

International display challenge

Teacher's notes

The big question

What is the significance of the Poppy?

Level

Second and Third

Significant aspect of learning

Writing. **LIT**

Developing an understanding of the world by learning about how we live today and in the past.

SOC

Learning through expressive arts recognises and nurtures my creative and aesthetic talents.

EXA

Experiences and outcomes

I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks. **EXA 2-02a**

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 2-18a**

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. **TCH 2-04a**

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

Using what I know about the features of different types of texts, I can select ideas and relevant information from a variety of sources, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a, LIT 2-14a & LIT 2-26a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**

To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.

SOC 2-14a

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**

International display challenge

Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. **MNU 2-20a**

Additional resources

Poppyscotland's documentary films and archive footage are available from the Poppyscotland Learning website or from ordering for free the 'Sowing the Poppy seed' DVD via this link <http://learning.poppyscotland.org.uk/resources/order-education-pack/>

You can access all of our learning films online via this link:

<http://learning.poppyscotland.org.uk/resources-category/films/>

Poppyscotland's image library is available via this link to our website:

<http://learning.poppyscotland.org.uk/resources-category/media/>

Useful links

www.poppyscotland.org.uk/learning

www.bbcmotiongallery.com

www.iwm.org.uk/

www.iwm.org.uk/history/learning-resources

www.rememberingscotlandatwar.org.uk/

International display challenge

Your challenge

At 11am on 11th November 1918 the guns of the Western Front fell silent after more than four years continuous warfare in the First World War. Since 1919, on the eleventh hour of the eleventh day of the eleventh month, British people fall silent for two minutes to remember those who were killed in both world wars and recent conflicts. It is often called Armistice Day, Remembrance Day or Poppy Day because many people wear a poppy. Remembrance Sunday is held on the second Sunday in November, which is usually the Sunday nearest to 11th November. Special services are held at war memorials, churches and schools all over Britain.

Your challenge is to find out how other countries commemorate people who fought and died in wars.

You are to display this information to your classmates in an interesting and colourful way. It is up to you where you get the information from and how you display the information.

Make use of the following resources:

- The school library;
- Link schools your school may have in other countries;
- Foreign students in your school or your community;
- The internet and email (you could email any linked schools your school or area has, your teacher will guide you with this).

Rules

- Everyone participates in the research and production of your group's work.
- Work within the timescales provided.
- Meet the criteria - have you done what you were asked to do?

Useful links

www.poppyscotland.org.uk/learning

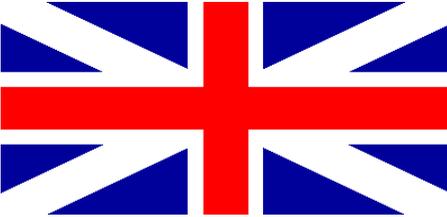
www.bbcmotiongallery.com

www.iwm.org.uk/

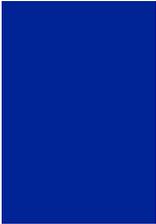
www.iwm.org.uk/history/learning-resources

www.rememberingscotlandatwar.org.uk/

International display challenge

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|  | <p>Veterans Day is a federal holiday and a state holiday in all states. It is observed on the weekday nearest to November 11th. The holiday honours all veterans of the United States armed forces. A traditional observation is a moment of silence at 11 AM remembering those who fought for peace (commemorates the cease-fire in the 1918 armistice which was scheduled for "the eleventh hour of the eleventh day of the eleventh month.") The day of recognition for Veterans of the Great War (World War I) on this date was first proclaimed by President Wilson on November 11, 1919. In May 1938, the 11th of November in each year was declared a legal holiday and was known as Armistice Day.</p> |
|  | <p>In Canada, Remembrance Day is a public holiday and federal statutory holiday, as well as a statutory holiday in all three territories and in six of the ten provinces. From 1921 to 1930, Armistice Day was held on the Monday of the week in which 11 November fell and Thanksgiving was held on the same day.</p> <p>In 1931 an act was adopted that said the day should be called Remembrance Day and be observed on 11 November.</p> |
|  | <p>In the Cayman Islands, Remembrance Day is a public holiday on the second Monday in November.</p> |
|  | <p>In the UK, the official commemoration was moved to the Sunday closest to 11 November in 1939, to avoid any disruption to production in factories supporting the war effort.</p> <p>This Sunday observance has remained since, though the 11th may also be marked with a moment of silence at 11am.</p> |

International display challenge

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|  | <p>In Australia and New Zealand, the events and losses at Gallipoli have taken a deeper hold on the psyche, and the ANZAC day celebrations are the main occasion for people to remember the fallen of conflicts.</p> <p>ANZAC stands for Australian and New Zealand Army Corps. The troops in those forces became known as ANZACs, and the pride in the name endures to this day.</p> |
|   | <p>The day is marked by an official holiday in both France and Belgium. While the end of the war may be seen as a time for happiness and celebration, the unprecedented loss of life in the war means that the day is a sombre day of reflection.</p> <p>In France, the day is marked by parades across the country, such as the grand parade at the Arc de Triomphe in Paris.</p> |

International display challenge

What progress have I made today?

Developing an understanding of the world by learning about how we live today and in the past.

SAL LIT

2nd level

I can provide examples of how Scotland commemorates people that have fought in conflict and compare similarities and differences with other countries in the world.

Some of my reasons are...

3rd level

I can explain how and why my society commemorates people that have fought in conflict and compare this to other countries.

Some points are...

4th level

I have an opinion about which factors, in Scotland and other parts of the world, have been key to how we commemorate people that have fought in conflict.

Some points are...

International display challenge

Peer marking exercise/self-assessment

Tick all that apply.

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- I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**
- Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. **SOC 3-06b**
- To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. **SOC 2-14a**
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**
- Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading. **MNU 2-20a**