Why Do We Remember

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

Ideas supported by the text

ANZAC stands for Australian and New Zealand Army Corps. On 25 April 1915, Australian and New Zealand forces landed at Gallipoli during the First World War. Many people on different sides died or suffered.

Anzac Day is held on 25 April. Remembrance Day is held on 11 November and connects to the 1918 armistice. People may attend services, visit memorials or reflect quietly. Families and communities remember in different ways.

Sources: Australian War Memorial — Anzac Day tradition · Australian War Memorial — Remembrance Day

ANZAC Vocabulary

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

1. ANZAC → C. Australian and New Zealand Army Corps
2. memorial → E. A place or object used to remember
3. remembrance → D. Thinking respectfully about people and events
4. dawn → B. The beginning of daylight
5. armistice → A. An agreement to stop fighting

Remembrance Wreath

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

What to look for

A response that follows the instructions, communicates an idea and uses a reason or source where requested. Original creative work and different preferences are welcome. Do not grade personal identity, family details or access needs.

Offer a smaller first step, an adult reading prompts, pointing, a scribe or a partner. For an extension, ask the learner to explain a choice or improve an idea using evidence.

Memorial Symbols

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

1. poppy → B. A flower often used as a remembrance symbol
2. wreath → E. An arrangement placed in remembrance
3. memorial → D. A place that records or remembers people
4. silence → A. A quiet pause used by some people to remember
5. dawn service → C. A remembrance gathering near the start of daylight

Remembrance Timeline

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

1. 1915: Australian and New Zealand forces land at Gallipoli on 25 April.
2. 1918: The First World War armistice takes effect on 11 November.
3. Today: People use services, memorials and personal reflection to remember.

Check distinctions in the student source notes; do not treat an ongoing period as a single event.

Poppy Colouring

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

What to look for

A response that follows the instructions, communicates an idea and uses a reason or source where requested. Original creative work and different preferences are welcome. Do not grade personal identity, family details or access needs.

Offer a smaller first step, an adult reading prompts, pointing, a scribe or a partner. For an extension, ask the learner to explain a choice or improve an idea using evidence.

Message of Remembrance

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

What to look for

A response that follows the instructions, communicates an idea and uses a reason or source where requested. Original creative work and different preferences are welcome. Do not grade personal identity, family details or access needs.

Offer a smaller first step, an adult reading prompts, pointing, a scribe or a partner. For an extension, ask the learner to explain a choice or improve an idea using evidence.

Design a Memorial

Name / chosen name: _____

Use after the activity. Open responses can differ; accept drawings, spoken responses and supported writing.

What to look for

A response that follows the instructions, communicates an idea and uses a reason or source where requested. Original creative work and different preferences are welcome. Do not grade personal identity, family details or access needs.

Offer a smaller first step, an adult reading prompts, pointing, a scribe or a partner. For an extension, ask the learner to explain a choice or improve an idea using evidence.