



Study Guide

Pledge of Remembrance
by Rupert McCall



Revised and Updated October 2012

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Welcome and thank you for participating in this exciting initiative, Read2Remember (R2R).

Now, more than ever, young Australians need to understand the importance of resilience, and in particular how to build it into their own lives. Whilst honouring Australian servicemen and women, R2R also teaches children and young people that they have the same capacity for courage and resilience that we see in the servicemen and women we all admire.

Along with thousands of other teachers, school children and community members, you have already made a difference by becoming involved in R2R.

This year, in addition to the *Pledge of Remembrance* by Australian poet, Rupert McCall, we have a purpose written book by Angela Bueti, *The Quest for Courage* (suitable for students up to 11 or 12 years) which helps readers find courage within themselves.

We're also very fortunate to have the support of many successful R2R Ambassadors this year: 2011 Young Australian of the Year and solo world sailor Jessica Watson, renowned poet Rupert McCall, AFL legend Robert DiPierdomenico, young artist Chloe Hart, Indigenous artist Lloyd Hornsby and children's author Angela Bueti.

A World Record attempt for the most number of children participating in a reading event and the 'Design a Coin' competition in conjunction with the Royal Australia Mint, round off an exciting 2012 programme!

Supported by The Encouragement Foundation, R2R is a proud initiative of SunnyKids, a charity assisting children and families through education and support programmes. At SunnyKids, we believe that every problem has a community-based solution. We invite you to learn more about us at www.sunnykids.org.au and The Encouragement Foundation at www.encouragementfoundation.org.

We thank you for your interest in R2R and look forward to hearing of the special moments you experience as a result of participating in this exciting initiative.

Please enjoy!



Chris Turner
CEO SunnyKids



National
Year of
Reading
2012



SunnyKids
helping families and kids shine



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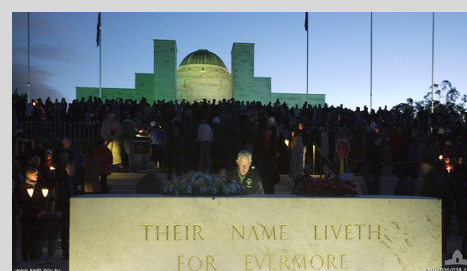
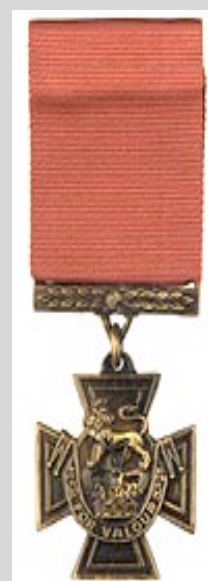
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©SunnyKids 2011, 2012. This study guide may be used within classrooms and may not be used for commercial gain. We ask that if you use these resources either in relation to Remembrance Day or at other times during the year that you also register and participate in Read2Remember.



How to use this study guide

- In this study guide you will find a range of highly engaging activities based on Rupert McCall's *Pledge of Remembrance*. There is a version for older students and younger students.
- To allow students to explore notions of mateship, courage and resilience, we encourage you to use a variety of activities with your students in the lead up to Remembrance Day.

On Friday 9 November (two days before Remembrance Day) ALL registered classes and schools will stop and read the *Pledge of Remembrance* at 11am or at a time of their choosing.

- By reading the *Pledge* we hope that all students come to recognise that the characteristics evident in our servicemen and women, such as courage and resilience, are the same characteristics inherent within themselves.
- Through your involvement in R2R your school will also become a part of a World Record attempt for the most children participating in a reading event.
- We would love to hear of the special moments experienced with your students in the lead up to and on 9 November. Please email read2remember@sunnykids.org.au with your stories, suggestions and photographs.



PLEDGE OF REMEMBRANCE

(for older students)

The Australian soldier grows not old, the flame still lights his eyes
Although his body lays to rest, his flag forever flies

On the green and gold horizon where the wattles sweep and sway
It flies amongst the gardens and the classrooms of today

Over ocean streams and backyard dreams, above the sunburnt plain
Through harvest yields, on sporting fields, in rainbows after rain

It defines a life worth living and a day that must be won
For every father's daughter and for every mother's son

But more than that, the honour claimed in fighting for the free
The pride of the Australian soldier burns in you and me

When the night is dark and dangerous with the rumble of the storm
His courage calls the sunrise and his spirit makes it warm

We will not forget their sacrifice – the strength of their endeavour
For the choices we are gifted with, that flame will burn forever

With a smile that lights the future shining brightly in our scope
We will stand as one, together - we will carry on with hope

But as we go, we take the words that rightfully belong
*"I am young and I am worthy, I am brave and I am strong
In the face of any challenge, I will strive to rise above
I deserve this opportunity to live, to learn, to love
I can truly make a difference; my path is up to me
And this is my commitment – be the best that I can be."*

Rupert McCall
For Read2Remember 2011



PLEDGE OF REMEMBRANCE

(for younger students)

Australian soldiers – hear this pledge – your flag flies in the sun
And now we take a minute to remember what you've done

When you went away to battle, you were proud as proud can be
And you did it for your country, yes, you flew the flag for me

Now we live our life with freedom when we work and when we play
For that, my heart says 'Thank you' on this very special day

And as we go, we take the words that sing Australia's song
*"I am young and I am worthy, I am brave and I am strong
In the face of any challenge, I will strive to rise above
I deserve this opportunity to live, to learn, to love
I can truly make a difference; my path is up to me
And this is my commitment – be the best that I can be."*

Rupert McCall
For Read2Remember 2011



About Rupert McCall

Few people can capture the essence of our country and its heroes like Rupert McCall. Rupert is the author of five anthologies of verse that have collectively sold over 120,000 copies.

In many sectors, Rupert has become the poet of our generation. In 2005 he was awarded the honor of opening the Prelude to the Dawn Service in Gallipoli with his acclaimed and moving tribute *Ninety Years Ago*.

His popularity transcends all demographics and ages, from the schools he visits to the corporate and sporting functions that he entertains.

He is a passionate Australian and his ability to share this enthusiasm with any audience is warmly received.

Rupert writes a weekly blog *Rhyme or Reason* for The Brisbane Times – an on-line publication for The Fairfax Group.

He has carved out a unique position in the Australian psyche and will continue to captivate and inspire audiences for years to come.

Books:

- *On the way to somewhere*
- *Stories for the Old Man*
- *Green and Gold Malaria*
- *Slops Props and Goosestep*
- *Flavoured Lifesavers*
- *Rhymes Idols & Shenanigans*

CDs:

- *Green and Gold Malaria*
- *Bard of the Ruck*
- *The Best of Wednesday Morning*





Remembrance Day background information

This section provides useful background information about Remembrance Day and why we commemorate it. Use this information to discuss and explore the meaning of Remembrance Day with your class.

What is Remembrance Day?

At 11am on the 11th of November each year we stop to remember the people who fought in the First World War and all the wars that have followed.

The First World War took place from 1914 to 1918 between Germany, Austria-Hungary and Turkey on one side and the British, French and Russian Empires, and the United States (from 1917) on the other. Thousands of young Australians joined to fight in the war and sadly many were killed, or returned home badly injured.

The young soldiers thought that the war would be over quickly. They didn't realise that the war would last for four years. Over that time over 10 million men lost their lives on the battlefields. Nobody thought that so many young people would die.

The First World War ended on 11 November 1918 when an armistice was agreed to by both sides. At 11 o'clock of the eleventh day of the eleventh month the guns finally went quiet. The war was over at last.

Remembrance Day is a time to reflect on all the brave young men and women who have fought and died for their country in the last 100 years.



What was it like for the soldiers?

Most of the First World War was fought on the battlefields in Northern France and Belgium. The soldiers built long, deep holes in the ground called trenches. From their dark and muddy trenches, the enemies fired guns at each other. Many soldiers lost their lives when they left the safety of the trenches.

Life in the trenches was a nightmare. The soldiers had to eat and sleep in the dirt. They ached from the cold. Sometimes rats tried to steal their food. Millions of soldiers died from disease.

Why do we wear a red poppy?

Nothing seemed to live happily in the damp and dirty trenches on the battlefield – except a little flower called the poppy. All the digging that the soldiers had done to make the trenches meant that more and more poppies grew. They looked like a bright red carpet all over the battlefields. The flowers gave the soldiers a feeling of hope.

In 1915, John McCrae, a Canadian soldier who was fighting in Flanders, in Belgium, wrote a poem about the poppies and the war. He called it *In Flanders Fields*.

In 1918, an American woman called Moira Michael read the poem and had an idea. She began wearing a poppy to remember the dead. She also sold poppies to make money to help injured soldiers. Then other people started to sell poppies too.

Today, thousands of people all over the world wear a red poppy on Remembrance Day. When we wear our poppies we are remembering the people who fought and died in the First World War and all the wars that have followed.

In Flanders Fields

May, 1915

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.
Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow.
In Flanders fields.*



Why should we remember people who have fought in wars?

On Remembrance Day the verse below is often read aloud. It is from a poem written in 1914 by Laurence Binyon. It says we will always remember those who died in the First World War.

But why should we remember people who died so long ago? Sadly, all the people who fought in the First World War have now died and the men who were soldiers in the Second World War are getting older. It is important that we keep the memory alive of those who died. They sacrificed their lives to fight for their country or to fight for other countries. By remembering them we learn that a peaceful world is a better world for everybody.

There are also many Australian men and women who are fighting in wars today. Remembrance Day is also about remembering these brave men and women and the risk they take in the duties they perform to serve our country and others.

Why do we have memorials or Cenotaph?

After the end of the First World War, people decided they wanted to commemorate the young men who had fought and died in battle. They built war memorials. The names of the soldiers who died were carved into these stone monuments.

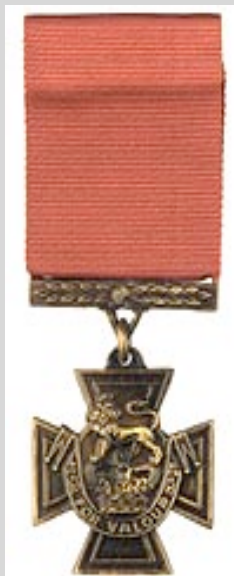
A cenotaph is an *"empty tomb"* or a monument erected in honour of a person or group of people whose remains are elsewhere. Although the vast majority of cenotaphs are erected in honour of individuals, many of the best-known cenotaphs are instead dedicated to the memories of groups of individuals, such as the lost soldiers of one country or empire. Many Australian cities have a War Memorial. They are special places we can visit on Remembrance Day, Anzac Day or at any time to remember those who have died for us.



For the Fallen

September, 1914

*They shall grow not old, as
we that are left grow old:
Age shall not weary them,
nor the years condemn.
At the going down of the
sun and in the morning
We will remember them.*



Teaching activities

These teaching activities are based on the *Pledge of Remembrance* and are designed to explore the themes of mateship, courage and resilience in relation to Remembrance Day.

The activities are grouped in the following curriculum areas:

- English
- Visual Art
- SOSE/HUMANITIES/CIVICS AND CITIZENSHIP
- ICT

They have been specifically designed for lower/middle/upper primary and lower secondary.

Suggested year level guide for activities:

Key	Year Level
AY	All Years
LP	Lower Primary
MP	Middle Primary
UP	Upper Primary
LS	Lower Secondary

ENGLISH

1. Exploring aspects of the poem:

Setting

1. Where and when does the poem take place? (AY)
2. Is the place important to the story? How? (MP,UP,LS)
3. What can you hear, see, feel, or smell as you read/listen? (AY)
4. In another time or place, how would the poem change? (UP,LS)

Plot

1. How did the poet begin the poem to engage the reader?(AY)
2. In this poem, what is the issue? How do you think it will be resolved? (MP,UP,LS)
3. What choices did the characters have? (MP, UP,LS)
4. What lesson/s does this poem teach about life? (MP,UP,LS)
5. Do you think the poem could have really happened? (AY)
6. How does the poet provide information or details to make the poem seem realistic? (MP,UP,LS)
7. What is the order of events in the poem? (AY)
8. Could the order of events be changed or could any of the events be left out? (UP,LS)
9. If you were the poet would you have ended it in any different way? How? (MP,UP,LS)
10. What do you think will happen next for the characters after the story ends? (AY)
11. Identify what is not stated that provides important information about the plot / events / characters. (LS)
12. Isolate some powerful events, visualise what you see and state why the author included this detail. (LS)

Theme

1. What is the poet's message? (MP,UP,LS)
2. What does the poem mean to you? (MP, UP, LS)
3. Why did the poet write this poem? (MP,UP,LS)

Perspective

1. Who tells the story? Is this the best person to tell it? Why? (MP,UP,LS)
2. What other voices could tell the story? (UP,LS)
3. How would the story be different if told through another character's eyes? (UP,LS)
4. Are there several points of view or messages in the poem? Describe one that appeals to you? (LS)





Personal connections

1. How does the poem make you feel? (AY)
2. Have you ever had similar experiences? (UP,LS)
3. Does the poem remind you of another poem? (UP,LS)
4. Do any of the characters remind you of someone in your life? (UP,LS)
5. How are the characters, setting, and problems like those in other poems you have read? (UP,LS)
6. What does this poem make you think or wonder about? (AY)
7. What surprised you? (MP,UP,LS)

Characters

1. Are there any powerful characters in the poem? What makes them that way? (UP,LS)
2. Who is the most interesting character? Why? (MP,UP,LS)
3. Which character taught you the most? (UP,LS)
4. How does the poet reveal the character? (look at what the character does, thinks or says, or what others say about the character) (UP,LS)
5. Which characters change and which don't? How is character change important in the story? (UP,LS)
6. Are the characters believable? Why/why not? (AY)
7. Identify actions of characters and draw inferences on why they behaved that way. (LS)

Vocabulary

1. What are some interesting/new words, phrases, or sentences? (AY)
2. What words did the poet use to create a feeling or a picture in your mind? (AY)
3. Was any of the language especially interesting, vivid, or surprising? (AY)
4. Choose a word or words in the poem and do the following activities:
 1. Find ten words that are opposite to this word in meaning or concept.
 2. Make a model of this word.
 3. Write five questions where this word is the answer.
 4. Locate the adjectives, nouns and verbs from the poem. Write synonyms for them and use the synonyms to rewrite the original passage / sentence / stanza; or choose a passage / stanza substituting synonyms, homonym, antonyms and homophones. How do these changes affect the passage? (LS)
5. Identify the adjectives that help us make logical inferences. (LS)

2. Creative writing activities:

1. Interview a character from the poem. Write at least 10 questions that will give the character the opportunity to discuss his/her thoughts and feeling about his/her role in the poem. Write the responses you think the character would give! (AY)
2. Write a diary/journal entry that one of the main characters might have kept before, during, or after one the events in the poem. Be sure to include the character's thoughts and feelings about the event/s. (MP,UP,LS)
3. Choose one of your favourite scenes from the poem. Write this scene as a comic strip. (UP,LS)
4. Write a different ending for the poem. (MP,UP,LS)
5. Write an Acrostic poem using an aspect/issue/event from the poem. (MP,UP,LS)
6. Complete a PMI about the poem – Plus, Minus, Interesting. (MP, UP,LS)
7. Put together a cast for the film version of the poem. Decide who would be the actors. Include descriptions of the stars and tell why each is 'perfect' for the part. Write it as a report to convince the movie's producer of your selections. (UP,LS)
8. Write a letter to the poet, telling him what you did/didn't like about the poem and make some suggestions or recommendations for any changes you think should be made. (UP,LS)

Creative writing continued next page...





Creative writing continued...



9. Write a personal letter to a character you admire, explaining what it is about them you admire and why. (UP,LS)
10. Create another character to fit into the poem. Describe this character, and what impact they would make on the story. (UP,LS)
11. Design an award/certificate for one of the characters in the poem. Explain why it has been awarded. (AY)
12. Write about the best part of the poem. Why do you think it was the best part? (MP,UP,LS)
13. Write about a character you would like to meet, explaining why you would like to meet them. (UP,LS)
14. Identify cause and effect episodes from the poem and explain why. (MP,UP,LS)
15. Make a fact and opinion table of statements from the poem. (MP,UP,LS)
16. In your own words, briefly describe one special event, adventure, conflict, or episode that was important to the development of the poem. Why was this important? (UP,LS)



VISUAL ART

1. Sketch scenes from the poem. (AY)
2. Make a diorama of where the poem takes place. (AY)
3. Use magazines to create a collage that represents either the main idea of the poem, or the main character. (AY)
4. Make a patchwork quilt – one piece of material per student (e.g. calico, paper) with their own visual representation of something about the poem. Join together to make a class quilt. (MP,UP,LS)
5. Paint a portrait of what you think the central character of the poem would look like. (AY)
6. Produce a class mural to illustrate the essence of the poem. (MP,UP,LS)
7. Make a flip book of illustrations depicting the main theme of the poem. (UP,LS)
8. Make a class big book with an illustration for each passage in the poem. (AY)
9. Make red poppies (the symbol of Remembrance Day) with red crepe paper and wear them on Remembrance Day. (AY)
10. Make a mural of red poppies to display in your classroom. (AY)



SOSE/HUMANITIES/CIVICS AND CITIZENSHIP

1. Make a list of the characteristics of the central characters in the poem. (MP,UP,LS)
2. Make a list of things that make you unique and special. (AY)
3. What does 'mateship' mean to you? What does 'mateship' look like? (MP,UP,LS)
4. Is being 'brave' important? Why/why not? How do you show your bravery today when with your friends and family? (AY)
5. How do you think our soldiers felt when they were told they had to fight in a war? What emotions would they have felt? Have you had these feelings before? If so, when and what did you do about them? (MP,UP,LS)
6. What difference has the sacrifice of our servicemen and women made to our lives? (UP,LS)
7. What can each of us do today to make a difference to other people's lives? (AY)
8. Collect old photos, poems, letters or memorabilia on someone in your family who has served in a war and present a project on them. (AY)
9. Research a particular War veteran and tell his or her story. (UP,LS)
10. Research what the Victoria Cross is and to whom it has been awarded. (UP,LS)





INFORMATION AND COMMUNICATION TECHNOLOGY

1. Produce your own ebook, digital poem, digital book, or virtual book on mateship using the resources at www.alternativepublishing.info (MP,UP,LS)
2. Use PowerPoint to present your own poem to the class about Remembrance Day. (AY)
3. Use online research methods to present a project on a war hero. (MP,UP,LS)
4. Put together a visual collage depicting mateship using a non-print based method. (MP,UP,LS)
5. Interview an ex-serviceman or woman and make a short film about war veterans. (UP,LS)
6. Produce an audio interview of ex-servicemen and women telling their stories. (UP,LS)

Resources

Historical Documentary

Kokoda Front Line! (1942)

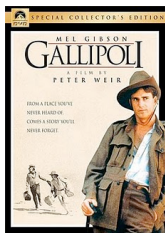
Documentary directed by Ken G. Hall won a 1942 Academy Award for Best Documentary. Complete newsreel available courtesy Australian Government.
<http://www.ww2australia.gov.au/asfaras/video/video.html>

DVDs

Gallipoli (1981)

Directed by Peter Weir. Starring Mel Gibson, Bill Hunter and Mark Lee. Running time 110 mins. Rated PG.

Trailer: <http://www.imdb.com/video/screenplay/vi3746562073/>



This is a story of friendship and adventure between two Australian soldiers in 1915. It walks you through the excitement young men had of signing up to go into battle and the realities of war.

The Light Horsemen (1987)

Directed by Simon Wincer. Starring Peter Phelps, Sigrid Thornton and John Blake. Running time 131 mins. Rated PG.

Trailer: http://www.youtube.com/watch?v=KdFsIYiq_jU



Based on a true event. Story of mateship and the effort in 1917 by a regiment of Australian mounted infantry, the Light Horse, who rode over deserts in Turkey to support the British.

Kokoda (2006) Directed by Alister Grierson. Starring William McInnes, Steve Le Marquand and Christopher Baker. Running time 92 mins. Rated M.

Trailer: http://www.youtube.com/watch?v=E6_DKFPZxdQ



Based on a true story it was inspired by the Australian fighting spirit. This film is where mates became heroes. Based in 1942 in PNG it relays the story of the Kokoda Trail and the determination, courage, mateship and sacrifice of Australian men to stop an attack on Port Moresby by the Japanese.

Beneath Hill 60 (2010) Directed by Jeremy Sims. Starring Brendan Cowell, Harrison Gibbertson and Steve Le Marquand. Running time 122 mins. Rated M.

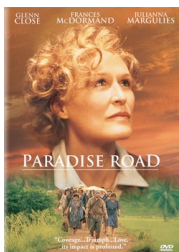
Trailer: <http://www.youtube.com/watch?v=uYOpCJCI5L4>



This is an extraordinary story of a secret platoon of Australian tunnelers selected to tunnel under the Western Front beneath German lines.

Paradise Road (1997) Directed by Bruce Beresford. Starring Glenn Close, Cate Blanchet and Pauline Collins. Running time 122 mins. Rated PG.

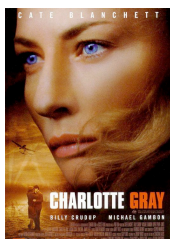
Trailer: http://www.youtube.com/watch?v=d_m6IhkTwxM



A true story about a group of women from different backgrounds and countries are prisoners in as Japanese concentration camp. A story of struggle, survival and comradeship.

Charlotte Gray (2002) Directed by Gillian Armstrong. Starring Cate Blanchet and James Fleet. Running time 121 mins. Rated PG.

Trailer: <http://www.youtube.com/watch?v=XYFGCrW4d8U>

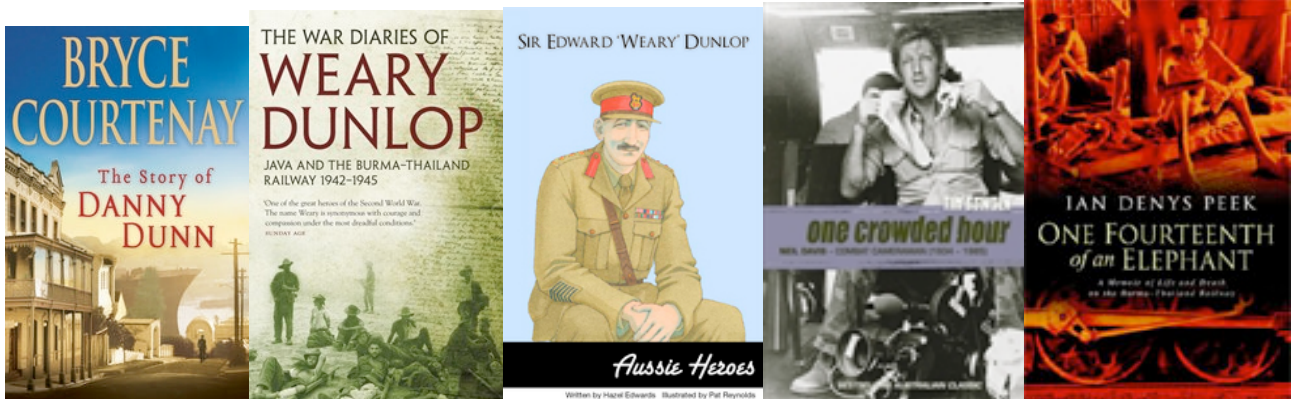


A story influenced by the true-life activities of Australian Nancy Wake, known as The White Mouse. A young woman joins the French resistance during WWII. A story of an ordinary woman in an extraordinary time.

Books

All the movies referenced here are books. Here are a few more ideas for reading resources. These books can be found online, through major bookstores, or in your library. Or try <http://www.kids-bookreview.com> to see other books your students might like. You might also find <http://regimental-books.com.au> of interest for older readers.





Songs

WWI

'The Band Played Waltzing Matilda' performed by Eric Bogle

http://www.youtube.com/watch?v=WG48Ftsr3OI&feature=results_video&playnext=1&list=PL9BDD7239A98C2A16

'The Green Fields of France' performed by The Fureys and Davey Arthur

<http://www.youtube.com/watch?v=ntt3wy-L8Ok>

'Two Little Boys' performed by Rolf Harris

<http://www.youtube.com/watch?v=HmL3m2zcoOI>

WWII

'Kakoda Anthem' performed by Adam Harvey and Gina Jeffreys

<http://www.youtube.com/watch?v=gWN8BJ4Jp6w>

VIETNAM WAR

'I Was Only 19' performed by Redgum

<http://www.youtube.com/watch?v=Urtiyp-G6jY&feature=related>

REMEMBRANCE DAY

Australian remembrance marching song by Peter Barnes

<http://www.remembrance-day.australianwarheroes.com/>

External links

Australian War Memorial	www.awm.gov.au
Australians at War	www.australiansatwar.gov.au
Australians at War Film Archive	www.australiansatwarfilmarchive.gov.au
Australians on the Western Front 1914-18	www.ww1westernfront.gov.au
Gallipoli commemorative site - virtual tour	www.anzacsite.gov.au
Office of Australian War Graves	www.dva.gov.au/commems_oawg/OAWG/Pages/index.asp
Overseas memorials	http://memorials.dva.gov.au/
WW2 Australia	www.ww2australia.gov.au
Australian Peacekeeper and Peacemaker Veterans' Association	www.peacekeepers.asn.au
Gallipoli Scholarship Fund, Inc.	www.gallipolischolarship.org
<i>Remember Them</i> - Canberra City Pipes and Drums	www.rememberthem.com.au
RSL National Headquarters	www.rsl.org.au
The Shrine of Remembrance, Melbourne	www.shrine.org.au
Vietnam Veterans Association of Australia (VVAA)	www.vvaa.org.au
Vietnam Veterans Federation of Australia (VVFA)	www.vvfgranville.org
Young Diggers [An online resource for young Australian and New Zealand military]	www.youngdiggers.com.au
51 Highland Division website	www.51hd.co.uk
Adopt a Digger	www.adoptadigger.org
Black Dog Institute	www.blackdoginstitute.org.au
Fovant Badges Society	www.fovantbadges.com
Royal Australian Artillery Assoc. (NSW)	www.artillerynsw.asn.au