



Teacher Resource

# Dame Mary Gilmore

## Women's History Month

### Focus Questions

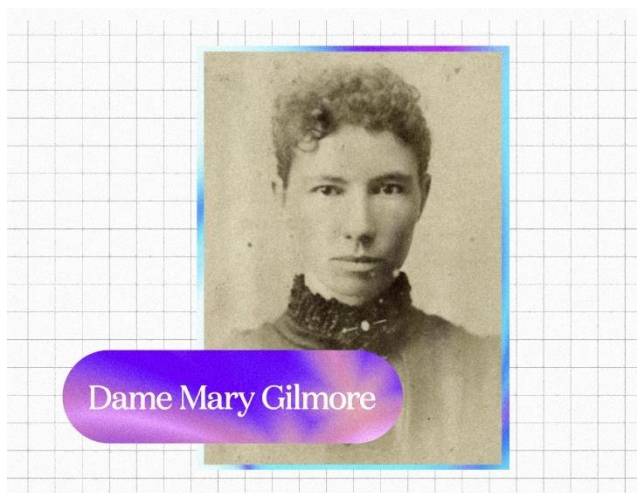
Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What were some significant achievements in Dame Mary Gilmore's life?
2. What sparked her interest in politics and social change?
3. Which banknote does Dame Mary Gilmore feature on?
4. Why is she an important Australian?
5. If you could ask Dame Mary Gilmore one question, what would it be?

### Activity: Personal Response

Respond to the BTN Dame Mary Gilmore story as a class. Students will complete one or more of the following incomplete sentences:

- Dame Mary Gilmore is an important Australian because...
- It was interesting to learn...
- These are five words that I would use to describe Dame Mary Gilmore...
- This story made me feel...
- It is important to celebrate Dame Mary Gilmore because...



#### EPISODE 7

19th March 2024

#### KEY LEARNING

Students will recognise and celebrate Australian women who have made significant positive changes in society.

#### CURRICULUM

##### HASS – Year 3 and 4

Pose questions to investigate people, events, places and issues.

Locate and collect information and data from different sources, including observations.

##### HASS – Year 5 and 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

##### History – Year 6

The contribution of individuals and groups to the development of Australian society since Federation.

##### HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

## Activity: Explore our Banknotes

Begin this activity by asking your students if they know who is on the Australian \$10 banknote. Provide your students with a magnifying glass and a physical \$10 banknote. Students will take it in turns to observe and study the \$10 banknote. Students can also view a specimen of the \$10 banknote up close on the [RBA website](#).

### Investigation

Students will get up close with the \$10 banknote, examine it in detail and respond to the following questions:

- What do you see? Write down as much as you can about what you see. Use a magnifying glass to see as much detail as possible.
- Can you find any icons, images, writing or clues about Dame Mary Gilmore on the banknote? Record your discoveries.
- Why do you think Dame Mary Gilmore is on the \$10 banknote?
- What questions do you have about what you see on the banknote?
- Share your findings with the class.



Australian \$10 Banknote ([RBA](#))

### Interactive App

As a class visit the [RBA's Interactive App](#) to discover the components of Australia's banknotes including their representation of Australia's history and culture, and their unique design and security features.

Focus on the \$10 banknote and find out as much as you can about Dame Mary Gilmore. Students will try to find answers to the questions they wrote during their investigation.



Interactive App ([RBA](#))

### Did You Know?

Did you know Australia's banknotes have areas of text unreadable to most human vision? The text is approximately 0.25mm in height and can only be read with the help of a magnifying glass! Learn more about the RBA's [Microprinting](#) process.

As a class, listen to the microprint excerpt from Dame Gilmore's *No Foe Shall Gather Our Harvest*, a poem that united the Australian people against the growing fear of Japanese invasion.



Microprinting ([RBA](#))

## Activity: Biography

Before students begin to construct their biographies, hold a class discussion to find out what they already know about biographical writing. Discuss what type of information is included in a biography and what they tell us about a person. The [Civics and Citizenship website](#) has some examples of biographies for students to look at.

### Class Discussion

Use the questions below to get a class discussion started with your students about biographical writing.

- What does a biography tell us about a person?
- Where can you look to find information for your biographical writing? It could include the internet, newspaper articles, magazine articles and interviews, other biographies, historical books or television interviews. Why is it important to use more than one source of information?
- What makes a biography interesting? For example, key information and facts, a timeline of events, photographs, illustrations and quotes.



### Create your Biography

Using the biography worksheet at the end of this activity, students will research and record information about Dame Mary Gilmore. Some possible areas of research include:

- When and where was Dame Mary Gilmore born? Describe her family life growing up.
- What were some of her achievements? Choose one to explore in more detail.
- What inspired or motivated her?
- What were some challenges that she faced?
- How did she make an impact on people's lives?
- What do you admire about her?

#### Interview

- Imagine you could sit down and talk to Dame Mary Gilmore.
- What questions would you ask about her life and achievements?
- Find answers to your questions.

#### Portrait

- Plan and create a portrait of Dame Mary Gilmore.
- Explore and experiment with different techniques and mediums to produce a portrait.
- Organise a class exhibition of your artworks.

#### Timeline

- Create a timeline of important events in Dame Mary Gilmore's life.
- What are some of the key events in her life? Write a summary for one key event, which answers the 5 W's – Who, What, Where, When and Why?

## Useful Websites

- [Dame Mary Jean Gilmore \(1865–1962\)](#) – Australian Dictionary of Biography
- [Dame Mary Gilmore \(1865–1962\)](#) – Reserve Bank Australia
- [Dame Mary Gilmore](#) – National Portrait Gallery

# BIOGRAPHY

Name

Born

Family



Family

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