



Simpson and his Donkey

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Digging up the Past: WW1 PRE AND POST WORKSHOP ACTIVITIES

Thank you for booking a visit to the State Library of Western Australia. The Education Centre is an exciting space for students to engage with State Library collections, investigate Western Australian history and be creative.

Digging up the Past: WW1 is a workshop for students in Year 3 which focuses on historical narrative using picture books. It supports the Western Australian HASS and English curricula. The workshop engages students in a range of digitised resources available through the State Library of WA catalogue and Trove, and other relevant online resources.

The purpose of this teacher's guide is to support teachers with pre and post workshop activities relating to the genre of historical narrative and through the themes of war and remembrance.

The Education Centre staff look forward to working with you and your students.

Before your visit

- What is historical narrative? Discuss books, movies and television shows students may have seen or read that have been based on historical events or people. Are these stories always completely accurate? What does 'based on events' mean? Is there an element of fiction or bias in what is presented? Why is it important to cast a critical eye over what you see or read?
- Talk to your class about how they feel about historical narratives. What makes engaging with this genre worthwhile? What are some of the potential downsides?
- Ask students to look up the definition of the word 'research'. When researching an historical topic, what does that involve?
- What is a key word and what are key words used for? Using a topic of choice, students conduct a search online using a range of different key words and assess which combination of words provides the best results.
- Working in pairs and using an online search engine, students investigate the difference between primary and secondary source information, providing a list of examples for each. As a class, create a T-chart of strengths and weaknesses for primary and secondary sources, discussing which is most effective for different types of enquiry.
- During the workshop, students will learn to research material pertaining to an historical narrative – *Midnight* or *Simpson and his Donkey* by Mark Greenwood and Frané Lessac. Read and discuss the story with your class. The website: www.markgreenwood.com.au has some useful teacher notes for both these books.
- Why is the Gallipoli Campaign considered such a significant event in Australia's history? Ask students to conduct an initial search on Gallipoli and gather an outline of what happened and why.
- Being a foot soldier is not the only important role in the military. Ask students to investigate other jobs in the Armed Forces.
- Extended discussion question: Should Australia send troops to wars in other parts of the world which do not involve Australia directly? Why/why not? In small groups, consider as many views for and against this proposition and share these with your classmates.

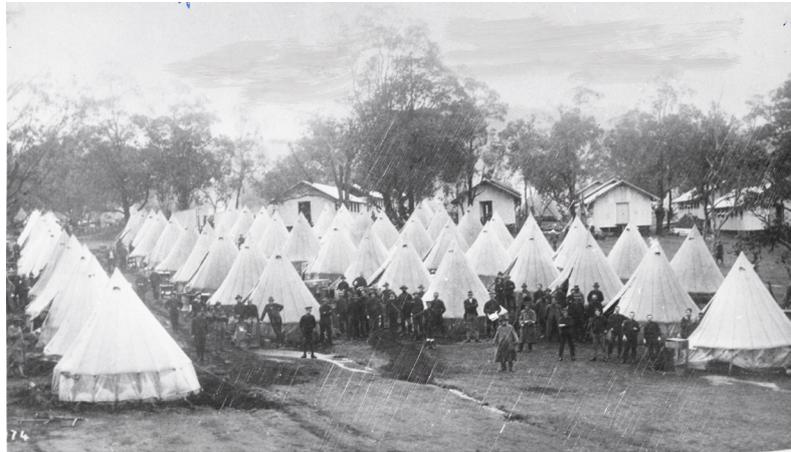
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After your visit

- Using a Venn diagram, compare and contrast two stories on the same WW1 theme, eg: Simpson and his Donkey and The Donkey Who Carried the Wounded; or Midnight and Light Horse Boy. What do the stories have in common? How do they differ?
- Choose another picture book based on an historical WW1 event or person and, using the research skills developed in the workshop, students find photos, newspaper articles and war records that the author may have accessed to research the story.
- The State War Memorial in Kings Park was completed in 1929. Every ANZAC day there are dawn ceremonies and ANZAC day marches across Australia and around the world. Why is it considered important to remember those who fought in conflicts?
- What other countries commemorate war/conflict and what rituals have they adopted? (eg Bastille Day, 4th July, Hiroshima, Remembrance Day.)
- Visit your local war memorial. Note the names on the memorial and search for photos (State Library catalogue), newspaper articles (Trove) and the soldier's war record (Australian War Memorial website). Encourage students to use Google Maps to search their local area for roads, parks and other important places that may be named after soldiers whose names are on the war memorial.
- Where did the Western Australian ANZACs train? Which ports did they leave from? Where did they fight? Identify these places on a world map. Use the State Library of WA catalogue to find photographs of the soldiers in these places at the time. Was their training appropriate and sufficient for the conditions they experienced in places like Gallipoli?
- Ask students to use the research results of the soldiers and events of World War 1 to create an historical narrative. Encourage the use of literary and artistic devices to strengthen the narrative, such as figurative language and colour.



217350PD People visiting the State War Memorial, Kings Park c.1920's



b3792926_1 Winter day, Blackboy, with 32nd Battalion in camp c.1914



4496B: 11th Battalion A.I.F. on the steps of the Great Pyramid in Egypt, 10 January 1915

Recommended websites:

State Library of Western Australia catalogue slwa.wa.gov.au
National Library of Australia trove.nla.gov.au
Australian War Memorial awm.gov.au
Gallipoli and the Anzacs gallipoli.gov.au
National Archives discoveringanzacs naa.gov.au
The Australian Light Horse Association lighthorse.org.au
History Channel www.history.com
Encyclopedia.com www.encyclopedia.com
Google scholar scholar.google.com.au
Mark Greenwood markgreenwood.com.au

Recommended reading:

The following is a list of texts that explore the topic of WW1:

Carlyon, P. (2015). The Gallipoli Story. Australia: Allen & Unwin.
Crewe, G. and Tan, S. (2016). Memorial. Australia: Hachette
Cummings, P. and Swan, O. (2013). ANZAC Biscuits. Australia: Scholastic
Greenwood, K. and White, A. (2014). Gallipoli. Australia: Scholastic Press.
Greenwood, M. and Lessac, F. (2014). Midnight. Australia: Walker Books.
Greenwood, M. and Lessac, F. (2008). Simpson and his Donkey. Australia: Walker Books.