can carry both (Bastille Day is taught as a commemoration kept with celebration), and one person's celebration can be another person's quiet remembrance — that difference is the .E02 perspective skill, taught through Christmas (a religious event for Christians; not a religious day for people of other faiths or none) and through Anzac Day (pride and thanks for some, sadness for others). Each position is presented in a form its own holders would recognise (Rule 5), and no view is presented as the only reasonable one (Rule 4).

Assessment focus: the presentation/display task (the doing of .E03) is scored against the band achievement standard (see the marking guide below).

Sources and real referents (retrieved 2026-08-24)

- **First Christmas card, London 1843** — commissioned by Henry Cole (1808–1882), designed by John Callcott Horsley; about 1,000 copies printed; the V&A records it as the first commercial Christmas card and holds the national collection of greeting cards (Victoria and Albert Museum, 'The first Christmas card', retrieved 2026-08-24).
- **Anzac Day** — 25 April 1915, Australian and New Zealand soldiers landed at Gallipoli (now in Turkey); 25 April 1916 was the first officially named Anzac Day; dawn services, commemorative marches, and the wearing of rosemary or poppies are the traditions of the day (Wikipedia, 'Anzac Day', citing the Australian War Memorial, retrieved 2026-08-24).
- **Australia Day** — 26 January, marking the 1788 landing of the First Fleet and Arthur Phillip's raising of the flag at Sydney Cove (Port Jackson); community events, citizenship ceremonies and the Australian of the Year awards; a public holiday in every state and territory on 26 January from 1994 (Wikipedia, 'Australia Day', retrieved 2026-08-24).
- **Independence Day, United States of America** — 4 July, marking the Declaration of Independence adopted 4 July 1776; fireworks, parades, flags and family meals (Wikipedia, 'Independence Day (United States)', retrieved 2026-08-24).
- **Indian Independence Day** — 15 August, marking independence from British rule on 15 August 1947; the Prime Minister hoists the flag at the Red Fort in Delhi; parades and kite flying (Wikipedia, 'Independence Day (India)', retrieved 2026-08-24).

- **Bastille Day, France** — 14 July, marking the storming of the Bastille prison in Paris on 14 July 1789 and the Fête de la Fédération of 14 July 1790; a military parade on the Champs-Élysées and fireworks (Wikipedia, ‘Bastille Day’, retrieved 2026-08-24).
 - **Christmas** — 25 December; Christians celebrate the birth of Jesus; churches, trees, lights, gifts and cards; the 1843 card above is the dated source used in this section.
 - **Diwali** — the festival of lights, kept by Hindus, Jains, Sikhs and some Buddhists; five or six days between about mid-October and mid-November; diyas (small oil lamps), candles, rangoli patterns, fireworks, sweets and gifts (Wikipedia, ‘Diwali’, retrieved 2026-08-24).
 - **Hanukkah** — the Jewish festival of eight nights, beginning on 25 Kislev and usually falling in November or December; the hanukkah (eight lights plus the helper light) with one more light added each night; the story of the oil that lasted eight days; fried foods such as latkes (Wikipedia, ‘Hanukkah’, retrieved 2026-08-24).
 - **Lunar New Year** — begins between 21 January and 20 February and runs to the 15th day; kept in China, Korea and across Asia and by people around the world; red decorations, red envelopes with money, lion and dragon dances, fireworks and a big family meal (Wikipedia, ‘Chinese New Year’, retrieved 2026-08-24).
 - **Ramadan** — the ninth month of the Islamic calendar, 29 or 30 days; fasting from dawn to sunset; ends with the feast of Eid al-Fitr (Wikipedia, ‘Ramadan’, retrieved 2026-08-24).
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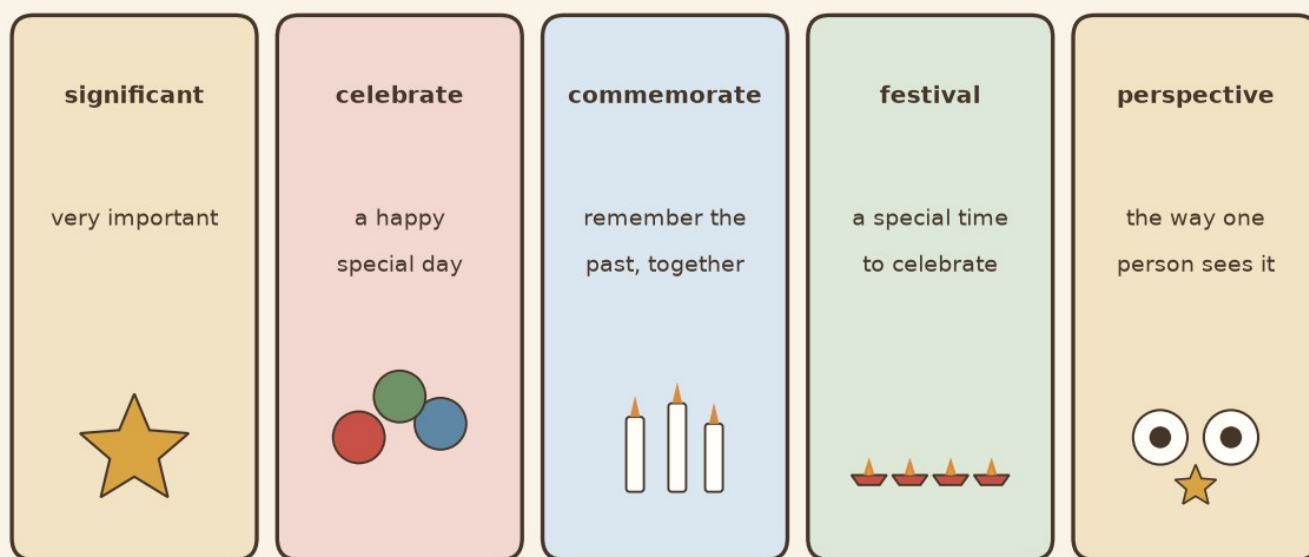
Big ideas — read them together

Read each idea aloud. Students point to the matching word-wall card (picture 1) as you read it.

- Some days are **significant**. **Significant** means very important. A significant day matters a lot to people.
- People **celebrate** a special day. To **celebrate** is to do happy things that show the day matters — music, food, lights, games. A **celebration** is the happy way we keep a special day.
- People **commemorate** an important event from the past. To **commemorate** is to remember it together, in a quiet and respectful way. A **commemoration** is a way of remembering.
- A **festival** is a special time that people celebrate, often with food, lights, stories and decorations.
- A **perspective** is the way one person sees and understands something. Two people can see the same day in different ways. Both can be right.
- In Australia and around the world, people keep many special days. Some are celebrations. Some are commemorations. Some are both.

Word wall

Our five big words for this section



Point to the word when you hear it.

A word wall with five cards: significant, celebrate, commemorate, festival and perspective, each with a small picture clue

Teaching order

Teacher reads. Students look at the picture, listen, and answer. Every source in this section is read aloud by the teacher (D9).

1. **Two kinds of special days.** Show picture 3. Say: *Some days are kept with happy celebrations. Some days are kept to remember the past. A day can even be both.* Ask: *Is your birthday a celebration, or a way to remember?*
2. **Five big festivals.** Show picture 2. Build the table together (We do 1). Say: *Christmas, Diwali, Hanukkah, the Lunar New Year and Ramadan are all festivals. People in our community may keep some of them. People around the world keep all of them.*
3. **Fixed dates and moving dates.** Show picture 4. Say: *Australia Day is always 26 January. But some festival dates move each year, because they follow the moon's calendar.* Ask: *Which festivals on our strip move each year?*
4. **Same day, different perspectives.** Show picture 5. Say: *Christmas is a religious day for Christians. It is about the birth of Jesus. People of other religions do not keep it as a religious day. That is perspective.* Ask: *Can two people see the same day in different ways and both be right? (Yes.)*
5. **National days.** Show picture 6 and picture 7. Say: *Countries have their own special days. Australia keeps Australia Day and Anzac Day. The United States of America keeps Independence Day on 4 July. India keeps its Independence Day on 15 August. France keeps Bastille Day on 14 July.*
6. **How we know about the past.** Show picture 8 (the source task). Say: *Old things can tell us about the past. This old card is a source. It is about 180 years old.*

We do 1 — building the festival table

Build the festival table (picture 2) together. The teacher writes one row and says the thinking out loud. Students help with the next rows.

Ask four questions about every festival: **What is it? Who keeps it? When is it? How do people keep it?**

Christmas. What is it? It is a religious festival for Christians. It is about the birth of Jesus. Who keeps it? Christians keep it, and many other people enjoy it as a family day too. When is it? 25 December. How do people keep it? Trees with lights, gifts, cards, special food and songs. Some people go to church.

*Diwali. What is it? It is the festival of lights. Who keeps it? Hindus, Jains, Sikhs and some Buddhists keep it. When is it? It usually falls in October or November. How do people keep it? They light small oil lamps called **diyas** — a diya is a little clay lamp with a flame. They make **rangoli** patterns on the floor — a rangoli is a colourful pattern made with powder, rice or flowers. There are fireworks, sweets and gifts too.*

*Hanukkah is the Jewish festival of lights. It lasts eight nights. It is usually in November or December. Families light candles on a special holder called a **hanukkah** — a hanukkah holds eight candles, and one helper candle lights the others. Each night, one more candle is lit. Hanukkah remembers a time long ago when there was only enough oil for one night of light — but the oil lasted eight nights. Families eat food cooked in oil and play games.*

Lunar New Year begins in January or February, and it runs for 15 days. It is kept in China, Korea and many other places in Asia — and by people around the world. Red is all around: red decorations and red envelopes with money inside, for good luck. There are lion and dragon dances, fireworks, and a big family meal.

*Ramadan is the holy month for Muslims. It follows the moon's calendar, so the date moves about 11 days earlier each year. During Ramadan, Muslims fast from dawn to sunset — that means no food or drink while the sun is up. Families share meals before dawn and after sunset. There are prayers and acts of kindness. At the end comes the big feast of **Eid**.*

Five big festivals

What is it? Who keeps it? When is it? How do people keep it?

Festival	Who keeps it?	When is it?	How do people keep it?
Christmas	Christians	25 December	trees, lights, gifts, cards, songs, church
Diwali	Hindus, Jains, Sikhs	October or November	diyas (oil lamps), rangoli, fireworks, sweets
Hanukkah	Jewish people	8 nights, November or December	hanukkah candles — one more each night, fried food
Lunar New Year	China, Korea, many places	January or February	red, red envelopes, lion and dragon dances
Ramadan	Muslims	moves about 11 days each year	fast from dawn to sunset, prayers, Eid feast

Some of these festivals are kept in our community too.

A table of five festivals — Christmas, Diwali, Hanukkah, the Lunar New Year and Ramadan — with rows for who keeps it, when it is, and how people keep it

We do 2 — a model presentation card about Anzac Day

Show the model card (picture 9). Read it aloud. This is the shape of the presentation students will make in Show what you know.

Which day? Anzac Day — 25 April. Australia and New Zealand keep it.

What does it commemorate? On 25 April 1915, soldiers from Australia and New Zealand landed at Gallipoli, in what is now Turkey. It was in the First World War. Anzac Day commemorates those soldiers, and all the men and women who have served in wars since.

How do people commemorate it? Before sunrise, people gather for a quiet service called the dawn service. Later there are marches through the streets. Some people wear a small branch of rosemary. Rosemary grows wild on the hills of Gallipoli, and it is a sign of remembering.

Why is it significant? Anzac Day says: we remember the people who served and the people who were lost. It is a serious day, not a party. That is what a commemoration is.

Point out the four boxes. Every presentation in this section answers the same four questions.

Model card — Anzac Day

Anzac Day — 25 April

1 Which day?

Anzac Day, on 25 April. Australia and New Zealand keep it.

2 What does it commemorate?

On 25 April 1915, soldiers from Australia and New Zealand landed at Gallipoli. The day also remembers all the men and women who have served in wars since.

3 How do people commemorate it?

A quiet dawn service before sunrise, marches through the streets, and a small branch of rosemary. Rosemary grows wild on the hills of Gallipoli.

4 Why is it significant?

It says: we remember the people who served and the people who were lost. It is a serious day, not a party.



dawn



rosemary

Every presentation in this section answers the same four questions.

A model presentation card about Anzac Day with four boxes: which day, what it commemorates, how people commemorate it, and why it is significant

You try — together

Q1 — Sort the days (picture 3). Here are six day cards: Christmas, Diwali, Australia Day, Lunar New Year, Hanukkah, Anzac Day. Put each card under CELEBRATE or COMMEMORATE. *Hard one:* Bastille Day in France has a parade and fireworks, but it also remembers an event from 1789. Can a day be both? Say why.

Q2 — Match the festival (picture 10). Draw a line from each thing to its festival: the tree, the small oil lamp, the eight candles, the red envelope, the feast at night. The festivals are Christmas, Diwali, Hanukkah, the Lunar New Year and Eid at the end of Ramadan.

Q3 — Order the fixed days. Put these days in order through the year, from January to December: Australia Day, Anzac Day, Independence Day (United States of America), Bastille Day (France), Indian Independence Day, Christmas. Use picture 4 to help you.

Q4 — Same day, different views (picture 5). Look at the three speech bubbles about Christmas. Finish the third one: *For my family, Christmas is ...* Then say: is anyone's view wrong?

Q5 — Read the model card (picture 9). Answer from the card: When is Anzac Day? What does it commemorate? Name one way people commemorate it.

Q6 — Match the country to its day. Draw a line: Australia, the United States of America, India, France — to Anzac Day and Australia Day, Independence Day on 4 July, Independence Day on 15 August, Bastille Day on 14 July. Use picture 7 to help you.

Sort the days

Is each day a celebration, or a commemoration?

Put each card in a box. Can a day be both? Say why.

Christmas

Diwali

Australia Day

Lunar New Year

Hanukkah

Anzac Day

CELEBRATE
we keep it with happy things

COMMEMORATE
we keep it to remember the past

Bastille Day — both?
a parade and fireworks ... AND it remembers 1789

A sort board with two big boxes labelled celebrate and commemorate, and six day cards to sort, plus one card marked both

Match the festival

Draw a line from each thing to its festival.



a decorated tree



a small oil lamp



eight candles and one helper



a red envelope with money



a feast at night

Draw your lines here

Hanukkah

Eid (end of Ramadan)

Christmas

Lunar New Year

Diwali

Five picture cards to match with festivals: a tree, a small oil lamp, eight candles, a red envelope, and a feast at night

You do — on your own

Q7 — Write three sentences. Pick one festival from picture 2. Write: (1) what it is, (2) when it is, (3) how people keep it.

Q8 — Make a day card. Make your own card for Bastille Day, like the card in picture 6. Show: the country, the day and date, what it commemorates, and how people keep it.

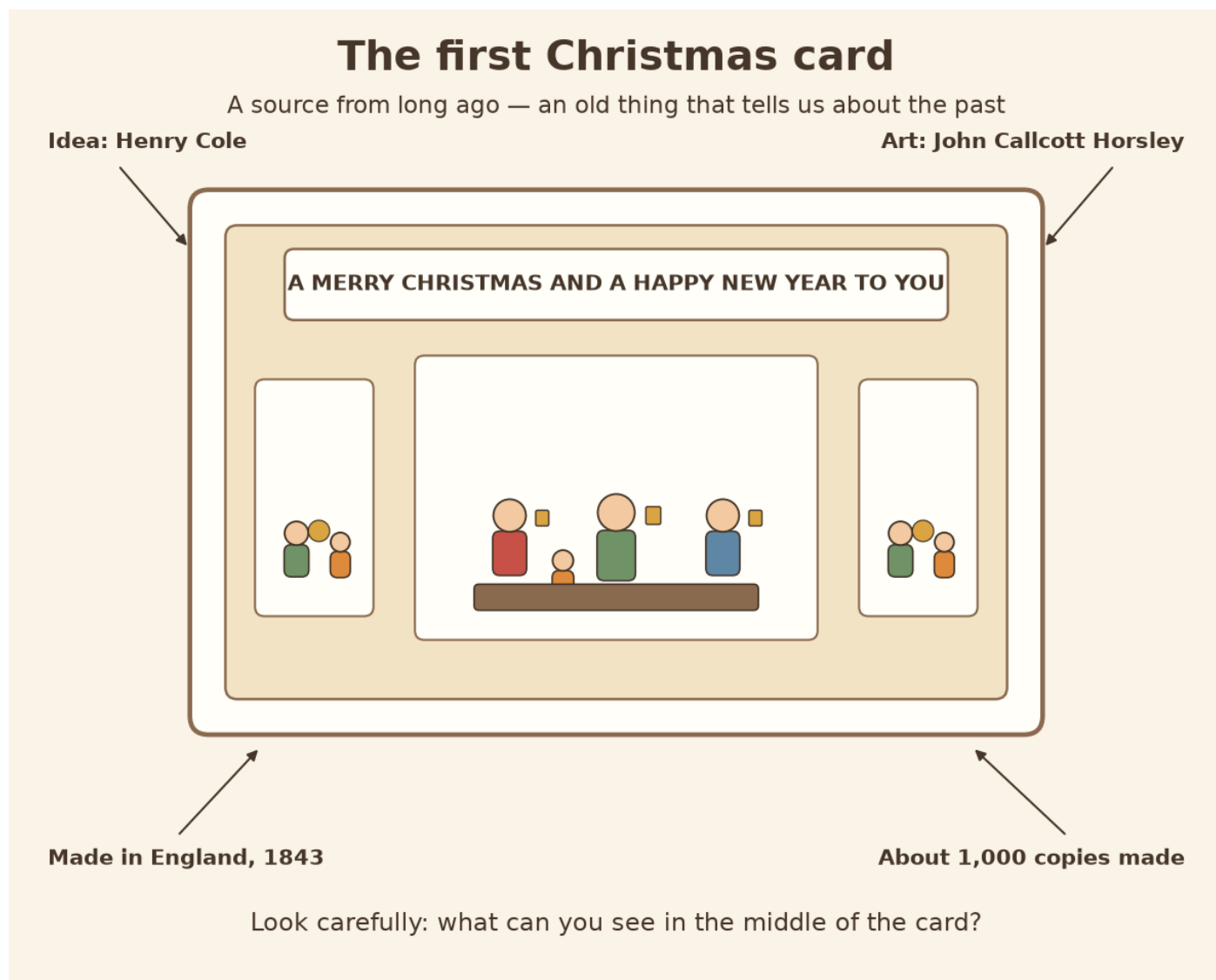
Q9 — A perspective question. Two students are in our class. One keeps Diwali at home with family. The other does not keep Diwali at all. Is either student wrong? Write or say why two people can see the same day in different ways.

Source task — the first Christmas card

Teacher reads the caption aloud. Students look at picture 8 and answer. The card is the source; the questions are about the source (D9).

This is the first Christmas card. It was made in England in 1843. A man called Henry Cole had the idea for it. The artist John Callcott Horsley made the picture. About 1,000 cards were made and sold. In the middle of the card, a family is together, and the card says: A Merry Christmas and A Happy New Year to You. Today you can see cards like this one in a big museum in London.

- S1.** Look at the card. What can you see in the middle of it?
- S2.** How old is the card — about 20 years, about 180 years, or about 500 years?
- S3.** What does this old card tell us about how people kept Christmas long ago?



A labelled drawing of the first Christmas card, made in England in 1843, with a family together in the middle and the words A Merry Christmas and A Happy New Year to You

Show what you know

One task, done as a presentation or a display (the doing of .E03). Use the planner (picture 11), then tell the class.

Task. Pick one national day: Australia Day, Anzac Day, Independence Day in the USA (4 July), Indian Independence Day, or Bastille Day in France. Make a presentation or a display that answers:

1. Which country and which day?
2. What is the date?
3. What does the day commemorate or celebrate?
4. How do people keep it?

5. Tell the class one fact you found interesting.

My national day presentation

Fill in the five boxes. Then tell the class.

1	Which country and which day? _____
2	What is the date? _____
3	What does the day commemorate or celebrate? _____
4	How do people keep it? _____
5	One fact I found interesting _____



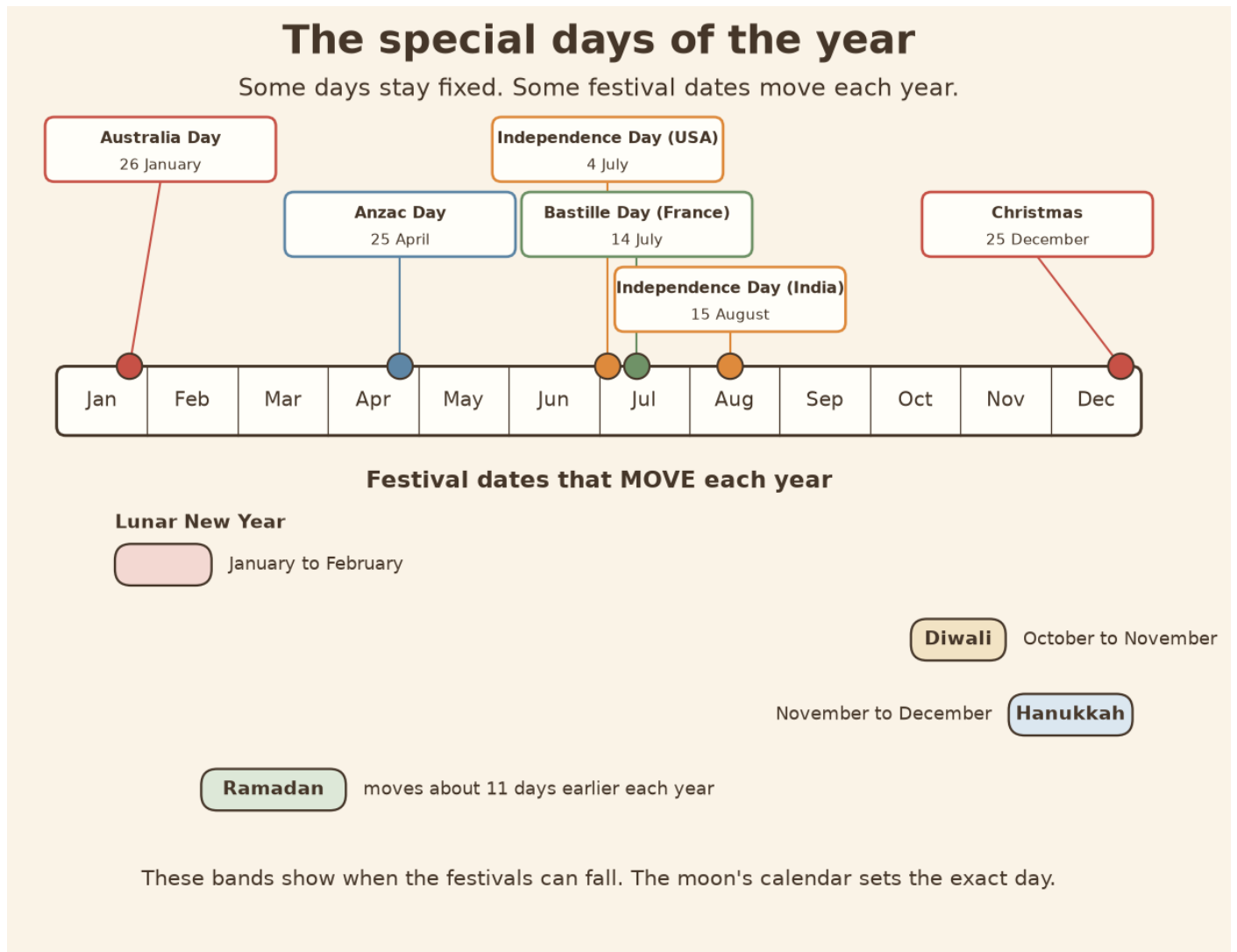
Pick one day: Australia Day · Anzac Day · Independence Day (USA) · Indian Independence Day · Bastille Day



A blank planner with five boxes for a national-day presentation: country and day, date, what it is about, how people keep it, and one interesting fact

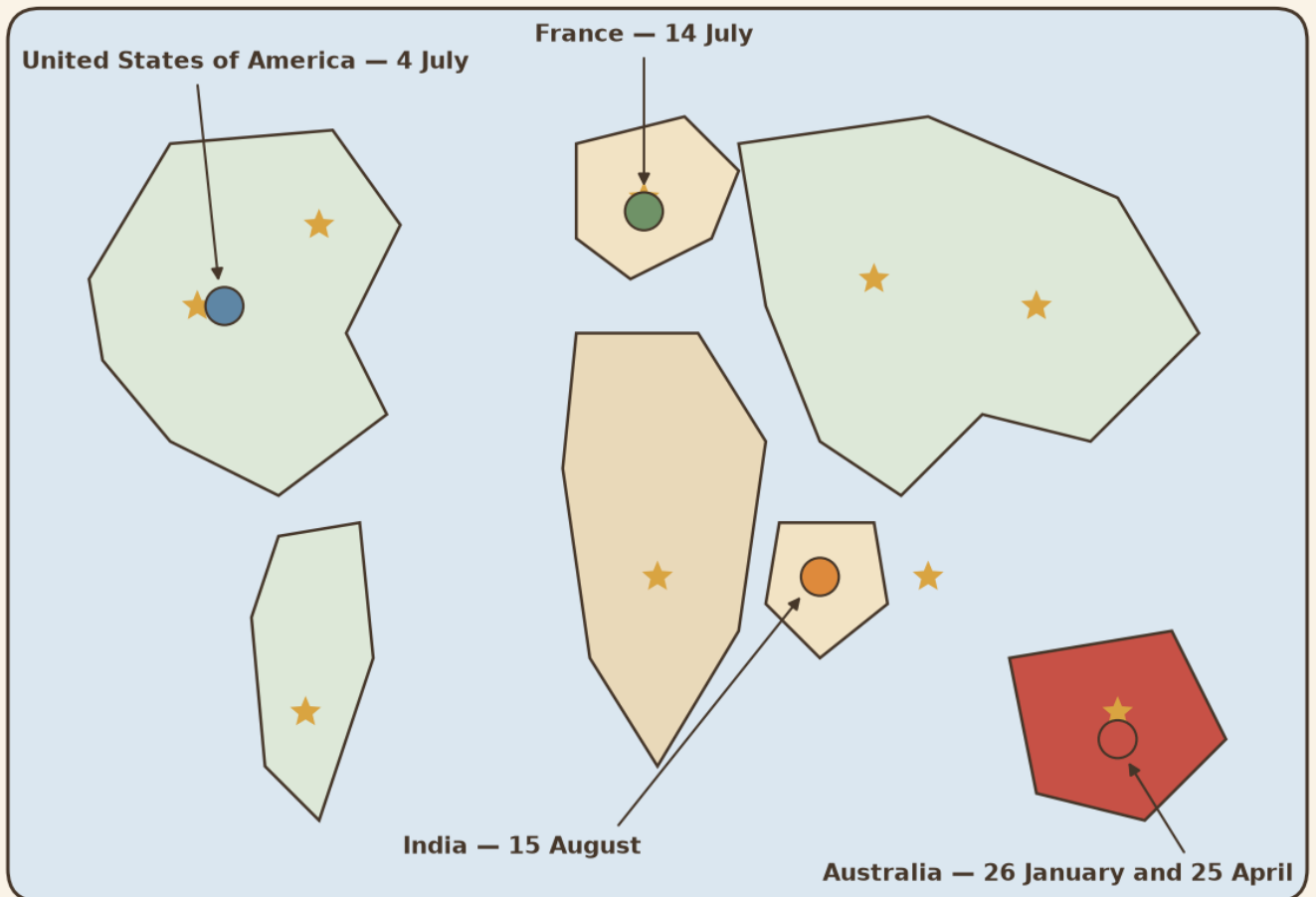
Pictures of the year and the world

These two pictures gather the year and the world in one look.



A strip of the year from January to December, with six fixed dates placed on it and four moving festival times shown as bands

Celebrations around the world



People keep festivals and national days all around the world.

A world map with Australia, the United States of America, India and France picked out, and small lights to show festivals kept around the world

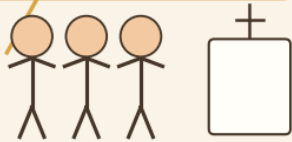
Same day — different perspectives

How do different people see Christmas?

Christmas is a church day.

We celebrate the birth
of Jesus.

— a Christian family



For us, Christmas is for

family, food and giving.
We put up a tree and lights.

— a family in our town



We do not keep Christmas.

It is not our religious day.
For my family, Christmas is ...

— finish this bubble



None of these views is wrong.

People can see the same day in different ways. That is perspective.

Three speech bubbles showing three ways people see Christmas: a religious day, a family day, and a day some people do not keep

National days

Countries keep their own special days.

Australia	Australia and New Zealand	United States of America	India	France
Australia Day	Anzac Day	Independence Day	Independence Day	Bastille Day
26 January	25 April	4 July	15 August	14 July
the national day of Australia	a day to remember soldiers	the day the USA became a free country	the day India became a free country	remembers 1789, kept with a parade and fireworks
				

Each card answers: which country, which day, what date, what is it about?

Five national-day cards: Australia Day, Anzac Day, Independence Day in the USA, Indian Independence Day, and Bastille Day in France

Marking guide — scored against the band achievement standard (Levels 3–4 History; wording not reproduced): this section serves the knowledge half of the standard — here the event-and-significance half, at the national and world scale — and the skills half — here the .E02 perspective skill on a shared event. For this section, a presentation that names a national day, gives its date, states what it commemorates and how people keep it (the four question boxes), and a perspective response that allows two people different views of the same day without marking either wrong, meets the standard at Level 3 entry.

Answers and sample responses (teacher)

- **Q1.** CELEBRATE: Christmas, Diwali, Australia Day, Lunar New Year, Hanukkah. COMMEMORATE: Anzac Day. Bastille Day: both — it commemorates the events of 14 July 1789 and 1790, and France keeps it with a parade and fireworks.
- **Q2.** tree → Christmas; small oil lamp (diya) → Diwali; eight candles (hanukiah) → Hanukkah; red envelope → Lunar New Year; feast at night → Eid at the end of Ramadan.
- **Q3.** Australia Day (26 January), Anzac Day (25 April), Independence Day in the USA (4 July), Bastille Day in France (14 July), Indian Independence Day (15 August), Christmas (25 December).
- **Q4.** Accept any finished bubble; then: no one's view is wrong — people see the same day in different ways, and that is perspective. Christmas is a religious day for Christians; people of other religions, and people with no religion, may keep it another way or not at all.
- **Q5.** 25 April; the soldiers from Australia and New Zealand who landed at Gallipoli on 25 April 1915, and all who have served in wars since; dawn services, marches, wearing rosemary (any one).
- **Q6.** Australia → Australia Day (26 January) and Anzac Day (25 April); the United States of America → Independence Day (4 July); India → Independence Day (15 August); France → Bastille Day (14 July).
- **Q7.** Sample (Diwali): *Diwali is the festival of lights. It is usually in October or November. People light small oil lamps called diyas and share sweets.*
- **Q8.** France; Bastille Day, 14 July; it commemorates the taking of the Bastille prison in Paris on 14 July 1789; people keep it with a big parade in Paris and fireworks.
- **Q9.** Neither is wrong. A perspective is the way one person sees a day. One student's family keeps Diwali; the other's does not. The day is the same; the people are different.
- **S1.** A family together, eating and drinking and raising their cups.
- **S2.** About 180 years old (made in 1843).
- **S3.** Sample: *People sent Christmas cards long ago, and the cards said "A Merry Christmas and A Happy New Year" — the same words we use now. That is something that stayed the same.*
- **Show what you know.** The four boxes are filled (country and day; date; what it commemorates; how people keep it), the facts are right against the sources block, and the student can say their one interesting fact.