

Year 3

Celebrations & Commemorations

Resources



Australia Day



Chinese New Year



St. Patrick's Day

Celebrations and Commemorations

Year 3

Resources Used in This Unit

Pre-unit preparation

Level: Year 3 History Community and Remembrance

Topic: Celebrations and Commemorations

To gain a sense of the holistic nature of this program, it is essential pre-unit preparation to download and review the following resources:

- 1) **Teaching program**, 'Celebrations and Commemorations' **Resource 1** designed to be downloaded and printed in A3 format. You may wish to highlight this Teaching Program to indicate which particular aspects of Year 3 Australian Curriculum: History are covered in this unit, as this program format was designed to teach any topic within the Year 3 Australian Curriculum: History, as all the key elements for this year level are included.
- 2) **Learning Sequence**, 'Celebrations and Commemorations' **Resource 2**
- 3) As an additional resource [The inquiry process](#) framework, created by the History Teachers Association Australia (HTAA) is an excellent, step-by-step guide to support teacher planning and for students to learn the essential skills and process of historical inquiry.
- 4) **Classroom display**: To assist student understanding, develop a display of the artefacts, national costumes, photos, pictures, books and vocabulary associated with the relevant celebrations and commemorations studied in this unit. View this [collection of short videos from ABC Splash](#) to prompt a discussion and to get the children thinking about Celebrations familiar to them. There are many resource pictures listed throughout this unit.

Activity 1: What is the difference between celebration and commemoration?

Think Pair Share record sheet (**Resource 3**)

T-Chart sorting sheet (**Resource 4**)

Images of Commemorations (**Resource 5**)

Teacher's Notes – Defining a Commemoration and a Celebration (**Resource 6**)

Celebrations and festivals - Images to be displayed and discussed (**Resource 7**)

Images of Global celebrations (**Resource 8**)

Images of Global celebrations (**Resource 9**) from [Facing the Past, Shaping the Future](#) website

Additional Year 3 activities linked to this AC content can be found in the [Scootle resource collection](#)

Activity 2

Does Australia Day have significance for all Australians? Is it a celebration or a commemoration?

ABC Splash video [What's Australia Day all about?](#)

Timeline of Australia Day history (**Resource 10**)

Teacher Fact Sheet (**Resource 11**)

Perspectives of Australian Day – Circle of Viewpoints (**Resource 12**)

Activity 3

What is Harmony Week and why is it significant?

Harmony Day – Everyone Belongs student survey of family and friends of their family. (**Resource 13**)

Harmony Day – Everyone Belongs class survey with a buddy (**Resource 14**)

Ideas for further Harmony Day activities (**Resource 15**)

Activity 4

What are the symbols and emblems connected with ANZAC Day?
How and why are they significant?

Prior to this lesson, source a range of images from 1) [Australian War Memorial Resources collection](#) 2) [A is for ANZACS](#) and 3) Education resources and Publications from Department of Veteran's Affairs [ANZAC portal](#). Prepare the Five [Visible Thinking](#) Questions on cards for each group or show on a slide to project up onto the board.

Significant symbols associated with ANZAC Day ([Resource 16](#))

Record any questions (wonderings) for further research on [Resource 17](#)

Perspectives of Anzac Day task ([Resource 18](#))

Other suggested ANZAC-related programs and activities ([Resource 19](#))

Activity 5

How and why are Australian Indigenous events celebrated and/or commemorated?

Teacher Notes – background reading and online resources ([Resource 20](#))

Australian Indigenous flags ([Resource 21](#))

Interactive Scootle activity [a flag for the nation](#)

What is the difference between symbols and emblems? [Symbol vs Emblem - What's the difference?](#)

Part 2 – Global Celebrations

Activity 6

What are some significant celebrations around the world and how they are celebrated?

See Think Wonder – analysing images ([Resource 22](#))

See Think Wonder – student record sheet [Resource 23](#)

Thinking Dice ([Resource 24](#)) - one set per group.

Audio visual and online resources:

Festivals around the world <https://www.youtube.com/watch?v=neKSOWHBG3Q>

Euroclub Schools – Bastille Day <http://www.euroclubschools.co.uk/page76.htm>

Chinese New Year <http://www.factmonster.com/spot/chinesenewyear1.html>

What is the festival of Diwali? <http://www.bbc.co.uk/newsround/15451833>

Eid-al-Fitr in Australia <https://www.timeanddate.com/holidays/australia/eid-al-fitr>

Activity 7

Exploring celebrations around the world: Celebration Expo
Summative assessment task

Expo Group Checklist [Resource 25](#)

Interdisciplinary links to other Learning Areas, Cross Curriculum Priorities and General Capabilities – See the *Celebration and Commemoration* program ([Resource 1](#)) for details of these additional links to the Australian Curriculum.

Activity 8

Drawing conclusions – present findings Summative assessment task

The final task of this unit is a summative assessment, Celebrations – Can you tell me more? (Resource 26)

Teachers will assess student achievement using the rubric provided in Resource 27
The rubric is designed with reference to Year 3 Australian Curriculum: Humanities and Social Sciences / History.

A list of additional, practical resources for summative assessments compiled by the Association of Independent Schools South Australia (AISSA) can also be found here [REFLECTIVE THINKING CURRICULUM](#).

Complete list of Resources can be found within the Teaching Program (Resource 1).

Resource 3

Think	Pair	Share
<p>How many special days can you THINK of that are celebrated or commemorated in Australia? List them</p>	<p>Discuss and share your ideas with a partner. Add to your list.</p>	<p>SHARE your ideas with the class. Add any different ideas to your list.</p>

Resource 4

T-chart

Celebration or Commemoration sort.

Celebration	Commemoration

Refer to your **Think, Pair, Share** list

Which of these are a Celebration or a Commemoration? Sort them on the T-Chart above.

Resource 5

Images of ANZAC Day and Remembrance Day
These images can be printed for the classroom display.



http://en.wikipedia.org/wiki/Anzac_Day





http://en.wikipedia.org/wiki/Special_Air_Service_Regiment



[http://commons.wikimedia.org/wiki/File:Military_Band_in_Parliament_Square_on Remembrance Sunday - geograph.org.uk - 1572824.jpg](http://commons.wikimedia.org/wiki/File:Military_Band_in_Parliament_Square_on_Remembrance_Sunday_-_geograph.org.uk_-_1572824.jpg)



http://en.wikipedia.org/wiki/Trooping_the_Colour

Teacher's Notes – Defining a Commemoration and a Celebration

'Commemorate means to take notice of, or remember, someone's achievements'. This might involve having a special ceremony, building a memorial, putting a person's picture or name on something (e.g., a street, a stamp or a banknote or coin) or giving them an award.

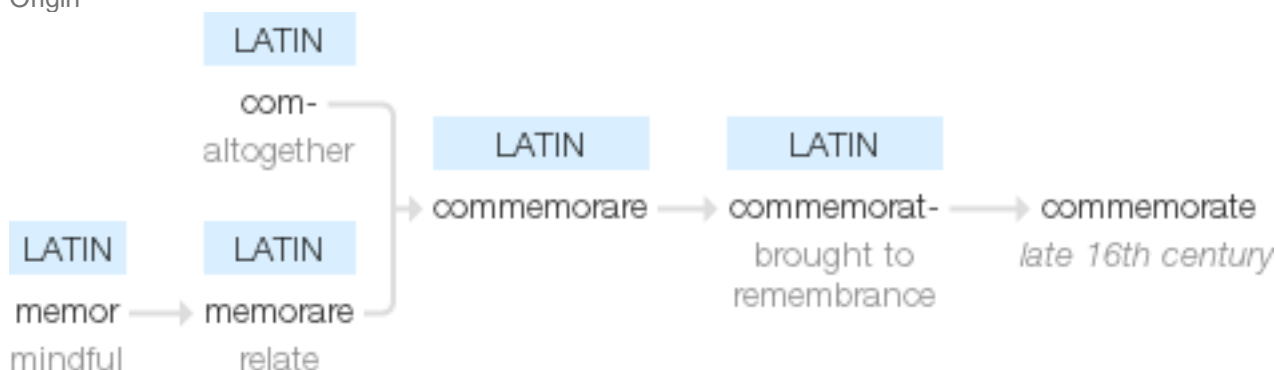
To assist the discussion, dissect the parts of the word, see the definition and origin of the word below.

Commemorate: kə'meməreɪt/

Verb: **commemorate**; 3rd person present: **commemorates**; past tense: **commemorated**; past participle: **commemorated**; gerund or present participle: **commemorating**

- Recall and show respect for (someone or something). "a wreath-laying ceremony to commemorate the war dead"
- Mark or celebrate (an event or person) by doing or producing something. "the victory was commemorated in songs"
- celebrate, pay tribute to, pay homage to, honour, salute, toast; More remember, recognize, acknowledge, observe, mark, memorialize, immortalize, keep alive the memory of
"The event commemorated the courage of the villagers"

Origin



late 16th century: from Latin *commemorat-* 'brought to remembrance', from the verb *commemorare*, from *com-* 'altogether' + *memorare* 'relate' (from *memoir* 'mindful').

SOURCE: <https://www.google.com.au/#safe=active&q=definition+of+commemorate>

See additional definitions, lessons and resources here:

Visual Thesaurus <https://www.visualthesaurus.com/cm/wc/of-celebrations-observances-and-circular-definitions/>

celebrate: 2 a : to honor (as a holy day or feast day) by conducting or engaging in religious, commemorative, or other solemn ceremonies or by refraining from ordinary business **b :** to demonstrate grateful and happy satisfaction in (as an anniversary or event) by engaging in festivities, indulgence, merrymaking, or other similar deviation from accustomed routine

<http://facingthepastshapingthefuture.com/primary-school-ideas/what-are-commemorations/lesson-1-what-is-commemoration/>

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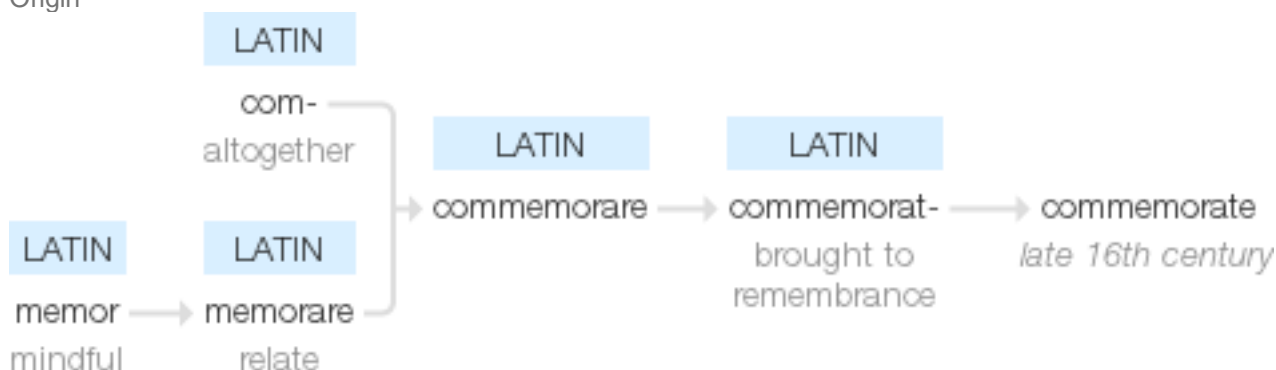
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<http://facingthepastshapingthefuture.com/primary-school-ideas/what-are-commemorations/lesson-1-what-is-commemoration/>

Resource 7

Celebrations or festivals

Images to be displayed and discussed



http://en.wikipedia.org/wiki/Christmas_dinner



<http://www.ourchalet.ch/en/news/1574>



http://en.wikipedia.org/wiki/Australia_Day



<http://www.actewagl.com.au/About-us/Media-centre-and-reports/2012/01/24/Kick-off-Australia-Day-at-the-Great-Aussie-Day-Breakfast.aspx>



http://en.wikipedia.org/wiki/Birthday_customs_and_celebrations



<https://www.flickr.com/photos/brizzlebornandbred/23070162004>

Resource 8

Images of Global celebrations.



[http://commons.wikimedia.org/wiki/File:Canada Diwali dance celebrations Simon Fraser University.jpg](http://commons.wikimedia.org/wiki/File:Canada_Diwali_dance_celebrations_Simon_Fraser_University.jpg)



<http://commons.wikimedia.org/wiki/File:Dipavali-Coventry.jpg>



<https://pixabay.com/en/chinese-new-year-celebration-dragon-895187/>



https://commons.wikimedia.org/wiki/File:Songkran_8_-_Ayutthaya.jpg

Resource 9



Team Ireland Olympic gold medalists
2012



Chinese New Year celebrations London 2012



A Martin Luther King commemorative
Stamp.



A 9/11 memorial
in New York.



Source: <http://facingthepastshapingthefuture.com/primary-school-ideas/what-are-commemorations/lesson-1-what-is-commemoration/>

Resource 10

Timeline of events – Australia Day Teacher Resource

This fact sheet is designed to accompany the student timeline sheet ([Resource 11](#)). Display the table for students to refer to and discuss the events as seen in the video. Students then to complete the table in the correct, chronological order.

Date	Event
1808	The first records of celebrating the landing in Australia. 1818 was the first officially recorded Foundation Day in New South Wales – celebrations included re-enactments of the First Fleet's arrival.
1935	Australia Day and was celebrated on the closest Monday to 26 th January.
January 26 1788	Captain Arthur Philip lands in Port Jackson and claimed Australia as belonging to Britain.
1838	Marked the 50 th anniversary and was declared a Public Holiday
1994	All States agreed to celebrate Australia Day on the actual day.
1946	Commonwealth and State governments agreed to unify the celebrations

Source: ABC Splash video [What's Australia Day all about?](#)



What's Australia Day all about?

Overview

Things to think about

Transcript

For Teachers

3 mins 53 secs

Date first broadcast: 05 December 2006

Subject: History

Year: 3

Resource 11

The History of Australia Day Timeline

TASK: After watching the video, complete the table by recording the events of the history of Australia Day, in chronological (time) order.

Date	Event

Source: ABC Splash video [What's Australia Day all about?](#)

Resource 12
Circle of Viewpoints
Australia Day Perspectives

Australia Day from the viewpoint (perspective) of ...	I think this group of people feels - _____ about Australia Day How do they commemorate or celebrate Australia Day? Why?	A question I have from this viewpoint is _____?
Aboriginal and Torres Strait Island people		
People new to Australia from other countries		
Citizens of Australia		

Source [Visible Thinking Core Routines – Circle of Viewpoints](#)



What's Australia Day all about?

Resource 13

Harmony Day – Everyone Belongs

Harmony week is celebrated this week. It is an Australian event that celebrates everyone living in Australia, representing different cultures of the world. This activity will help us learn more about each other and have conversations we might not normally have with someone in our class.

Go around the class and see if you can find someone that can say yes to each one of the questions below. If they say yes, ask more questions to find out more. Record the name of the person you chatted to.

Find someone who...	Name
Has travelled to New Zealand	
Can count to five in Japanese	
Comes from an island in the Pacific Ocean	
Can name four different types of pasta	
Has a parent who was born in Asia	
Can say 'hello' in more than one language	
Knows the name of the local Indigenous people	
Plays a sport that originated in England	
Knows the main religion of Indonesia	
Comes from a Country in the United Kingdom (UK)	
Has a grandparent born in Australia	
Can name five different spices that go into a curry	
Likes nachos, burritos and other Mexican food	
Knows the country in which St Patrick's Day originated	
Has eaten in an Indian restaurant	
Can name one country that borders China	
Speaks another language at home	
Can name 3 different Greek foods	
Has a parent who was born in Europe	
Has travelled to Africa to visit family	

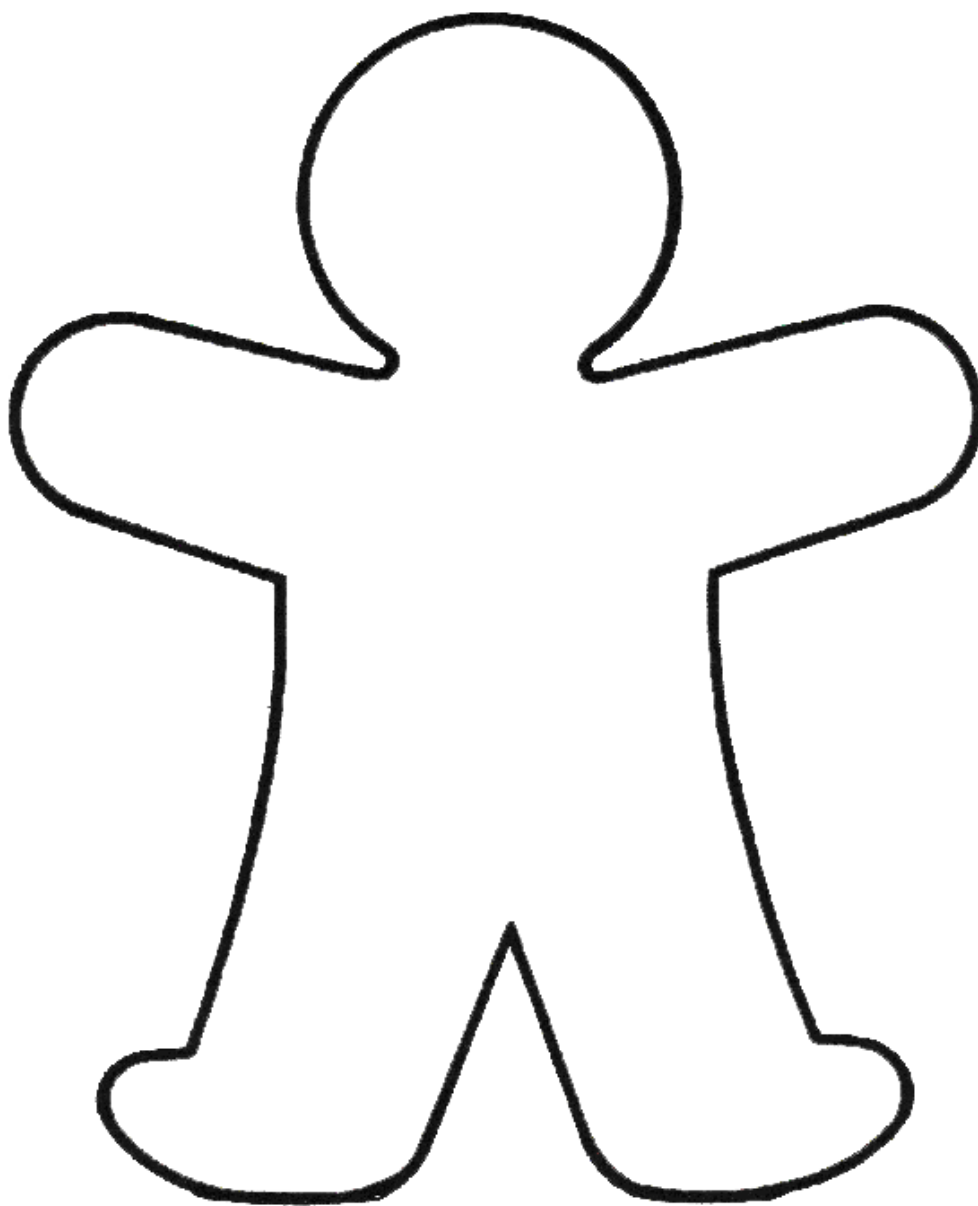
Harmony Day – Everyone Belongs

Part B

Task: Find a buddy in your class and find out about where their family originally comes from based on the information you found in the 'Everyone Belongs' (Part A) activity. Record this information in the centre of this person. Decorate the person and add to the display board.

For example:

1. Your buddy's name _____
2. _____'s family comes from _____
3. _____ can name three different Greek foods.



Source: <http://medicalanatomy.net/body-outline-printable/>

Resource 15

Ideas for extension and other suggested activities for Harmony Day

Harmony Day is celebrated on March 21st each year. It is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world. By participating in Harmony Day activities, we can learn and understand how all Australians from diverse backgrounds equally belong to this nation and enrich it.



TOGETHER FOR HUMANITY

"Teaching kids about difference... differently"

Survey sheet *Find someone who*: http://togetherforhumanity.org.au/resources/intro_5_survey.pdf

Explore the different groups and communities that you are a part of, and the other communities that exist within Australia. Check out a range of teaching and learning activities at [Difference Differently](#)

One Country Many Cultures

The Australian population is always changing. In this module you will explore why Australians have so many cultures, languages and beliefs.

[Click here](#) One Country Many Cultures learning activities



What is diversity? What are some of the ways that people can be different from each other?
What things make us the same?

What is Harmony Day? What does harmony mean?
What are some examples of harmony in nature/in the world?

Family diversity: Give a talk about the people in your family and their heritage.
How do they differ from each other?

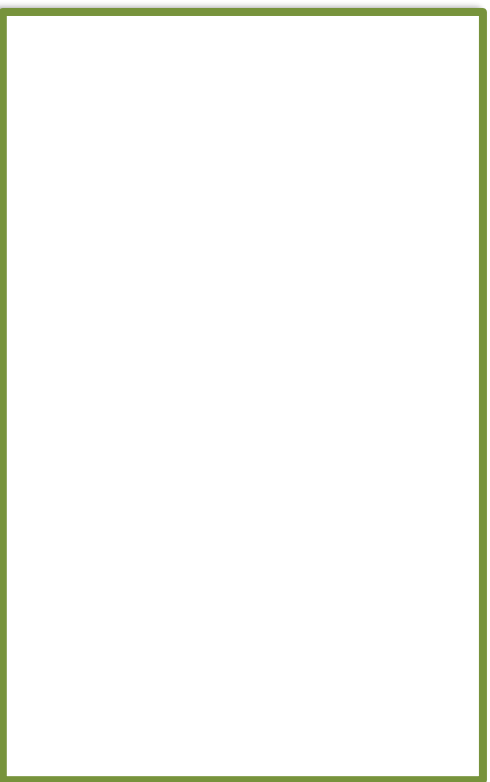
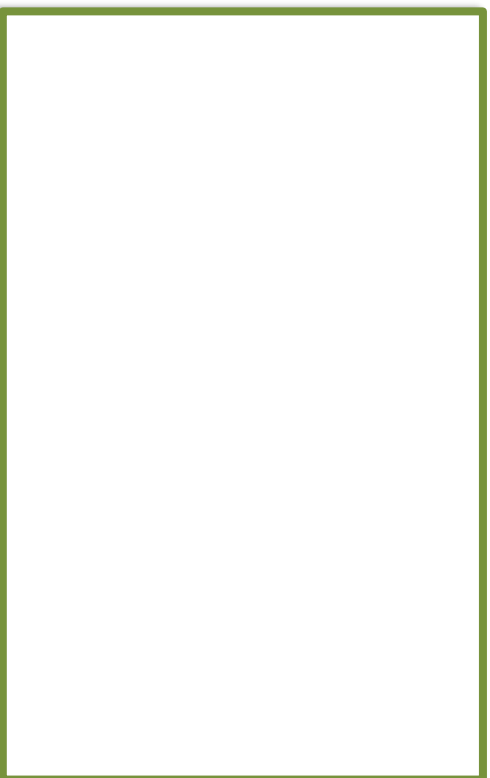
Class museum: Create a museum of family objects, reflecting the diversity of the students in your class.

Two sides to every story: Write a short account of an event from two different points of view.

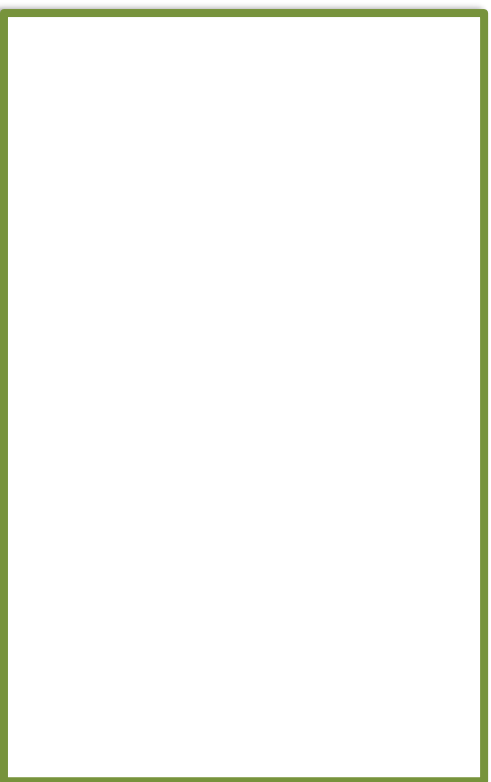
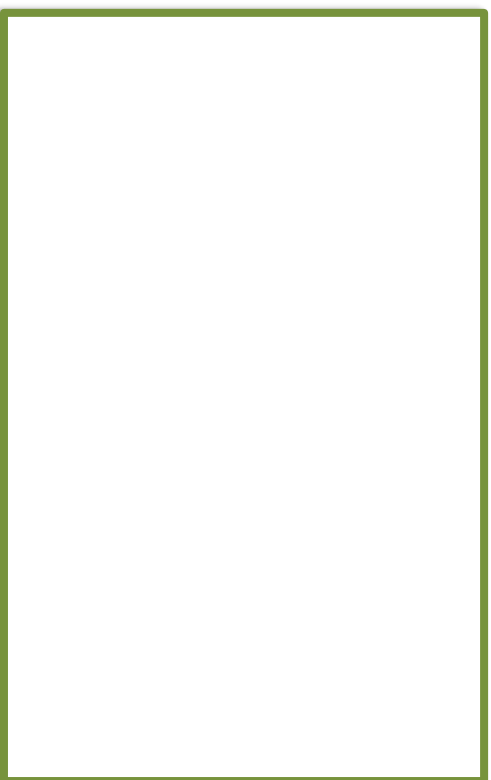
Local Indigenous Country: Find out the name of the traditional Indigenous custodians of the land on which your school is built. Include an 'Acknowledgement of Country' statement in your daily class routine.

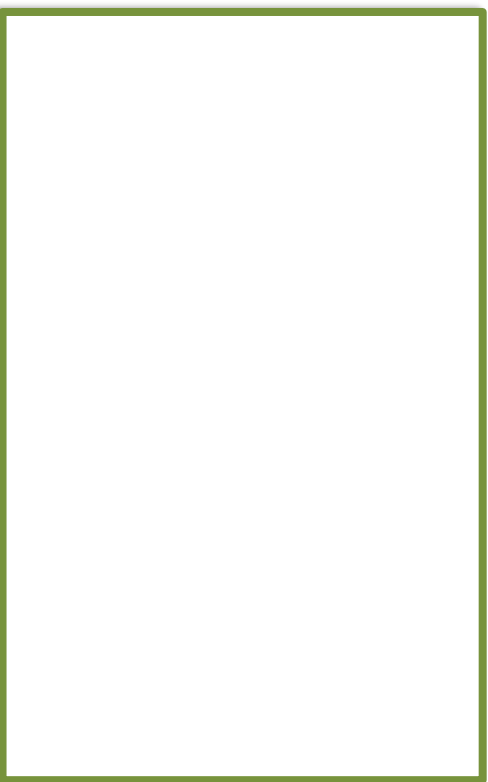
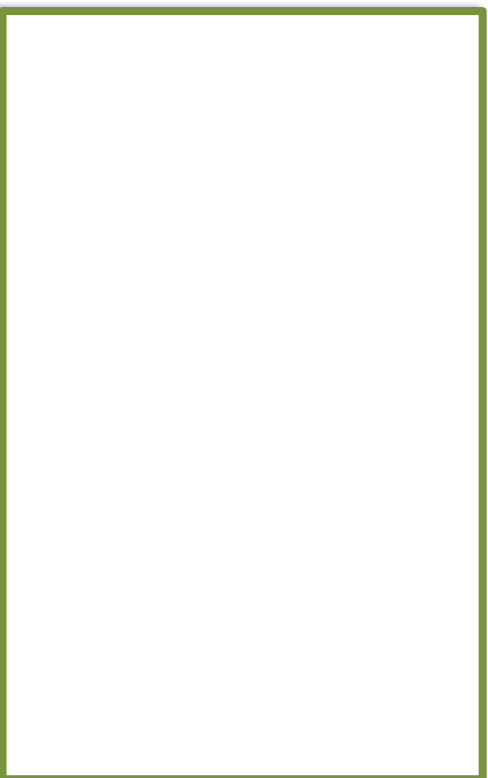
Indigenous welcome: Have an elder from the local Indigenous people come to your school to do a 'Welcome to Country' ceremony and/or visit your classroom.

Architects: Research some Australian architects, or architects who have designed famous Australian buildings. What is their family heritage and does it influence their designs?



SYMBOLS OF ANZAC DAY





What are you wondering?
MY QUESTIONS ABOUT ANZAC DAY



TASK: On the Y chart choose 3 different people for the ABC splash video and record their thoughts and opinions about ANZAC Day.

Person 1

Person 2

Person 3

The Commemoration of ANZAC Day - further suggested activities.

1) Questioning and Research

To further extend the previous class activity, as a whole class, pose a number of questions about ANZAC Day using a questioning framework such as Charles Wiederhold's [Question Matrix](#) to promote high-order thinking in the development of their questions. Divide the class into groups and ask them to locate the answers, using the [Australian War Museum](#) website. Use the Popplet or Padlet App to record the student's answers.

2) Perspective.

Watch this video, [The Meaning of Anzac Day](#) and use the Y chart ([Resource 18](#)) to compare and contrast three perspectives about ANZAC Day from different members of the community.

How is ANZAC Day commemorated in your local community? Invite a representative of the local RSL to come in and talk to the students. Go and visit the local or state War Memorial.

3) Links to Literature: Read the story of Simpson and his donkey by Mark Greenwood.

[Teacher notes](#) available for background information about the story. Talk about the significance of his contribution to the ANZAC war effort and use the Australian War Memorial website for [John Simpson's biography](#).

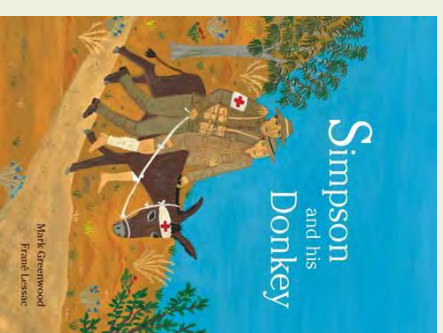
4) A Western Australian perspective of ANZAC events can be found on the History Teachers Association of Western Australia (HTAWA) website, [Western Australian in World War 1](#)

Year 3: Teacher resources

- [Resource 1](#) - Symbols of War
- [Resource 2](#) - Historical terms used in the film
- [Resource 3](#) - Sequencing the journey to war
- [Resource 4](#) - What happened to Captain Annear?
- [Resource 5A](#) - Extract from Frederick Forrest's diary
- [Resource 5B](#) - Historical terms from Forrest's diary
- [Resource 6](#) - Names on *Medic* postcard and more



HTAWA
HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA



Resource 20

Australian Indigenous events Background Reading and Teacher Resources

Background Reading

Symbols (Flags)

The **Aboriginal flag and the Torres Strait Islander flag** are often seen on National Sorry Day. The Aboriginal flag is horizontally divided into two equal halves of black (top) and red (bottom) with a yellow circle in the centre. The black symbolizes Australia's Aboriginal people and the yellow circle represents the sun. The red represents the earth and people's relationship with the land. It also represents ochre, which is used in Aboriginal ceremonies in Australia. Harold Joseph Thomas designed the flag, which was first flown at Victoria Square in Adelaide on July 12, 1971.

The **Torres Strait Islander flag** stands for Torres Strait Islanders' unity and identity. It features three horizontal stripes, with green at the top and bottom of the flag and blue in between, divided by thin black lines. A white *dharri* or *deri* (a type of headdress) sits in the centre, with a five-point star underneath it. The color green represents the land. The *dharri* symbolizes all Torres Strait Islanders. The black represents the people and the blue represents the sea. The five-point star symbolizes the island groups. The star is white, which symbolizes peace in this case. Bernard Namok designed the flag

Source: <http://www.timeanddate.com/holidays/australia/national-sorry-day>

What is [NAIDOC week](#) about?

Reconciliation Australia [school resources](#)

[National Sorry Day](#) – resource booklet – Free PDF download from Reconciliation Australia



[Kaartdijin Noongar](#). Sharing Noongar Culture.



This Education resource assists teachers by providing links between Kaartdijin Noongar website and the Australian Curriculum. There are detailed links for History, English and Geography from Pre-Primary to Year 10 produced by South West Aboriginal Land and Sea Council in collaboration with the Association of Independent Schools of WA (Inc).



Online collection of resources with links to the Australian Curriculum Cross Curriculum Priority: [Aboriginal and Torres Strait Islander Histories and Culture](#), curated by Maree Whiteley specifically to inform and build teacher capacity. This Scoop.it collection is a reference collection for teachers of all year levels.

Resource 21



Source: <https://pixabay.com/en/aboriginal-flag-australia-158372/>



Source: [https://commons.wikimedia.org/wiki/File:Torres Strait Islander.png](https://commons.wikimedia.org/wiki/File:Torres_Strait_Islander.png)

Resource 22

Global Celebrations

What do you **SEE**?
What do you **THINK** is happening in these images?
What are you **WONDERING**?



American Independence Day

<http://commons.wikimedia.org/wiki/File:4th-of-July-1819-Philadelphia-John-Lewis-Kimmel.JPG>



Diwali

<https://www.flickr.com/photos/ravikiranr/58094474/>



Chinese New Year

http://commons.wikimedia.org/wiki/File:Hendrik_van_den_Berg_-_NAN_HUA_TEMPLE-__Chinese_New_Year_2008.jpg



Eid al-Fitr

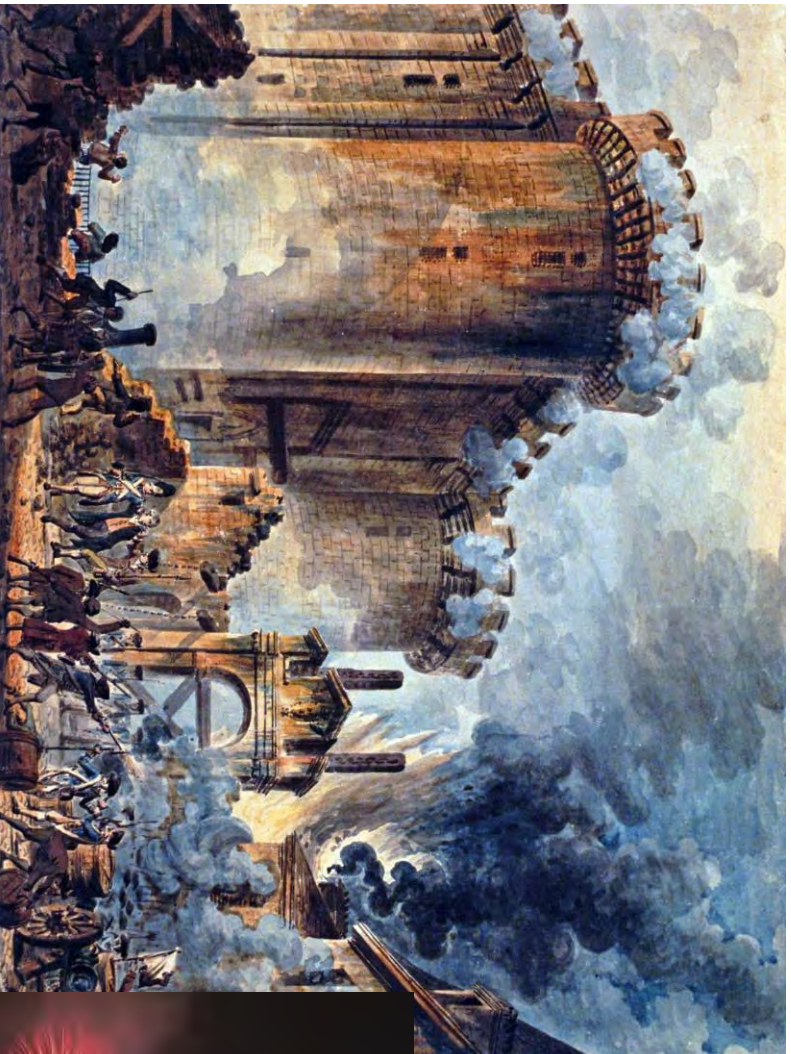
http://en.wikipedia.org/wiki/Eid_al-Fitr



St

Patrick's Day

[http://commons.wikimedia.org/wiki/File:St_Patricks_Day_Downpatrick_March_2011_\(045\).JPG](http://commons.wikimedia.org/wiki/File:St_Patricks_Day_Downpatrick_March_2011_(045).JPG)



Bastille Day – Storming of the Bastille, by Jean-Pierre-Louis-Laurent
 Houelhttp://en.wikipedia.org/wiki/Bastille_Day



A view of the fireworks with the Eiffel tower in the foreground.
https://www.flickr.com/photos/un_photo/9301304458

What do you see?

What do you think is going on?

What are you wondering?

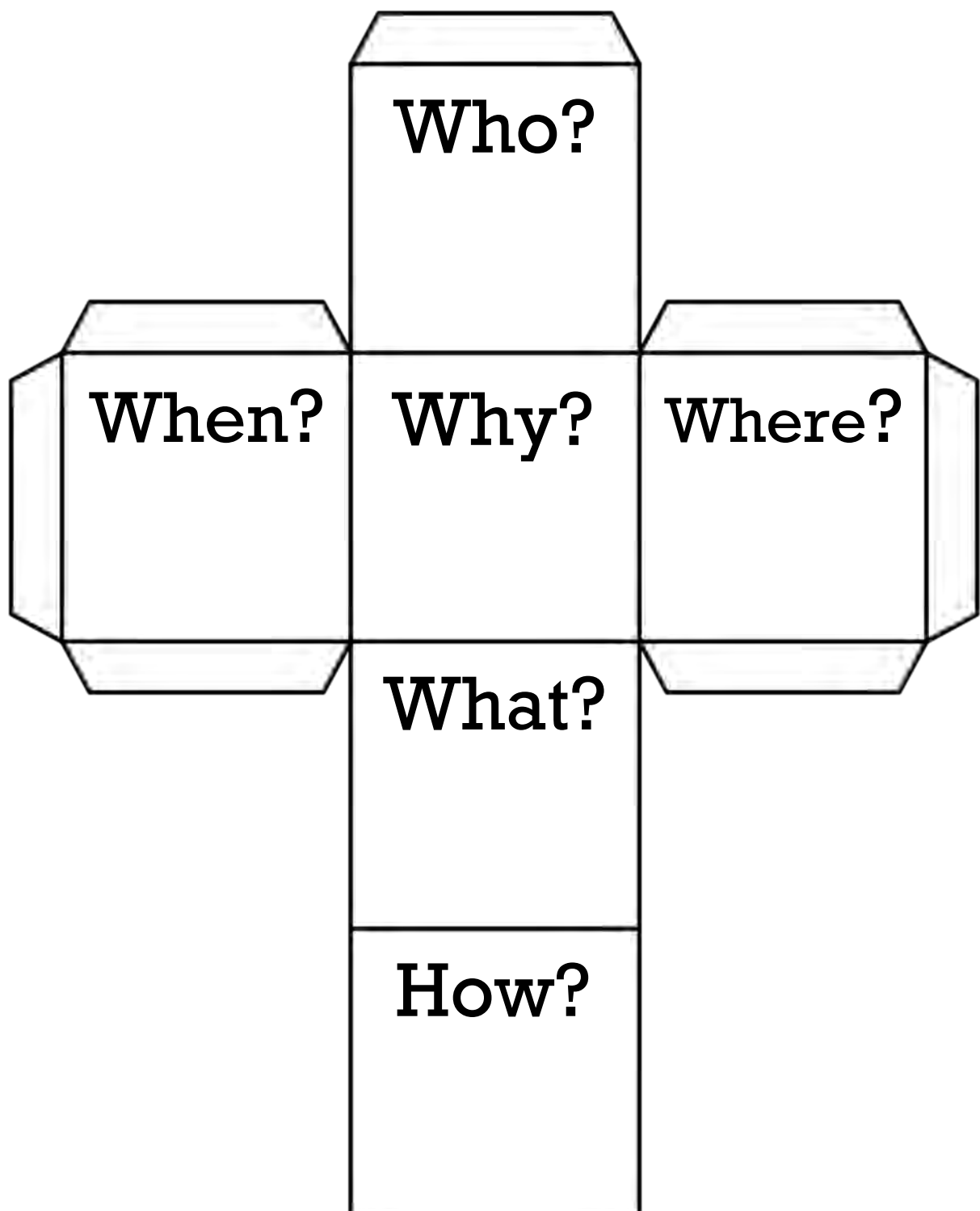
What do you want to find out?

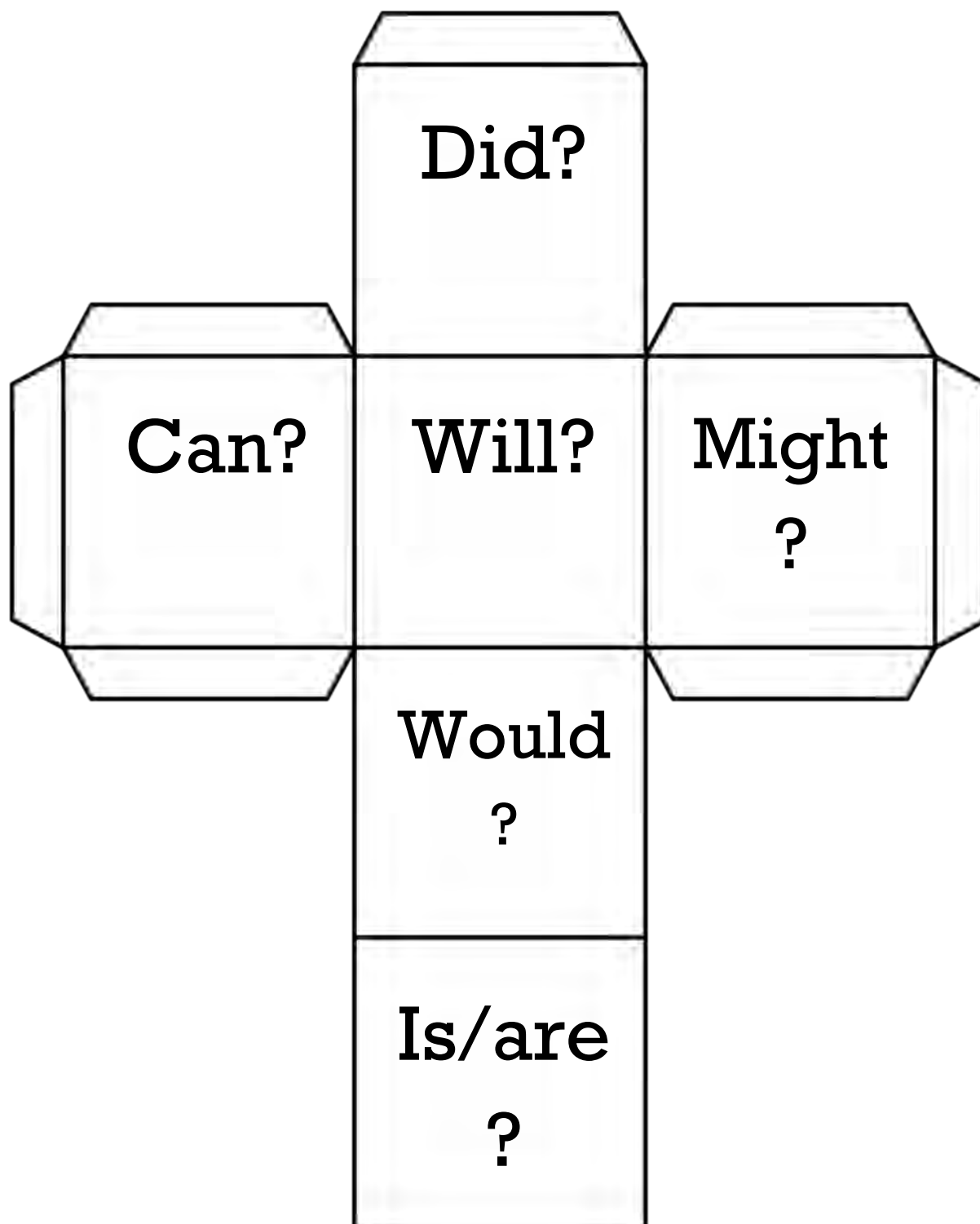


Resource 23

Resource 24

Thinking Dice





Explore other ideas using Thinking Dice here

<http://www.teachthought.com/critical-thinking/question-game-playful-way-teach-critical-thinking/>

Celebrations Expo

Group checklist

What information does my group need to include in the Expo display?

Our group 'To Do' list	Tick when completed
An explanation of the celebration.	
The history behind the celebration.	
Symbols that are seen in the celebration.	
Any stories/legends that go with the celebration.	
A map labelling the country of origin of the celebration.	
How children celebrate.	
How significant is the celebration today?	
Creative cultural aspects such as music and songs, costumes, dancing, artwork and food.	
Answers to the questions you posed in the Questioning Game	

Research completed online (mind maps, etc.) must be recorded in a format suitable to add to our classroom display - either a visual, oral or written form.



Celebrations: Can you tell me more?

Name:

What is the name of your celebration?	
When is your special day celebrated?	
Why is your special day celebrated?	
Why is it so important?	
Where did your celebration first begin? (Which country?)	
How is your celebration celebrated today?	
Any other useful information and facts that you have discovered.	

Celebrations Expo

Content Descriptors

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)

- Use historical terms (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)
- Locate relevant information from sources provided (ACHHS068)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time. Source: [ACARA 2017 – Achievement on a page Year 3](#)

Excellent	High	Satisfactory	Limited
Poses a range of questions about a celebration	Poses more than 2 questions about a celebration	Asks simple questions about a celebration	Asks simple questions about a celebration, with help
Explains why it is celebrated and links to family life.	Explains why it is celebrated	Describes a celebration	Identifies a celebration.
Accurately uses relevant historical and geographical words in context.	Accurately uses historical and geographical words and understands their meanings.	Uses some accurate historical and geographical words.	Use few historical and geographical words.
Provides extra information from a range of sources to find objects, emblems and symbols that explain the celebration and how they are used.	Gathers information from a few sources to find objects, emblems and symbols that explain the celebration.	Uses sources to locate objects, emblems and symbols related to the celebration.	Uses some provided sources related to the celebration.
Finds accurate information from more than three different sources to respond to own inquiry questions. Poses additional questions during the research process.	Identifies relevant information from more than two different sources to respond to own inquiry questions.	Collects and uses sources to find information when responding to own inquiry questions.	Use sources provided when responding to own inquiry questions. Needs help to find the relevant information to answer questions.
Provides relevant facts and/or dates to explain, in detail, why the celebration is important. Evaluates the importance of the celebration today and in the future within Australian culture.	Identifies relevant facts and/or dates to explain why the celebration is important.	Uses facts and/or dates to describe why the celebration is important.	Lists facts and dates about the celebration.
Records accurate, relevant information using detailed, labelled illustrations, photos or tables to describe the celebration.	Records useful information using appropriate illustrations, photos or tables to describe the celebration.	Uses illustrations, photos or tables to describe the celebration.	Expresses ideas using simple illustrations and photos, with assistance.
Uses a range of multi-modal techniques to present research findings, accurately and creatively	Presents research findings in a creative and organised manner.	Presents research findings in a clear, concise and organised manner.	Presents research for a classroom display.

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