



ADELAIDE COMMEMORATIVE PRECINCT

Teacher's Guide

The following is a step-by-step guide for teachers following the Virtual War Memorial's Adelaide Commemorative Precinct walking tour. Use in conjunction with the map and information

An interactive and experiential tour designed to engage students with the concept of commemoration, the meaning of memorials and the stories behind them.

There is no worksheet, instead, students are encouraged to use their phones and record their journey digitally and engage in discussion.

Tour – begin: corner of North Terrace and King William Street, Adelaide. Ends at the Torrens Parade Ground.

Time – Approximately 1.5 – 2 hours at slow pace with an optional 30 minute add on if you have time.

Toilets – Public toilets are available near Stop 3 (National War Memorial) and opposite Stop 9 (next to Jolly's Boathouse). Other facilities are available in the State Library and the University of Adelaide.

Bookings – This tour is self-directed and can also be conducted in the classroom. If you would like a guide from the Virtual War Memorial or to tour the Torrens Training Depot, please email schools.program@vwma.org.au

Stop 1: South African War Memorial

Originally known as the Boer War Memorial, it commemorates the Second Boer War from 1899–1902.

Boers are South Africans of Dutch or German descent. The war was the British Empire fighting against the Boers over claims in parts of South Africa. Despite winning the war, the British Empire eventually lost political power to the Boers, leading to the wholesale Apartheid policies which lasted until 1994.

Additional questions:

The British won militarily but lost politically. Can students think of conflicts where similar has happened? What does this demonstrate about the importance of long-term strategy and big picture thinking?

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Stop 2: Harry Butler Memorial

Captain Harry Butler is a great story that shows when young people follow their passions in life, they are successful.

Students can read about Harry's life, see his plane and watch a video by going to his profile at the VWMA
<https://vwma.org.au/explore/people/1500>

Additional questions:

- What are your students passionate about?
- What could they see themselves carrying forward into the world?

Stop 3: National War Memorial

This War Memorial is a great place to discuss the importance of special places and place-making. Allow students to enter the crypt in small groups to select a name from the wall to look up on the VWMA once outside.

Additional questions:

- What was the impact of World War One on the people?
- How can we tell that from this place?
- Who do they think was the driving force behind these memorials? (women, families)
- Should these places be preserved? Why?

Stop 4: War Memorial Precinct

There are many options in the precinct. Teachers can select ones that best match their needs (WWI, WWII etc).

Stop 4 contd.

Additional questions:

The Lone Pine is a living memorial. The seed came from the Lone Pine at Gallipoli.

- What is the significance of this? (Connection to other places/people)
- Students have been asked to consider the memorials in a world without technology.
- How does having internet, social media, allow them to connect with information and places that they otherwise would not have had access to?

Stop 5: ANZAC Centenary Memorial Walk

This space is large and open, perfect for students to spread out and engage.

There are multiple facets in this memorial such as:

- Accessibility (flat surfaces, signage, visual representation)
- Sustainability (use of native vegetation, local stone and trades)
- Place making and reclaiming public space (setting the boundary back into Government House, opening the fence, adding seating)

Additional questions:

Compare this memorial to the National War Memorial. Ask students:

- How is this place different?
- How does it feel?
- Do they like the use of pictures?
- What story do the pictures tell them?

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Stop 6: Australasian Dardanelles Memorial

This memorial is one of the earliest for the Gallipoli campaign in Australia. It was erected within a week of Adelaide discovering that the 9th Light Horse had suffered horrendous losses at the Battle of Hill 60.

Additional questions:

Imagine. 1915. You've just heard word that your loved one was killed in battle on the other side of the world.

You don't lie in bed. You're up and start fundraising. In days, you and a group of others have enough money for a memorial. In a week, it's erected.

In one word, describe these women.

Stop 7: Pathway of Honour

The Pathway of Honour has 40 memorials. Take this opportunity to let students discover and teach each other.

Additional questions:

Who has discovered the memorial with:

- the best badge design
- the most colours
- that is non-military
- for far away places
- has an animal
- Battalion patch
- for non-Australians (where were they from?)
- special event
- a face

Stop 8: World War Two Servicewomen Memorial

This is a very tactile memorial so encouraging students to touch it is a great idea (the bronze can be hot in the afternoon sun, please test).

Additional questions:

- Compared to all the other memorials, is this memorial enough to commemorate the service of Australian women in WWII?
 - What alternatives can students suggest?
 - Where could an alternative be placed?

Stop 9: National Aboriginal and Torres Strait Islander Memorial

It is important for students to experience this space and understand the connection between the Dreaming, the Rainbow Serpent, the Coolamon and the position next to Karrawirra Pari (River Torrens).

Discuss with students:

- How Aboriginal and Torres Strait Islander peoples volunteered to fight for Australia
- How Aboriginal and Torres Strait Islander peoples were treated during their service (initially banned from joining in WWI, many still did, lack of discrimination in the forces)
- Treatment of Aboriginal and Torres Strait Islander peoples after their return (lack of formal recognition, lack of citizenship, returned to mission lands).

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Stop 9 contd.

Additional questions:

- How is the story of Aboriginal and Torres Strait Islander service told here? Let students express their interpretation.
- Why is it important that Australia recognises the service of Aboriginal and Torres Strait Islander peoples?
- What more could be done to recognise the service of Aboriginal and Torres Strait Islander peoples? Let students offer suggestions or consider the question.

Stop 10: Vietnam War Memorial

Discuss with students where Vietnam is in relation to Australia. Can they locate it on Google Maps?

Stop 11: RAAF World War Two Memorials

Have students share their Squadron and the information they have found.

- What was the name
- Where did they serve
- Do they have the name of a person from the Squadron?
- What happened to them?

Stop 12: Torrens Parade Ground

Before entering the Parade Ground, gather students and discuss the ideas of special places. A Parade Ground is 'hallowed' (honoured and revered). It represents the fallen of the Forces. Traditionally, we walk around the edge of the Ground, never across it.

If a Parade is on, feel free to watch but please do not enter the Ground.

Activity:

Have students line up in two rows facing King William Road. Students can even try marching if they like.

Read out the scenario from the self-guided tour guide.

Additional questions:

Can students think of events that might happen on the Parade Ground?

For example:

- Parades
- Commemorations
- Opening of Parliament
- Training
- Inspection of the Units

Stop 13: Torrens Training Depot

If you have made a booking with the VWMA, you can arrange to view the Drill and Memorial Halls (subject to availability).

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Additional Stop (if time)

Women's War Memorial Garden, Cross of Sacrifice and Stone of Remembrance, Pennington Garden, King William Road. Head north along King William St, on the eastern side. Pennington Garden is diagonally opposite St Peter's Cathedral.

Women's War Memorial Garden

The Memorial Garden has pathways which form a cross, representing an open-air cathedral. It features the Stone of Remembrance in the 'apse' at the eastern end and the Cross of Remembrance opposite at the western end. The garden is a reminder of the loss and grief felt by all South Australians, particularly women. It commemorates those who died in WWI and expresses the community's respect and gratitude. It was opened on Anzac Day, 25th April 1922, three years after the 'war to end all wars'

Activity:

Invite your students to walk quietly through the garden to reflect about the impact war had on families and communities. What do they think about the design and location of this memorial?

Ataturk Memorial

Located west of the Memorial Garden out from the western 'arm' of the garden's cross is the Ataturk Memorial. The memorial dedicated in November 2008, has the tribute credited to Mustafa Kamal Ataturk inscribed in stone. Ataturk was an Ottoman commander at Gallipoli, a Nationalist leader, and the first President of Türkiye (Turkey). He accepted the title of Ataturk (father of the Turks) in 1934. This famous tribute to the fallen at Gallipoli appears in numerous other memorials, including the Ari Burnu Memorial at Gallipoli and a memorial on ANZAC Parade in Canberra.

There is some doubt surrounding whether Ataturk used these exact words to commemorate the fallen enemy, but historical evidence reveals that he wrote and said words with similar sentiment.

Ask your students for their reaction to the words.

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SUGGESTED AUSTRALIAN CURRICULUM LINKS (V9):

Curriculum links are possible with Years R-3, however this tour is focused on Middle Years History and Geography

Year 9:

The places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East. (AC9HH9KO9)

The effects of World War I on Australian society such as the role of women...and experiences of returned soldiers. (AC9HH9K11)

The commemoration of World War I, including different historical interpretations about the nature and significance of the Anzac legend. (AC9HH9K12)

The way...information and communication technologies are used to connect people to services, information and people in other places. (AC9HG9K05)

Year 10:

The places where Australians fought, and their perspectives and experiences during World War II, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda. (AC9HH10K02)

The effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls. (AC9HH10K04)

The commemoration of World War II, including different historical interpretations and debates. (AC9HH10K06)