Fertile Question: *How could I live the life of a true hero?*

Core Content Area 2: Heroes and cultural identity

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Fertile Question: How could I live the life of a true hero?

Core Content Area 2: Heroes and cultural identity

TOPIC 2.1: Australian heroes

Lesson 2.1.1 Portrait of an Aussie hero

In this lesson students will explore the characteristics of Australian heroes and role models.

Teachers: Before You Start.

1. Familiarise yourself with the resources referred to in this lesson.

For students to explore the characteristics of Australian heroes and role models, select from the following activities:

1. Explore the heroes that are publically honoured in Australia.
   a. Identify the characteristics of well-known heroes in Australia.
      i. Create as a class, a list of well-known heroes in Australia from the past and the present. Complete this task without research.
      ii. Categorise the heroes in a table under the following headings: Sports, Arts, Religious, Academic, Political, Activist, Medical and Rescue. An example is in Useful Resources.
      iii. Analyse the list noting the numbers and genders in each category.
   b. Analyse the statistics of people named in the Australian of the Year categories.
      i. Form expert groups of four. Each group member will investigate and collect data about one of the following becoming the expert in their chosen category: 
         - Australian of the Year, 
         - Senior Australian of the Year, 
         - Young Australian of the Year, 
         - Australia’s Local Hero.
      ii. Record information about the age, sex and field of expertise of the award recipients in your allocated category for the past fifteen years in a table. An example is in Useful Resources.
      iii. Analyse the data in your category. What percentage of the awards were received by males and by females? (To calculate the percentage, use the following formula: \[
      \text{Percentage} = \left( \frac{\text{Total females}}{\text{Total years}} \right) \times 100
      \]
         Which field of expertise is the most represented? What was the average age of recipients over the number of years analysed?
      iv. Share your data and analysis with the other members of your group. Discuss similarities and differences with the data from the four different categories of awards and answer the following questions: Were the results surprising in any way? Are certain groups more represented than others? Is it possible to determine how the list reflects the Australian cultural identity?
   v. Based on the data examined, write a generalised statement about the characteristics that are valued by the selection panel for these awards. How does this compare with your own attitudes about who is a hero and/or a role model?
Fertile Question: *How could I live the life of a true hero?*

**Core Content Area 2: Heroes and cultural identity**

**TOPIC 2.1: Australian heroes**

**Lesson 2.1.2 Australia’s top ten**

In this lesson, students will attempt to determine who their top ten Australian heroic groups or individuals are.

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**Teachers: Before You Start!**

1. Establish a Typewithme document for students to collaborate on. Import the document (as a Word or PDF document) when completed, as a resource for future discussion and reference.

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**For students to attempt to determine who their top ten Australian heroic groups or individuals of all time are, complete the following activities:**

1. Attempt to establish the class’s top ten Australian true heroes of all time.
   
   a. Establish the criteria for “Australian” true heroes.
      
      i. Discuss as a class the qualities a person or group must have to be a quintessential Australian hero. List the values, attitudes, beliefs and behaviours that the person or persons must exhibit. Ensure that the criteria for the Australian of the Year Awards; the Gospel values of faith, hope, love, compassion, justice, courage, right judgement; and the Catholic Social Teachings about solidarity, an option for the poor and marginalised, and stewardship of the environment are represented in the final criteria.
      
      ii. Publish the agreed criteria so that it is accessible for all members of the class.

   b. Establish the list of nominees for the top ten Australian Heroes.
      
      i. Complete research to determine who you would nominate for one of the positions in the top ten Australian heroes, ensuring that your chosen person or group meet(s) the established criteria. Develop a persuasive argument to defend your nomination to a small group.

      ii. Form groups of five and listen to each other’s persuasive arguments. Determine as a group which three nominees best meet the criteria, and will therefore be put forward as the group’s nominations. Try to include some diversity in your nominations with regard to age, gender, field of excellence and representation of the Gospel values.

      iii. Elect one member of the group to be on the panel of judges and two people who will present the nominations to the panel. (The panel will comprise a member from each group. Alternatively it could be an unbiased outsider such as the Principal, APRE or Year Coordinator.)

   c. Make judgements according to the agreed criteria.
      
      i. Each group presents their nominations to the panel. All class members may contribute to a Typewithme document during the presentations by commenting on how well they think the nominees meet the established criteria. The final document could be used by the panelists during the final judging.

      ii. The panel discusses the nominees and considers the contribution of the class.
Fertile Question: How could I live the life of a true hero?

Fertile Question: How could I live the life of a true hero?

Core Content Area 2: Heroes and cultural identity

TOPIC 2.2: Honouring and remembering heroes

Lesson 2.2.1 Remembering heroes in Australia

In this lesson students will investigate how Australians remember their military heroes.

Teachers: Before You Start!

1. Familiarise yourself with resources provided in this lesson. If completing activity b. remind students of the context of the Good Samaritan story, ie the Samaritan was the least likely person to help the wounded victim due to religious and cultural differences.

For students to investigate how Australians remember their military heroes, select from the following activities:

1. Explore the importance of remembering the cultural heritage of a country.
   a. Explore the remembrance of the Australian unknown soldier.
      i. Access the Australian War Memorial website.
      ii. Explore the sections of the memorial by reading first About the Australian War Memorial! What is the purpose of the museum? How important do you think that remembering is to the Australian community? Discuss.
      iii. Click on Museum in the top tab and the various links on the right under Explore the Memorial to examine the different ways that the memorial “remembers” those who have served Australia in war and armed conflict. How does the design of the memorial position the visitor to experience the memorial? Discuss.
      iv. Click on the Tomb of the Unknown Australian Soldier from the Explore the Memorial menu. Read the article.
      v. Listen to the 1993 Remembrance Day speech from the Prime Minister of the time, Paul Keating whilst reflecting on the image of the tomb. Comment on the effectiveness of the speech at capturing the cultural importance of remembering those who were lost in war.
      vi. Complete a PMI (Plus Minus Interesting) chart for the way that this Australian soldier has been remembered. Share with a partner.

b. Investigate the story of Simpson and his donkey.
   i. Read the brief article about John Simpson Kirkpatrick. What characteristics of Simpson have been adopted as a vital part of the story of the Anzacs?
   ii. View the picture of the sculpture of Simpson and his Donkey. How does the sculpture help the viewer to engage with the story of Simpson? Compare the sculpture of Simpson with the Van Gogh painting of the Good Samaritan. (Pictured side by side in Useful Resources.) Note the similarities and differences. How did Simpson embody the values of the Good Samaritan? Discuss.
Fertile Question: How could I live the life of a true hero?

Core Content Area 2: Heroes and cultural identity

TOPIC 2.2: Honouring and remembering heroes

Lesson 2.2.2 Remembering heroes in the Asia Pacific

In this lesson, students will examine the connection between memorials and cultural identity.

Teachers: Before You Start!

1. Familiarise yourself with the resources referred to in this lesson.

For students to examine the connection between memorials and cultural identity, complete the following activities:

1. Explore connections between how the honouring of heroes reflects cultural identity.
   a. Explore the National Peace Memorial Hall in Hiroshima, Japan.
      i. Listen to or view one of the testimonies of the survivors of the bombings during World War II in 1945. How does the testimony add to your understanding about true heroes?
      ii. What is the important message of the memorial? What is the connection between heroes and role models and this Peace Memorial?
      iii. Investigate how the bombs of 1945 have influenced Japanese policy regarding nuclear weapons. Report findings to the class.
   b. Investigate the way that heroes are honoured in the Philippines.
      i. Examine the calendar of Public holidays in the Philippines and answer the following questions: How many holidays relate to heroes or heroism? What evidence does the calendar of public holidays provide about the cultural values of the Filipino people? What is the link between a country’s history, its culture and religion and its heroes?
      ii. Compare with Australia’s list of public holidays. Discuss points of interest including similarities and differences.
Fertile Question: *How could I live the life of a true hero?*

Core Content Area 2: Heroes and cultural identity

**TOPIC 2.2: Honouring and remembering heroes**

**Lesson 2.2.3 Remembering heroes in America**

In this lesson, students will explore how Americans remember their heroes.

**Teachers: Before You Start!**

1. You may need to refresh the students’ memory about the terrorist attacks on the World Trade Centre in New York on September 11, 2001 when nearly 3000 people died, including many first on scene police, fire fighters and volunteers when the buildings collapsed. Ensure that discussions regarding the attacks do not demonise particular ethnic or religious groups.

For students to explore how Americans remember their heroes, select from the following activities:

1. Explore the honouring of heroes in America.
   a. Explore the 9/11 Memorial website to discover ways of remembering and honouring in America.
      i. Read the Mission Statements of the 9/11 memorial and the memorial museum. Make a list of the values that are honoured by the Mission Statements. How do the stated values compare with Gospel values? Discuss.
      ii. Examine the Design and Name arrangement of the memorial. How does the design of the memorial represent the mission statement values identified in activity one?
   b. Explore the Interactive Lady Liberty in the teaching and learning part of the 9/11 Museum website.
      i. Examine the various symbols and objects attached to the sculpture. Describe the values that the symbols represent to you.
      ii. Are elements of true heroism represented by the sculpture and or its attached objects and symbols? Explain your point of view to a partner or small group. (Refer to the agreed criteria for an Australian true hero as a point of reference.)
Fertile Question: *How could I live the life of a true hero?*

**Core Content Area: Heroes and cultural identity**

**TOPIC 2.3: Heroes and the arts**

**Lesson 2.3.1 “We don’t need another hero.”**

In this lesson, students will investigate the portrayal of heroes in musical videos and song lyrics.

**Teachers: Before You Start!**

1. Familiarise yourself with the resources referred to in this lesson.

**For students to investigate the portrayal of heroes in musical videos and song lyrics, complete the following activities:**

1. Investigate the ideas about heroes in songs and video clips.
   a. Explore the lyrics and video clips of songs that feature aspects of heroes or heroism.
      i. Form groups of four and choose one song each about heroes to analyse either from the list in *Useful Resources* or one of your own choosing.
      ii. Listen to and view your selected song and locate and read the lyrics of the song. Analyse the representation of heroes or the aspects of heroism presented in the chosen piece by examining both the lyrics of the song and the visuals that go with it. Record information for your song in the first row of a table like the one in *Useful Resources*.
      iii. Investigate if the song has been used in another context since the original version and consider whether the newer version adds to your understanding about heroes.
      iv. Share your findings with the other group members and complete the table for the four songs.
      v. Discuss the information gathered and construct one or two statements about the depiction of heroes in songs and video clips. Share the statements with the class.
      vi. Reflect as a class on whether music and song lyrics today depict heroism or heroic virtues. Share some examples. Are ideas about heroes in recent song lyrics different to the examples from past decades? Is there a connection between cultural identity and the ideas about heroes and heroic virtues presented in song lyrics and video clips?
Fertile Question: *How could I live the life of a true hero?*

**Core Content Area 2: Heroes and cultural identity**

**TOPIC 2.3: Heroes and the arts**

**Lesson 2.3.2 Literary heroes**

In this lesson students will examine how heroes and unsung heroes have been portrayed in literature.

**Teachers: Before You Start!**

1. Remind students that to fully understand the mythical heroes of Ancient Greece they would need to do further research about the cultural identity of the people of the time. Information for this lesson can be found at Mythweb and the Walters Art museum.

**For students to examine how heroes and unsung heroes have been portrayed in literature, select from the following activities:**

1. **Explore how ideas about literary heroes today have been influenced by the heroes of Greek mythology.**
   a. Compare and contrast the lives of ancient Greek heroes with modern literary, game and filmic heroes.
      i. Read the following taken from the Mythweb about the “heroes” of Greek mythology and complete the activities that follow.
         
         *If a hero is properly defined as somebody who does something dangerous to help somebody else, then the heroes of Greek mythology do not qualify. They were a pretty selfish bunch, often with additional antisocial tendencies thrown into the bargain -- in other words, not exactly role models for the younger generation of today. But knowing their names and exploits is essential for understanding references in literature and even popular culture today. So let’s recognize and celebrate Hercules and Perseus and the others by their proper dictionary definition: “In mythology and legend, a man or woman, often of divine ancestry, who is endowed with great courage and strength, celebrated for his or her bold exploits, and favoured by the gods.”*
         
         Clarify understandings about the quote. What is meant by divine ancestry? What is meant by bold exploits?

         How has religion of the Ancient Greeks influenced their depictions and legends about heroes?

   ii. Work in pairs to gather information about two mythical Greek heroes. Choose from Jason, Hercules, Bellerophon, Theseus, Odysseus and Perseus, Helen. Locate information that matches the description given in the quote above: divine ancestry, great courage and strength, celebrated for bold exploits and favoured by the gods. You could also look for evidence of these other common traits of ancient Greek heroes: being the subject of a prophecy, unusual birth circumstances, abandonment at birth or very young and marrying a princess. Share information with each other.

   iii. Choose a modern literary hero or hero from the movies or games and create a Trading card that includes an image of the hero, and examples of how they share similar characteristics with the heroes of ancient Greece. Locate and save your picture first and then create the trading card using BigHugeLabs Trading Card.

   iv. Share cards with the class and discuss the reasons for similarities and differences between the Ancient Greek heroes and the literary heroes of today.

2. **Explore examples of heroic virtues in modern literature.**
   a. Share understandings about unsung heroes and heroic virtues.
      i. Choose a relatively minor character from a book who you believe is an unsung hero and explain to a partner why you think this character shows the virtues of a true hero. State to your partner whether you agree or disagree with them about the character and explain why. Share interesting examples with the class, noting whether there is a set of common characteristics for unsung or true heroes in literature.
Core Content Area 2: Heroes and cultural identity

TOPIC 2.3: Heroes and the arts

Lesson 2.3.3 Portrait of a hero

In this lesson students will explore the way cultural identity has influenced the way heroes have been portrayed in the visual arts.

Teachers: Before You Start!

1. Set up a class Wallwisher wall for students to post artworks that depict heroism.

For students to explore the way cultural identity has influenced the way heroes have been portrayed in the visual arts, select from the following activities:

1. Research the ways in which heroism is depicted in the visual arts.
   a. Create a virtual art museum to showcase artworks that depict heroism.
      i. Locate an image of an artwork (including sculpture) that depicts heroism to contribute to a virtual art gallery.
      ii. Research some key facts about the artist, including name of the artist, the time and place it was created, religion of the artist if known and major influences.
      iii. Construct a brief description of the work and what values, or attributes of heroism are depicted in the work. How has the artist tried to capture these ideas? How might the artwork be representative of the cultural identity of the artist?
      iv. Post the image of the artwork and the description on a class or group Wallwisher or similar.
   b. Analyse the ways in which heroism is depicted in the visual arts.
      i. Tour the virtual art gallery on the Wallwisher wall and examine the various contributions from the group or class.
      ii. Critique and analyse the works and write a statement about whether the visual arts assist the viewer to understand better, the meaning of true heroism.
Lesson 2.1.1

Table 1: Well-known heroes in Australia

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<tr>
<th>Sports</th>
<th>Arts</th>
<th>Religious</th>
<th>Academic</th>
<th>Political/Activist</th>
<th>Medical</th>
<th>Community Service</th>
<th>Other</th>
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Table 2: Australian of the Year Award Recipients

Note: Local Hero award only goes back to 2003.

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<tr>
<th>Year</th>
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Lesson 2.1.2

Typewithme is a real time online collaboration tool. See Core Content Area One Useful Resources for more information.

Lesson 2.2.1

Examples of songs about heroes.

Heroes live forever by Vanessa Amorosi

Heroes by David Bowie

Hero by Mariah Carey

Hero by Enrique Iglesias

Hero by Nickelback (sound track for Spiderman)

We don’t need another hero by Tina Turner

Holding out for a hero by Bonnie Tyler (Original version)

Search for the hero by M People

Superman by Five for Fighting

Cartoon Heroes by Aqua

Wind beneath my wings by Bette Midler
Lesson 2.3.1 continued

Video clip and song analysis

Lesson 2.3.2

*BigHugeLabs Trading Card* is another in the suite of applications that does creative things with digital images. Register with an email and password if you want to save your work. Use images that have a high resolution for best results and follow copyright procedure correctly.

Lesson 2.3.3

*Wallwisher* is an online sticky notice board that can be shared with a group once you send them the URL link. It is free to register with an email and password. Images, documents, video and text can all be posted to the wall for viewing and commenting by others.
Joseph Nadler, July 19, 2009, via Flickr, Creative Commons Attribution.

James Emery, May 8, 2007, via Flickr, Creative Commons Attribution.

Claire Wilkinson, October 12, 2007, via Flickr, Creative Commons Attribution.

Antar_sea_of_hands, April 4, 2007, via Flickr, Creative Commons Attribution.

RubyGoes, January 23, 2011, via Flickr, Creative Commons Attribution.

Alex D. Stewart, March 6, 2012, via Flickr, Creative Commons Attribution.

Scott Hudson, September 11, 2008, via Flickr, Creative Commons Attribution.

Joella Marano, July 10, 2011, via Flickr, Creative Commons Attribution.

Sailko, via Wikimedia Commons, Creative Commons Attribution.

Herry Lawford, March 4, 2009, via Flickr, Creative Commons Attribution.