

WWI

Applicable for use in Australian Curriculum: Year 9 History

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This Unit has twenty-four lessons taught over a six-week period.



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Aims and Objectives

Knowledge and Understanding

- Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.
- Key inquiry question – What was the significance of World War I?

Skills

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places ([ACHHS164](#))
- Use historical terms and concepts ([ACHHS165](#))
- Identify and select different kinds of questions about the past to inform historical inquiry ([ACHHS166](#))
- Evaluate and enhance these questions ([ACHHS167](#))
- Identify and locate relevant sources, using information and communications technology (ICT) and other methods ([ACHHS168](#))
- Identify the origin, purpose and context of primary and secondary sources ([ACHHS169](#))
- Process and synthesise information from a range of sources for use as evidence in an historical argument ([ACHHS170](#))
- Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171](#))
- Identify and analyse the perspectives of people from the past ([ACHHS172](#))
- Identify and analyse different historical interpretations (including their own) ([ACHHS173](#))
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS174](#))
- Select and use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS175](#))

Teaching Note

This is not a complete program rather a series of suggested learning activities to support teaching the key content and inquiry questions.

Teaching History needs to suit the learning needs of the individual learners, the teaching strengths of individual teachers and the resources available. We all teach differently and thus this is a program that gives lots of strategies and ideas to suit individual needs. There is teacher guidance in regards to pedagogy, resources and timing, but there is room for individual flair and style. The teaching strategies presented here can easily be adapted for the Year 10 WWII Depth Study as well other contexts and year groups. The textbooks referred to are the texts teachers at my school have available for use.

Course Overview

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Resources (Highlighted resources are included in the teaching package)
1	1–3	<p>Learning Activities</p> <ul style="list-style-type: none"> Teacher-led class discussion on the events leading to WWI (relate this to fights amongst friends, each with their group) and explanation of the concept of alliances and nationalism. Students to watch <i>Horrible History</i> “Causes of WWI” (can be found on YouTube, 2 minutes). What questions does this raise? Do you think it is useful as a source? Why, why not? Students to examine a list of causes of WWI and rank these, then discuss as pairs which ones they feel are most significant and why. Using texts such as Jacaranda <i>History Alive 9</i> pages 228–231, “What caused the Great War” or Pearson <i>H9</i> pages 264–268, students are to make an explosion chart or mind map looking at the causes. Students can create computer-based chart using sites such as http://cacoo.com. <ul style="list-style-type: none"> Using this they could also then construct a timeline of events leading to WWI. Students to mark on a blank map the countries involved in WWI, using a key to identify their alliances and sides. This could be supported with a large classroom map on which key players are marked or, for the tech savvy students, they could create an online interactive map of WWI using www.myhistro.com/personal-business-education/#education. Complete worksheet from www.historyonthenet.com/Lessons/worksheets/ww1.htm looking at causes of WWI. In groups of eight (or groups of four if each student does two countries), students are allocated one of the following countries: Britain, Germany, Russia, France, Austria-Hungary, Serbia, Italy and Turkey. They then need to complete the Beginning of WWI handout. After they have completed their research they are to inform their group of their findings, with each group member completing notes on each country. Using the extract “World War One 1914”, create a Wordle (http://www.wordle.net/create). Give students the Wordle and have them predict what the text is about (looking at key words, etc.) and then, after their prediction, give them the text and read as a class/discuss. 	<ul style="list-style-type: none"> An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021) Investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750–1918 (for example idealistic notions of war; sense of adventure) 	<ul style="list-style-type: none"> Internet/projector “Beginning of WWI” handout Resource material or internet Explosion chart outline World War I extract Wordle www.wordle.net Causes of WWI Blank world maps Atlases List of countries involved in WWI

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		<ul style="list-style-type: none"> Students to complete a Think/Pair/Share (T/P/S) on why war may have been seen as appealing. Terminology – Students could play key term bingo, complete a word match activity, establish and maintain a terminology sheet, create key word visual posters or word tree. 		
1–4	4–13	<p>Learning Activities</p> <ul style="list-style-type: none"> In groups of three or four, students look at a selection of primary sources (such as letters and photos) and write down the key points/features from these on post-it notes. Once they have completed writing key points/features from the documents, students are to think of categories in which to sort these (i.e. life in the trenches, food, etc.). You may need to support students with suggestions of categories initially. Students can combine with another group or stick post-its on the board under appropriate headings. After completing this activity, students are to “write a letter home” or create a newspaper article about the war. After viewing a selection of source material (e.g. photographs, letters, quotations etc.), students to complete a Y Chart of “life at the front” (see teaching package). This could also be done as a structured overview about life at the front. Students could make a collage of war front images. They can collect images from the internet and make a collage. They could annotate the collage, or write a paragraph summarising the images. They could also use the collection to write a summary of each image (i.e. where it was taken, who is in it, what the photo is about, what it tell us about war, etc.). <ul style="list-style-type: none"> Alternatively, they could look at a collection of war images and write about what they see in the picture, what they tell us about war, what questions arise, etc. This can be used as a stimulus to further discussions/activities. <i>Hint</i> – Around Anzac Day every year, newspapers do special features on WWI/WWII. I cut and laminate these images to build a collection for future us. I also write a series of source-based questions (such as usefulness, perspective, etc.) and stick these on the back, also for future use, prior to laminating. Students can watch a video extract (about 5 minutes) and then, as a class, brainstorm words they remember from the video. You write the words on the board as stimulus, then get the students to write a paragraph about what they just saw using the words in 	<ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) Identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine Using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aero planes and chemical weapons (gas) Exploring the experiences of Aboriginal and Torres Strait Islander peoples during the war 	<ul style="list-style-type: none"> Collection of letters from front (www.anzacwebsites.com/gallipoli/letters.htm or www.awm.gov.au/blog/2014/01/10/anzac-voices-relics-pheasant-wood) Collection of images www.awm.gov.au Post-it notes Y Chart Glue, scissors, paper Video extract (i.e. “Australians at War” or general WWI documentary) “Remembering the Past” Character profile outlines Gallipoli research task <i>Gallipoli</i> movie Images of the Western Front www.awm.gov.au/wartime/27/western-front Section Overview List of Western Front battles for students

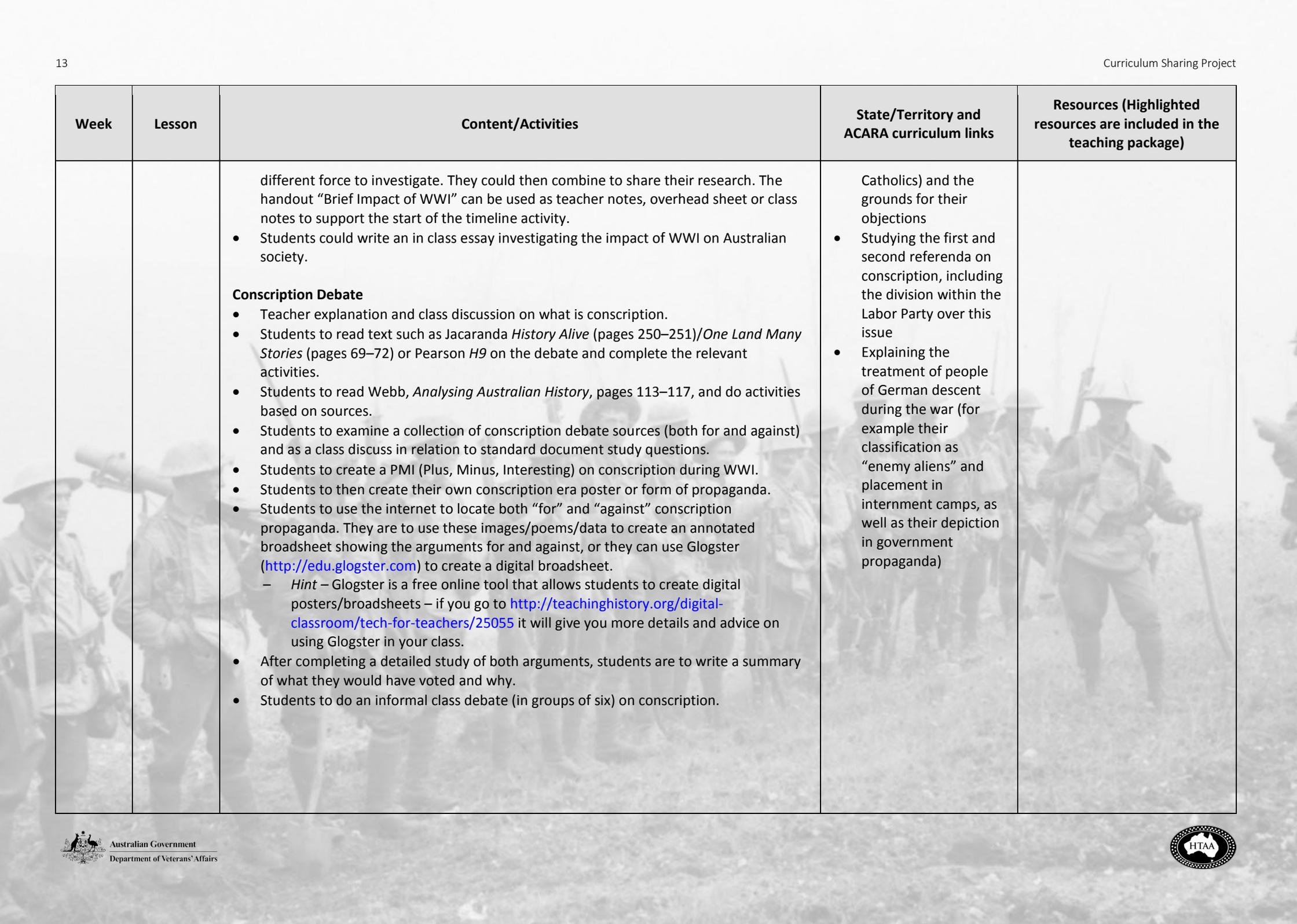
Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Resources (Highlighted resources are included in the teaching package)
		<p>their written response. Select a few to read out what they wrote (if you have a low-ability class it might be worth modelling the first paragraph as a whole class) then watch another brief extract and repeat the process. This teaches students how to get notes from a video source.</p> <ul style="list-style-type: none"> • Like above, watch a brief video extract and then ask quiz-like questions on what the students watched. Only have about 5 questions so that the pace is quite fast. I always include some obscure question like “What colour was the man’s shirt?” as the students seem to like these. This helps the students to focus their viewing. • Do a character profile on a Victoria Cross recipient. The Department of Veterans’ Affairs site has information on the various recipients. You could also expand this and write newspaper articles on them, create posters, etc. • Students could complete a historical inquiry about a member of their family or a soldier who served using the “Remembering the Past” website as a guide. • You could use a series of stimulus statements to get students thinking, such as “War is good” or “Australia hasn’t really been affected by war”. You could either brainstorm responses as a class or as a T/P/S. From their brainstormed response you could get them to write a response. Even if it is only a paragraph or two it is good training for essay writing. • You could get the students to create a fact sheet about a battle Australia was involved in as well as create a puzzle to go with their fact sheet. The puzzle could be a word sleuth with clues instead of words to find, a crossword puzzle, a down word puzzle etc. Then the best could be swapped with the class doing another students sheet. I would give them guidelines to create their fact sheet and they would need access to the computers to create the fact sheet and puzzle. • In small groups students complete a brief summary/ case study on battles of WWI- you will need to prepare a list of battles for their research. Get students to devise the focus of their research in groups i.e. when, where, result. Each group member is to research a different battle, then come back to the group and share research. This can be done as a class activity with each student having a different battle and each having to share with class their research. This sharing can be in the form of a wiki, oral presentation, slides for PowerPoint, summary notes or broadsheet for display. 		<ul style="list-style-type: none"> • Event Study pro forma • DVA – Australians at Western Front • KWS on trench warfare • Movie – <i>War Horse</i> (selected scenes only) • Resources support site worth a look: www.australiansatwar.gov.au/default.html <p><i>Hint</i> – The video series “Australians at War” is a great source as it uses primary and secondary documents to look at Australian involvement in war from Boer to Vietnam and has real human element that appeals to students.</p>

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		<p>Gallipoli</p> <ul style="list-style-type: none"> • Students to brainstorm as a class what they know about Gallipoli. (This can be done through an online brainstorm tool such as http://caco.com.) <ul style="list-style-type: none"> – Then, using a different colour, go through which points we know are facts, which are opinions and which class are unsure about, as a class. – You could then assign each class member one point to investigate and report back to class. (This could be set as a homework task.) • Students to look at a collection of primary source material from Gallipoli and identify what they can tell about Gallipoli from these sources and what questions they raise. This could be done as whole class (using a PowerPoint collection of images/quotations), individually or in small groups. • Students to watch “Gallipoli: the Frontline Experience” (this is on YouTube and it goes for about 2 hours). This documentary uses primary and secondary sources to look at the Gallipoli Campaign from both the perspectives of Allied and Turkish troops. • Students to watch the “Gallipoli: The Landing” ABC 3D site (www.abc.net.au/innovation/gallipoli) and, depending on the students, could just “investigate freely” or do a series of structured activities based on site. • Students to complete a website research on Gallipoli using the website www.anzacsite.gov.au • Students to write a newspaper article about living and fighting conditions at Gallipoli. • Students to go on virtual tour of the Australian War Memorial site www.australiansatwar.gov.au <ul style="list-style-type: none"> – This would give students the background to complete newspaper task or to provide an alternative source of information. There are downloadable resource materials available on the site. • You may chose to show your class the Peter Weir movie <i>Gallipoli</i> (1981). Whilst watching the movie, students take summary notes on key features such as the Anzac legend and life at Gallipoli. • Students to watch YouTube clip “Disaster at Gallipoli”, which covers the campaign as part of its battlefield detective series, looking at archaeological and current research. • Students to watch YouTube documentary “Untold Stories of Gallipoli – WWI Documentary”. This is a very good video (1 hour, 15 minutes) and uses a mixture of primary and secondary sources to tell the story of the Gallipoli campaign. 		

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		<p>Western Front</p> <ul style="list-style-type: none"> • Students to watch “In their own words” (on YouTube, about 10 minutes), which gives soldiers’ accounts of the Western Front. Whilst watching students are to take notes on what life was like on the Western Front. After watching the clip they are to look at a collection of images from the Western Front and supplement their notes. As a class, discuss what questions these primary sources raise about life on the Western Front. • Students to watch the clips from http://aso.gov.au/titles/collections/awm-western-front and discuss how useful these are as sources (i.e. what do they tell us, what can we tell about social attitudes, conditions at the front etc.?) • Using texts such as Pearson <i>H9</i> (pages 270–275) or <i>Analysing Australian History</i> by Webb pages 106–111 students are to complete a structured overview of text. Students to then create a time line of events at the Western Front based on text. • Students to select a battle of the Western Front and complete an event study of this battle. They are to then collect images/quotes about this battle and create a broadsheet about the battle. • Using the Depart of Veterans’ Affairs kit “Australians at the Western Front”, work through the activities provided. • Students to do document activity in <i>Jacaranda</i> (page 245) on Source 1. • Students to complete the source study in <i>Pearson H9</i> (pages 292–294) on the Battle of Mont St Quentin. • Students to compare and contrast the conditions on the Western Front with Gallipoli. <p>Trench Warfare</p> <ul style="list-style-type: none"> • Students to watch “Digging up the Trenches of WWI” documentary (available on YouTube, about 1 hour, 30 minutes). • Students to complete a KWS chart on trench warfare. • Look at the trench image in <i>Jacaranda History Alive</i> (pages 240–241) and, as a class, discuss all the components of a trench. • Students to watch selected scenes from the movie <i>War Horse</i> that depict life in the trenches. Before watching the movie, students to discuss what categories they might use to take notes from the movie (i.e. living conditions, sound, what they might see, etc.). They are to then organise a note taking pro forma for themselves, which they can use whilst watching the movie. 		

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		<ul style="list-style-type: none"> After watching the scenes they are to do a T/P/S on trench warfare. During the “Share” section they are to generate a list of questions the movie raised about trench warfare. Students are to then at home try to find out some of the answers to these questions. (It may be worthwhile for the teacher to also know the answers.) The following lesson, discuss these questions. Students watch “Time Team Special 38” on dugouts (available on YouTube about 1 hour, 15 minutes) looking at WWI dugouts. <p>Weapons of War</p> <ul style="list-style-type: none"> Using the Army site (www.army.gov.au/Our-history/Primary-Materials/World-War-One-1914-to-1918) students to examine primary source material on gas and procedures during a gas attack. After looking at sources, students to write questions that arise from the sources about gas during WWI, then each question is to be written on a separate piece of paper, folded and put in a container. Each student is to select a question for research. Once they have found their answer they are to write it up and stick around the room. Whilst doing their research I would encourage them to find interesting images to support their research. (You can then use these images as part of a display on WWI. This activity can be adapted with each student having to find two images and annotating what is in the image.) Students to use <i>Retroactive 9</i> to draw up a chart showing WWI weaponry, its use and effectiveness. <p>Aboriginal Experience</p> <ul style="list-style-type: none"> In pairs students are to develop inquiry questions about Aboriginal service during WWI, then using the site www.anzacwebsites.com/tradition/aboriginals-ww1.htm, students are to create a fact sheet on Aboriginal service during WWI. This fact sheet can be presented as a PowerPoint. Students to complete a character profile of an Aboriginal serviceman. They can use the sites www.ulladulla.info/aboriginals-who-served-in-ww1 or www.aiatsis.gov.au/collections/exhibitions/iaaw/linkpage.html to gather information. Class discussion of whether the Anzac legend recognises the Aboriginal wartime experience – why/why not? Then students are to write a summary of discussion. 		

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4–5	14–20	<p>Impact</p> <ul style="list-style-type: none"> Students to use http://noteapp.com to create a class “cork board” and then brainstorm what they think the impact of WWI on Australia may have been or alternatively create a class mind map using www.mindmeister.com. Students to look at Figure 5.15 in <i>Web, Analysing Australian History</i>, page 112, and discuss as a class the impact of WWI on the Australian home front. Students to read the poem “War” by Mary Gilmore and discuss what this tells us about attitudes to war and the impact of war on those at home. Students to then analyse poem in relation to document study questions (What is the message? How useful is the poem? What is the perspective of the author?). Students to go to the National Archives of Australia site www.naa.gov.au/collection/snapshots/shell-shocked/index.aspx and examine the source. Whilst looking at the site, students to take summary notes on the impact of WWI on Australian society. Students to then do a KWL on impact of WWI on Australia. Students to read Jacaranda <i>HA 9</i> pages 246–249 and create a mind map of how WWI affected the Australian home front. Students to be assigned characters from Australian society during WWI (i.e. German migrant, Italian migrant, middle aged woman, teenage boy, etc.). They are to do brief research of what their characters life would have been like in Australia during the war, and then discuss the impact of the war from their characters perspective. This is best done in small groups of about six so each student gets a chance to speak. Students to read texts such as Pearson <i>H9</i>, page 297, and write a paragraph about what happened to Germans living in Australia during WWI. Using Figure 2.19 such as in Cohen, <i>Ideals and Reality</i> pages 79–80. Students are to look at the data relating to war dead from British Empire countries and do analysis questions. Discuss responses as a class. Read through the “Boy Soldiers” extract from the Australian War Memorial with the class and discuss what they notice about the boy soldiers (e.g. age, role, reason for death, etc.). Then discuss as a class the impact that these deaths may have had on their community. Using A3 paper, students are to create an annotated time line showing the economic, social and political impact of WWI. Get students to mark each force in a different colour. Alternatively, they could work in groups of three, with each student having a 	<ul style="list-style-type: none"> The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) Graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war Investigating examples of the war’s impact on Australia’s economy and society (for example the development of the steel industry in Newcastle and the implementation of the War Precautions Act) Identifying the groups who opposed conscription (for example trade unionists, Irish 	<ul style="list-style-type: none"> “War” poem KWL outline Teacher role play ideas sheet. “Boy Soldiers” extract Brief Impact of WWI Class text Conscription sources: http://ergo.slv.vic.gov.au/teachers/source-analysis-conscription or http://hsc.csu.edu.au/modern_history/core_study/ww1/posters/page74.htm Paper DVA resources – “Women in War”

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		<p>different force to investigate. They could then combine to share their research. The handout “Brief Impact of WWI” can be used as teacher notes, overhead sheet or class notes to support the start of the timeline activity.</p> <ul style="list-style-type: none"> Students could write an in class essay investigating the impact of WWI on Australian society. <p>Conscription Debate</p> <ul style="list-style-type: none"> Teacher explanation and class discussion on what is conscription. Students to read text such as Jacaranda <i>History Alive</i> (pages 250–251)/<i>One Land Many Stories</i> (pages 69–72) or Pearson <i>H9</i> on the debate and complete the relevant activities. Students to read Webb, <i>Analysing Australian History</i>, pages 113–117, and do activities based on sources. Students to examine a collection of conscription debate sources (both for and against) and as a class discuss in relation to standard document study questions. Students to create a PMI (Plus, Minus, Interesting) on conscription during WWI. Students to then create their own conscription era poster or form of propaganda. Students to use the internet to locate both “for” and “against” conscription propaganda. They are to use these images/poems/data to create an annotated broadsheet showing the arguments for and against, or they can use Glogster (http://edu.glogster.com) to create a digital broadsheet. <ul style="list-style-type: none"> <i>Hint</i> – Glogster is a free online tool that allows students to create digital posters/broadsheets – if you go to http://teachinghistory.org/digital-classroom/tech-for-teachers/25055 it will give you more details and advice on using Glogster in your class. After completing a detailed study of both arguments, students are to write a summary of what they would have voted and why. Students to do an informal class debate (in groups of six) on conscription. 	<p>Catholics) and the grounds for their objections</p> <ul style="list-style-type: none"> Studying the first and second referenda on conscription, including the division within the Labor Party over this issue Explaining the treatment of people of German descent during the war (for example their classification as “enemy aliens” and placement in internment camps, as well as their depiction in government propaganda) 	

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		<p>Women</p> <ul style="list-style-type: none"> • Students to use the DVA resource on “Women in War” www.dva.gov.au/commems_oawg/commemorations/education/Documents/DVA_Women_in_War_part2.pdf students to complete activities looking at the role women played in WWI. • Students to look at primary source material (posters, quotations, etc.) during the period and make notes on how the women are depicted. Students then to discuss why women were portrayed this way and what this tells us about the role of women in Australian society during this period. This could be integrated with conscription debate as a side discussion as many of the conscription posters were designed to appeal to women, thus play on these stereotypes. • Using the Australian war Memorial site (www.awm.gov.au/exhibitions/nurses/ww1) students are to investigate the role of nurses and their experiences in WWI. The site has lots of primary material so for less independent students it may be necessary to create a structured worksheet to guide their examination of the site. <p>Germans</p> <ul style="list-style-type: none"> • The site “The Enemy at Home” has a series of source based activities and information about the German experience in WWI and has been written aimed at Early Adolescence students www.migrationheritage.nsw.gov.au/exhibition/enemyathome/enemy-at-home-education-resources • Students to discuss as a class whether it was fair to treat people of German descent as “enemy aliens” during the war and why they were. • Students to mark sites of internment camps during WWI on a blank map (use National Archive site for information www.naa.gov.au/collection/snapshots/internment-camps/WWI/index.aspx). They are to then complete the worksheet summarising each of these camps. 		

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6	21–24	<p>Learning Activities</p> <ul style="list-style-type: none"> As a class discuss the Key Inquiry Question: What was the significance of World War I? After discussion, students to write summary. This activity is to be repeated at end of unit so that students can make comparison of their response. As a class, brainstorm “What is the Anzac Legend?” With a more capable class you could then get them to find source evidence for and against each point. Students to copy Figure 5.8 (explosion chart of Anzac Legend) from Webb, <i>Analysing Australian History</i>, page 103, or students to look at explosion chart. Discuss as class then create their own, expanding on the supplied chart and adding and annotating images that illustrate aspects of the Anzac Legend. Teachers – Go to the website www.australiansatwar.gov.au. Click on Education; download Secondary Schools Education Resource Part 3 [PDF 5.1 MB]. Go to “Unit 4: Australians at War”, The Anzac Legend. Print out pages 22–27. Students to informally debate (groups of six) “The Anzac Legend is relevant today”. After their debate they are to write a summary of their view on the Anzac Legend. <p>Commemoration</p> <ul style="list-style-type: none"> As a class, read the students a picture book on WWI (there are a broad selection of books available, students may seem too old to be read a picture book however you will be amazed how quiet they go especially if you pick an emotive one). After reading the book discuss why there might be storybooks about such sad topics and role of fiction in commemorating the past. Then distribute a selection of books for the students to read and get them to write a review of their favourite. Students to create a WWI picture book (if you are at a District High School or have a connection with your local primary school you could organise for your students to read these to the younger students.) These can also be used as a display near Anzac or Remembrance Day. <ul style="list-style-type: none"> <i>Hint</i> – I keep an eye out at swap meets and second hand stores for WWI story/picture books as you can pick them up quite cheaply and they are a good resource. I have a few I keep on display in my classroom and rotate them, allowing students to read if they finish their work – it is amazing how often big kids will ask to read them! 	<ul style="list-style-type: none"> The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097) Investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society 	<ul style="list-style-type: none"> Internet Copy of chart Paper Sample letters to the editor <p><i>Hint</i> – Go to the DVA educational resource site as there is a large collection of posters, kits and information covering not only WWI. This is a great starting point for teaching Australia at War. Your school should have copies of these resources but it is good to have your own. www.dva.gov.au/commems_0awg/commemorations/education/Pages/educationresources.aspx</p>

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		<ul style="list-style-type: none"> • You can get students to create surveys about why Anzac Day is important. They can use online tools such as survey monkey or paper based survey and gather data about commemoration and remembrance. Then they can use this data to come up with recommendations for their school and community on how to commemorate WWI. • In 2014/2015 you could get a group of interested students to set a Centenary committee, whose role it will be to organise events and educational activities for 2015. Students can plan, facilitate and play an active role in the Centenary project thus giving them a sense of ownership and engagement with Australia's military history. • Depending on time of year students may prepare speeches for Anzac Day services or Remembrance Day services, discussing the role and significance of commemoration. • Students can write letters to the editor on the role of commemoration and its significance. (Alternatively these letters could be published in the school newsletter.) • Students may enter competitions such as the Premier's Anzac Prize or Simpson Prize. You can set the competition question as an in school task which is a great way to have the students produce a piece of work with a purpose. If you use the questions from previous years you also have access to good model-answers, as the best responses are available after the competitions close. • Discuss war memorials (why they are created, their importance, etc.) You could ask the students if they know of any memorials in their local community – if they do you could ask a student to take a photo of it to bring to class (or if funds and time permits take students to look at the memorial). Monument Hill (in Fremantle) or Kings Park are great sites to take students. 		

Resources List

Topic	Resources
Causes/Background	<p><i>SOSE Australian History</i> (Jacaranda), pages 85–87 <i>History Links – Australian 20th Century</i> (Heinemann), pages 56–59 <i>History in SOSE 2, “Aust Links with the World”</i> (MacMillan), pages 100–102 <i>Australian Society</i> (Pervan), pages 60–61 <i>Anzac – Australian Issues Collection</i> (McGraw & Hill), pages 10–11 <i>One Land Many Stories</i>, pages 50–53 <i>Society and Environment 2</i> (Pearson), page 94 <i>Analysing Australian History</i> (Webb), pages 94–96 <i>Retroactive 9</i> (Jacaranda), page 266</p>
Gallipoli	<p><i>SOSE Australian History</i> (Jacaranda), pages 88–89 <i>History Links – Australian 20th Century</i> (Heinemann), pages 66–69 <i>History in SOSE 2 “Aust Links with the World”</i> (MacMillan), pages 105–110 <i>Anzac – Australian Issues Collection</i> (McGraw & Hill) – whole book on Gallipoli <i>One Land Many Stories</i>, pages 57–59 <i>Analysing Australian History</i> (Webb), pages 96–101 <i>Retroactive 9</i> (Jacaranda), page 274</p>
Western Front	<p><i>SOSE Australian History</i> (Jacaranda), pages 96–97 <i>History Links – Australian 20th Century</i> (Heinemann), pages 70–73 <i>History in SOSE 2 “Aust Links with the World”</i> (MacMillan), pages 112–117 <i>One Land Many Stories</i>, pages 62–64 <i>Analysing Australian History</i> by Webb, pages 106–111 <i>Retroactive 9</i> (Jacaranda), page 284</p>
Desert War	<p><i>History in SOSE 2 “Aust Links with the World”</i> (MacMillan), pages 122–124</p>
Enemy Aliens	<p><i>SOSE Australian History</i> (Jacaranda), pages 90–91 <i>History Links – Australian 20th Century</i> (Heinemann), page 74 (brief) <i>One Land Many Stories</i>, pages 77–78</p>

Topic	Resources
Conscription Debate	<p><i>SOSE Australian History</i> (Jacaranda), pages 92–93 <i>History Links – Australian 20th Century</i> (Heinemann), pages 80–83 <i>History in SOSE 2 “Aust Links with the World”</i> (MacMillan), pages 120–122 <i>Australian Society</i> (Pervan), pages 63–64 <i>One Land Many Stories</i>, pages 69–72 <i>Society and Environment 2</i> (Longman), pages 91–92 <i>Analysing Australian History</i> (Webb), pages 113–117 <i>Retroactive 9</i> (Jacaranda), page 299</p>
Home Front	<p><i>SOSE Australian History</i> (Jacaranda), pages 98–101 <i>History in SOSE 2 “Aust Links with the World”</i> (MacMillan), pages 125–129 <i>Australian Society</i> (Pervan), page 65 <i>One Land Many Stories</i>, pages 74–75 <i>Analysing Australian History</i> (Webb), page 112 <i>Retroactive 9</i> (Jacaranda), page 289</p>
Anzac Mythology/ Legend	<p><i>One Land Many Stories</i>, pages 59–60 and 65–66 <i>Society and Environment 2</i> (Pearson), page 95 <i>Society and Environment 2</i> (Longman), page 91 <i>Analysing Australian History</i> (Webb), pages 102–107 <i>Retroactive 9</i> (Jacaranda), page 310</p>

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Australian Experience in World War I Research Task

With the centenary of Australian soldiers landing at Gallipoli occurring in 2015, your task is to create a source book illustrating the experience of Australian soldiers in WWI. Your source book will include both primary and secondary sources, as well as annotative summaries of each source. The aim is to use your completed product as part of a library display to help commemorate the anniversary.

Important Note

Before you start, get yourself organised for completing your bibliography – it is much easier to do as you go, rather than at the end. Make sure you know how to correctly set out your bibliography. If you do this as you go it is easy marks at the end.

Task Instructions

Step 1

- You are to brainstorm everything you know about Australians in WWI. The aim is to get as many things as you can on your brainstorm (aim for at *least* twenty things).

Step 2

- After you have completed your brainstorm you need to sort your ideas into categories. Look at the brainstorm and develop about four or five different categories or common subject areas (e.g. lifestyle). You can sort these by highlighting each category in a different colour on your brainstorm or by writing out lists under each category – your choice.

Step 3

- You need to complete the structured overview looking at what you know fact and opinion in relation to the Australian experience in WWI.

Step 4

- Next you will need to construct a timeline showing Australia's involvement in WWI. This needs to be constructed correctly and include key dates and events.
- Select 5 key events and annotate these on your timeline. (Think: when, what happened, why significant, result of event etc.)

Step 5

- An important part of the remembering of WWI is the way Australian soldiers were perceived. Using the Anzac Legend chart find an example of a primary and secondary source that shows each aspect of the legend. Your chart just needs the title and reference of the source. If you cannot find the title a brief description and reference is fine.

Step 6

- What was Gallipoli like for Australian and Turkish soldiers?
- Find two pieces of primary evidence that describes what Gallipoli was like for Australian and Turkish soldiers.
- Complete structured overview using this evidence, as well as developing research questions and Venn/T Chart as per the structured overview handout.

Step 7

- This is it, the big moment!
- You need to select five aspects/areas to research on Australia's experience during WWI.
- For each of these five areas you need to find one primary and one secondary source that gives information about that area (e.g. you might decide to look at living conditions at the Western Front so you find a photo showing living conditions and an extract from a text book).

- These are the images you will include in your WWI book so you will need a printout of each source.
- Then on the back of each source you are to write an annotation about the source which will include the following:
 - when the source was made
 - who made the source
 - what was the historical context of the source
 - why you selected the source
 - any possible limitations (problems) with the source
 - one or two question(s) the source raises.

You may decide to do the annotation in a separate booklet.

Step 8

- Hand everything in and reap the glory of all of your hard work.

Mark Breakdown

Task To Be Completed	Marks
WWI brainstorm	5 marks
Categorising brainstorm	5 marks
Fact and opinion chart	10 marks
Timeline	30 marks
Anzac Legend chart	20 marks
Life at Gallipoli Australians and Turks Venn/T Chart	23 marks 6 marks
Source booklet	65 marks
Bibliography	6 marks
Total	170 marks

Australian Experience in World War I (Annotated Teachers Version)

The aim of this assessment is for students to use primary and secondary sources to examine Australia's experience in WWI as well as give them the opportunity to demonstrate some aspects of the Year 9 Achievement standard.

This assessment could easily be modified to just look at Gallipoli or the Western Front, depending on class needs. I have also marked sections that would allow teachers of stronger classes to modify in order to give their students opportunity to develop their historical inquiry/source analysis skills. I have structured it as steps so that students can check they haven't missed sections (as is often the case with less-able students) and so as a teacher you can break down the tasks into teaching sessions if you wish.

After each "step" below I have made the link to the achievement standard (**AS**).

Research Task

With the centenary of Australian soldiers landing at Gallipoli occurring in 2015, your task is to create a source book illustrating the experience of Australian soldiers in WWI. Your source book will include both primary and secondary sources, as well as annotative summaries of each source. The aim is to use your completed product as part of a library display to help commemorate the anniversary.

You may decide to use a different format or allow your students to choose the format of their presentation, i.e. PowerPoint, movie with spoken annotation, etc.

Important

Before you start, get yourself organised for completing your bibliography – it is much easier to do as you go, rather than at the end. Make sure you know how to correctly set out your bibliography. If you do this as you go it is easy marks at the end.

I give my students a handout that outlines how to reference material at the beginning of the year so I would draw attention to this. I would get them to set up a file on the computer for their bibliography, as this will be where the bulk of their research occurs. I would get them to write down the references for any texts they use, and then transcribe them to the file. It also makes it easier for them when they are putting their list of resources in alphabetical order.

AS – Reference sources.

Task Instructions

Step 1

- You are to brainstorm everything you know about Australians in WWI. The aim is to get as many things as you can on your brainstorm (aim for at *least* twenty things).

I have allocated five marks for this so that students get credit for completing the step and showing some prior knowledge, and also so that the lower-ability students can get some easy marks at the beginning to motivate them. You could modify this task by doing the brainstorm as a class or not allocating marks and adjusting the marking key.

Step 2

- After you have completed your brainstorm you need to sort it out into categories. Look at the brainstorm and develop about four or five different categories or common subject areas (e.g. lifestyle). You can sort these by highlighting each category in a different colour on your brainstorm or by writing out lists under each category – your choice.

With a lower-ability class you may wish to scaffold categories to be used. With a stronger group you may wish to do this as a class activity and not allocate marks or get students to complete a mind map, combining Step 1 and 2.

Step 3

- You need to complete the structured overview looking at what you know, fact and opinion in relation to the Australian experience in WWI.

With stronger students you could get them to find evidence to justify their answers.

AS – Students develop different kinds of questions to frame an historical inquiry.

Step 4

- You need to construct a timeline showing Australia's involvement in WWI. This needs to be constructed correctly and include key dates and events.
- You need to select five key events and annotate these on your timeline. (Think: when, what happened, why significant, result of event, etc.)

It is important to make sure that students construct the timeline correctly. I have allocated five marks per annotation and five for overall presentation and construction.

AS – Students sequence events and developments within a chronological framework, with reference to periods of time and their duration.

Step 5

- An important part of the remembering of WWI is the way Australian soldiers were perceived. Using the Anzac Legend chart find an example of a primary and secondary source that shows each aspect of the legend. Your chart just needs the title and reference of the source. If you cannot find the title a brief description and reference is fine.

With stronger students you could expand this task to get them to find evidence both supporting and opposing the various aspects of the Anzac Legend.

AS – Students interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.

With adaption above – Students examine sources to compare different points of view.

Step 6

- What was Gallipoli like for Australian and Turkish soldiers?
- Find two pieces of primary evidence that describes what Gallipoli was like for Australian and Turkish soldiers.
- Complete structured overview using this evidence, as well as developing research questions and Venn/T Chart as per the structured overview handout.

This task has been structured to look at Gallipoli from the opposing soldier's perspective so if you wish to focus on the Western Front, it could be adapted to Austro-Hungarian/German. Alternatively, the task could be adapted to encourage students to look at Gallipoli from the perspective of the other nations that fought there (i.e. Indian, French, British). This would be more difficult but maybe an interesting challenge for stronger students.

AS – Students interpret, process, analyse and organise information from a range of primary sources and use it as evidence to answer inquiry questions.
Students examine sources to compare different points of view

Step 7

- This is it, the big moment!
- You need to select five aspects/areas to research on Australia's experience during WWI.

You may decide to do more or less depending on your class and the depth in which you wish the students to go into.

- For each of these five areas you need to find one primary and one secondary source that gives information about that area (e.g. you might decide to look at living conditions at the Western Front so you find a photo showing living conditions and an extract from a text book).
- These are the images you will include in your WWI book so you will need a printout of each source.

I wouldn't get students to find too many sources for each part as if they have too many the depth of their annotation may suffer. You may say they need to collect more sources per aspect but only annotate one.

With stronger classes you may decide to encourage them to examine less areas but each from varied perspectives.

I like the idea of creating beautiful WWI source booklets they can show off however it is the annotation that really counts so you may adapt presentation requirements to suit your class.

- Then on the back of each source you are to write an annotation about the source which will include the following:
 - when the source was made
 - who made the source
 - what was the historical context of the source
 - why you selected the source
 - any possible limitations (problems) with the source
 - one or two question(s) the source raises.

You may decide to do the annotation in a separate booklet.

AS – They interpret, process, analyse and organise information from a range of primary and secondary sources to answer inquiry questions.

When evaluating these sources, students analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts incorporating historical interpretations.

In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Step 8

- Hand everything in and reap the glory of all of your hard work.

With lower-ability classes I would collect all the pieces as we go in order to make sure things don't get "lost". It is important to make sure they hand in their bibliography. With higher-ability students (or if you wish to spend a bit more time on this) you could add an extra step and get them to create a primary and secondary source from the period. They could draw, write a newspaper article, a letter or a text book summary, etc. This could go after their source collection and would need them to apply what they have learnt and create a new text, thus a bit higher order. If you decided to do this it could be worth 30 marks – making the assessment out of 200 not 170.

AS – Students develop texts incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Australian Curriculum Historical Skills Students Use in This Assessment

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places ([ACHHS164](#))
- Use historical terms and concepts ([ACHHS165](#))
- Identify and locate relevant sources, using ICT and other methods ([ACHHS168](#))
- Identify the origin, purpose and context of primary and secondary sources ([ACHHS169](#))
- Process and synthesise information from a range of sources for use as evidence in an historical argument ([ACHHS170](#))
- Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171](#))
- Identify and analyse the perspectives of people from the past ([ACHHS172](#))
- Identify and analyse different historical interpretations (including their own) ([ACHHS173](#))
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS174](#))

Sources

Australian Involvement During WWI on the Western Front

Date	Battle/Conflict
1916	
March	First units of the AIF arrive in France
1 July – 13 November	Battle of Somme
19–20 July	Battle of Fromelles
23 July – 3 September	Battles of Pozieres and Mouquet Farm
1917	
9–15 April	Battle of Arras
11 April	First Battle of Bullecourt
3–17 May	Second Battle of Bullecourt
31 July – 10 November	Third Battle of Ypres (often known as “Passchendaele”)
20 September	Battle of the Menin Road
26 September	Battle of Polygon Wood
4 October	Battle of Broodseinde
9 October	First Battle of Passchendaele
12 October	Second Battle of Passchendaele

Date	Battle/Conflict
1918	
21 March – 5 April	German Somme offensive
9 April – 8 May	German Lys offensive
24–25 April	Recapture of Villers-Bretonneux
8 August – 4 September	Allied Somme offensive
8–11 August	Battle of Amiens
31 August – 3 September	Capture of Mont St Quentin and Péronne
18 September – 17 October	Hindenburg Line offensive
29 September – 1 October	Battle of St Quentin Canal
5 October	Battle of Montbrehain – after this battle the AIF was withdrawn from action

Australia's Involvement on the Western Front

Date	Battle/Conflict
1916	
April	First units of the AIF arrive in France
1 July – 13 November	Battle of the Somme
19–20 July	Battle of Fromelles
23 July – 4 September	Battles of Pozzières and Mouquet Farm

Date	Battle/Conflict
1917	
9–15 April	Battle of Arras
11 April	First Battle of Bullecourt
3–17 May	Second Battle of Bullecourt
7 June	Battle of Messines
31 July – 10 November	Third Battle of Ypres (often known as “Passchendaele”)
20 September	Battle of the Menin Road
26 September	Battle of Polygon Wood
4 October	Battle of Broodseinde
9 October	First Battle of Passchendaele
12 October	Second Battle of Passchendaele
1918	
21 March – 5 April	German Somme offensive
9 April – 8 May	German Lys offensive
24–25 April	Recapture of Villers-Bretonneux
4 July	Battle of Hamel
8 August – 4 September	Allied Somme offensive
8–11 August	Battle of Amiens

Date	Battle/Conflict
31 August – 3 September	Capture of Mont St Quentin and Péronne
18 September – 17 October	Hindenberg Line offensive
29 September – 1 October	Battle of St Quentin Canal
5 October	Battle of Montbrehain – after this battle the AIF was withdrawn from action.

Boy Soldiers on the Roll of Honour

Look up:

- Reginald Keith Cooper
- Leslie William Henry Earl
- John Auguste Emile Harris
- Stanley John Adams
- Edward Sydney Cawe
- Clifton Mills
- Charles William Fellows
- Roy Henderson Robertson
- Albert Charles Baden Govers
- Ronald Rothsay Wright
- Walter Sampson Wakeley
- Reginald William Thompson
- Alexander Joseph Hearn
- Edward Claude Perkins
- Frank David Tavender
- John Lancelot Andrews
- Gilbert Harry Tripney
- George Yendle
- Leslie Raymond Arthur Moore
- Edward Mervyn Blackstone Parker
- Oscar Harold Nixon
- William Kenneth Buck

Source: www.awm.gov.au/encyclopedia/boysoldiers/first (Creative Commons)

Causes of World War I

A simple but clear explanation sheet concerning the causes of WWI can be found at www.historyonthenet.co.uk.

Character Profile

<p>Name: _____</p> <p>Birthdate: ____ / ____ / ____</p> <p>Death: ____ / ____ / ____</p>
<p>Family Background</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Achievements</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Later Life</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Event Study

Event: _____

When did the event happen?	
Where did it happen?	
Who were the key people?	
Why did the event occur? What were the causes?	
Main events (Important dates and events, things that happened)	
Outcome (The result of the event)	

Explanation Task

In-Class Essay

Aspects of Year 9 Achievement Standard covered:

- Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past.
- In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.
- They analyse the causes and effects of events and developments and make judgments about their importance.
- They explain the motives and actions of people at the time.
- Students explain the significance of these events and developments over the short and long term.

The Anzac Legend – *Gallipoli* the Movie

Movies are often based on true-life events – what is more interesting than true-life history? However, often movies adapt and change history, sometimes even changing how society perceives the history itself.

You are to watch the movie *Gallipoli* and write an in-class essay in which you look at how the Gallipoli campaign is portrayed in the film and how it compares to your understanding of events based on your study in class.

Consider the following in your response:

- comment on how historically accurate the film is
- describe how the Australian soldiers are portrayed
- describe how the living and fighting conditions are shown
- is the film for or against war; give examples of any bias perceived
- explain how the Anzac legend is illustrated in the film
- what value has the film as an historical source?

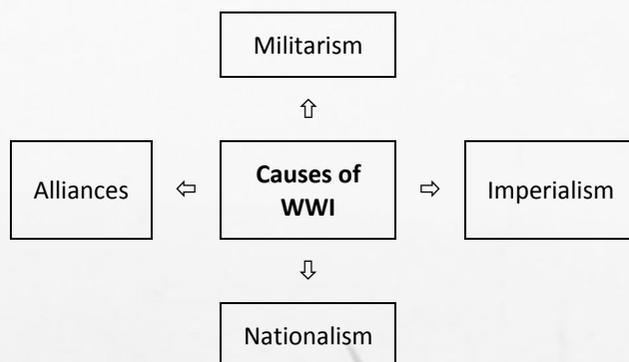
The question you will need to answer is:

“To what extent is the movie *Gallipoli* an accurate representation of the events that occurred at Gallipoli and Australian soldiers during WWI?”

You will be able to bring in one page of notes. These will be collected at the end of the period.

The notes are to be handwritten and cannot be a completed essay.

Explosion Chart Outline



KWS Outline

Topic: _____

What I Know	What I Want to Learn	Possible Sources I Could Use

“War” (Poem)

Mary Gilmore, “War”, in *Under the Wilgas*, Robertson and Mullens, Melbourne, 1932, pages 102–103.

Remembering the Past – A Soldier’s Experience

Since 1915 thousands of Australian soldiers have been wounded and killed. They have served in Europe, Asia and Africa. Australian women have also served overseas in roles such as signallers and nurses.

Task Instructions

You need to select an Australian soldier who has served overseas and prepare a poster on their life. Your poster will need to include photos of your soldier, facts about their period of service (where they fought, did they get injured, what they did) and information about their life.

This is a great opportunity to find out about your own family (you might be surprised by what you find out!).

1) **Pick a soldier**

This can be hard. Start by asking your parents or grandparents if they know if you have had any family members who have served. If you had a family member who served, but for another country, you can still research them. If you do not have a family member who served, visit the Australian War Memorial website and select any Australian soldier from there.

2) **Find out about that person**

You can do this by asking your parents or grandparents lots of questions, using the DVA site, National Archive site, National War Memorial site, using the library.

You need to find out about where they lived in Australia, their family, when they were born, where they fought, what their role was during the war and in which war, did they win any medals (why), what happened after the war and if they are still alive what they think about war now.

Keep all your research notes as these will need to be handed into your teacher for marking. You need to make sure you organise your research and of course keep a record of your sources for when you do your bibliography.

3) **Present your research**

Use a poster for public display (including your references). This is where you get to be creative so plan your poster before starting.

How Do You Find Out About Your Soldier?

If you are doing a family member (perhaps your Great Uncle George on your mum’s side) then start by asking questions, it helps to write down your questions beforehand as a guide. You may decide to record your interview then write notes down from it afterwards, that way you can actively listen. Ask if they have any photos you could copy or if they have traced their service records. Also ask if they know of anybody else who could be good to talk to.

If they died in battle, you could take a photo of their memorial (i.e. at Kings Park or a local memorial). If they died overseas you may be able to get a copy of their gravesite from overseas cemetery records. Once you have finished your oral history research, you can supplement your research by looking up their records at the Australian War Memorial website.

Marking

Research (15 marks)

This includes how you found your information, your research notes and a correctly set out bibliography. You need to make sure your research uses primary and secondary sources.

Presentation (10 marks)

This includes how you pulled all of your research together. It also includes how neat your work is, if you have photos/diagrams, if you've edited your work (checked for spelling, etc.) and if you've thought about layout.

Total 25 marks

Year 9 Achievement Standard Covered

- Students explain the motives and actions of people at the time.
- Students sequence events and developments within a chronological framework, with reference to periods of time and their duration.
- When researching, students develop different kinds of questions to frame an historical inquiry.
- They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
- Students develop texts, particularly explanations and discussions, incorporating historical interpretations.
- In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Summary of Australia at the End of World War I (till 1921)

Socially	Politically	Economically
<ul style="list-style-type: none"> Bitter social divisions over the conscription debate still divided society post-WWI. 59,342 Australians died in WWI, 152,171 were wounded or affected by gas and 4,084 were POWs. This figures resulted in significant social impact on families and communities. Increase in alcohol-related issues and family breakdowns. Families often had to pick up the load of caring for wounded and disabled soldiers. Returned soldiers were seen with pride. Growth in Anzac legend influencing nationalism. Was used for political purposes and to establish a cultural identity. Many of the soldiers who returned home had Spanish Flu. RSL had a membership of 150 000 by 1919. This organisation reflected strong patriotic and chauvinistic attitudes. 	<ul style="list-style-type: none"> Acrimonious ALP split kept the party out of Government till 1929. Many Australians felt the war proved the protection of the British Empire. Hughes at Versailles 1919. Australia received limited reparations. Australia gained “C”-class mandate over New Guinea and Nauru. Australia gained separate membership to League of Nations and signed Treaty of Versailles independent of Britain. Bolshevik Revolution and the “Troubles” in Ireland introduced new tensions. Government established in April 1918 the Repatriation Department to help veterans with 170,000 applications being received by November. War widows received a pension, assistance to children of dead servicemen, cheap home loans. Soldier’s settlement schemes were generally a disaster. Nationalists were able to capitalize on the wave of Australian nationalism post WWI. Rural voters elected 11 representatives that later formed the Country Party (1920). <p>Find out 3 more examples, for each force, of how WWI impacted on Australia straight after the war.</p>	<ul style="list-style-type: none"> Many returned soldiers had crippling physical and psychological injuries that resulted in rehabilitation costs of \$540 million. Varied economic impact of WWI. Many Australians had grown rich while real wages fell, prices rose and unemployment increased. Industries such as wool, wheat, manufacturing and minerals boomed during WWI but building industries decreased. Many returned soldiers began to retrain in office or shop work. Increase in application for housing loans. First 18 months had buoyant economy but international decline recession in 1920 impacted export sales. 1920 Tariff Board was established and the Industries Preservation Act passed. 1921 manufacturing was main employment area. Royal Commission looking into minimum wages in 1920 reduced the wage as a response to businesses claiming wages were too high. By 1921, 11.5% of union members were out of work.

Teacher Role-Play Notes

Some excellent suggestions can be found at www.curriculumsupport.education.nsw.gov.au/secondary/hsie/assets/history45/programs/ausandww1.doc

The Beginning of WWI

Country Chart

Complete this chart on your allocated country. Make sure you note down where you got your information.

Source(s) _____

What reasons did your selected country have to go to war?	Who was the leader of this country?	Who were its allies?
		
How and why were alliances important?	What involvement did it have in this war?	Interesting facts
		

The Western Front

Using Pearson *H9*, pages 270–275, make summary notes of each section.

The Western Front	Verdun and the Somme	The Americans are coming	The third battle for Ypres
Year of Allied Victory: 1918	Fromelles	The Somme – 1916	Bullecourt
			
The Somme – 1918	Image 7.3.3 – What does this tell you about the war?	Image 7.3.8 – What does this tell you about the war?	Why is the Western Front significant to Australians?
			

World War I Internment Camps

Using www.naa.gov.au/collection/snapshots/internment-camps/WWI/index.aspx complete the chart below.

Camp	Location	Total No of Interns	Ethnicity of Interns	Interesting Facts

Write two questions that arise from the information in the chart.

1) _____

2) _____

“First World War 1914–18”

Source: Australian War Memorial www.awm.gov.au/atwar/ww1 (Creative Commons)

The First World War began when Britain and Germany went to war in August 1914, and Prime Minister Andrew Fisher’s government pledged full support for Britain. The outbreak of war was greeted in Australia, as in many other places, with great enthusiasm.

Australia’s early involvement in the Great War included the Australian Naval and Military Expeditionary Force taking possession of German New Guinea and the neighbouring islands of the Bismarck Archipelago in October 1914. In November 1914 the Royal Australian Navy made a significant contribution when HMAS *Sydney* destroyed the German raider SMS *Emden*. On 25 April 1915 members of the Australian Imperial Force (AIF) landed at Gallipoli together with troops from New Zealand, Britain, and France. This began a campaign that ended with the evacuation of troops on 19 and 20 December 1915. Following Gallipoli, Australian forces fought campaigns on the Western Front and in the Middle East.

Throughout 1916 and 1917 losses on the Western Front were heavy and gains were small. In 1918 the Australians reached the peak of their fighting performance in the battle of Hamel on 4 July. From 8 August they then took part in a series of decisive advances until Germany surrendered on 11 November.

The Middle East campaign began in 1916 with Australian troops participating in the defence of the Suez Canal and the allied reconquest of the Sinai Peninsula. In the following year Australian and other allied troops advanced into Palestine and captured Gaza and Jerusalem; by 1918 they had occupied Lebanon and Syria. On 30 October 1918 Turkey sued for peace. For Australia, as for many nations, the First World War remains the most costly conflict in terms of deaths and casualties. From a population of fewer than five million, 416,809 men enlisted, of which over 60,000 were killed and 156,000 wounded, gassed, or taken prisoner.

The outbreak of war was greeted in Australia, as in many other places, with great public enthusiasm. In response to the overwhelming number of volunteers, the authorities set exacting physical standards for recruits. Yet, most of the men accepted into the army in August 1914 were sent first to Egypt, not Europe, to meet the threat which a new belligerent, the Ottoman Empire (Turkey), posed to British interests in the Middle East and the Suez Canal.

After four and a half months of training near Cairo, the Australians departed by ship for the Gallipoli peninsula, with troops from New Zealand, Britain, and France. The Australians landed at what became known as Anzac Cove on 25 April 1915 and established a tenuous foothold on the steep slopes above the beach. During the early days of the campaign, the allies tried to break through Turkish lines, while the Turks tried to drive the allied troops off the peninsula. Attempts on both sides ended in failure and the ensuing stalemate continued for the remainder of 1915. The most successful operation of the campaign was the evacuation of troops on 19 and 20 December, under cover of a comprehensive deception operation. As a result, the Turks were unable to inflict more than a very few casualties on the retreating forces.

After Gallipoli the AIF was reorganised and expanded from two to five infantry divisions, all of which were progressively transferred to France, beginning in March 1916. The AIF mounted division that had served as additional infantry during the campaign remained in the Middle East. When the other AIF divisions arrived in France, the war on the Western Front had long been settled in a stalemate, with the opposing armies facing each other from trench systems that extended across Belgium and northeast France, from the English Channel to the Swiss border. The development of machine-guns and artillery favoured defence over attack and compounded the impasse, which lasted until the final months of the war.

While the overall hostile stasis continued throughout 1916 and 1917, the Australians and other allied armies repeatedly attacked, preceded by massive artillery bombardments intended to cut barbed wire and destroy enemy defences. After these bombardments, waves of attacking infantry emerged from the trenches into no man's land and advanced towards enemy positions. The surviving Germans, protected by deep and heavily reinforced bunkers, were usually able to repel the attackers with machine-gun fire and artillery support from the rear. These attacks often resulted in limited territorial gains followed, in turn, by German counter-attacks. Although this style of warfare favoured the defence, both sides sustained heavy losses.

In July 1916 Australian infantry were introduced to this type of combat at Fromelles, where they suffered 5,533 casualties in 24 hours. By the end of the year about 40,000 Australians had been killed or wounded on the Western Front. In 1917 a further 76,836 Australians became casualties in battles, such as Bullecourt, Messines, and the four-month campaign around Ypres, known as the battle of Passchendaele.

In March 1918 the German army launched its final offensive of the war, hoping for a decisive victory before the military and industrial strength of the United States could be fully mobilised in support of the allies. The Germans initially met with great success, advancing 64 kilometres past the region of the 1916 Somme battles, before the offensive lost momentum. Between April and November the stalemate of the preceding years began to give way, as the allies combined infantry, artillery, tanks, and aircraft more effectively, demonstrated in the Australian capture of Hamel spur on 4 July 1918. The allied offensive, beginning on 8 August at Amiens, also contributed to Australian successes at Mont St Quentin and Péronne and to the capture of the Hindenburg Line. In early October the Australian divisions withdrew from the front for rest and refitting; they were preparing to return when Germany surrendered on 11 November.

Unlike their counterparts in France and Belgium, the Australians in the Middle East fought a mobile war against the Ottoman Empire in conditions completely different from the mud and stagnation of the Western Front. The light horsemen and their mounts had to survive extreme heat, harsh terrain, and water shortages. Nevertheless, casualties were comparatively light, with 1,394 Australians killed or wounded in three years of war. This campaign began in 1916 with Australian troops participating in the defence of the Suez Canal and the allied reconquest of the Sinai Peninsula. In the following year Australian and other allied troops advanced into Palestine and captured Gaza and Jerusalem; by 1918 they had occupied Lebanon and Syria. On 30 October 1918 Turkey sued for peace.

Australians also served at sea and in the newly formed flying corps. The Royal Australian Navy (RAN), under the command of the Royal Navy, made a significant contribution early in the war, when HMAS *Sydney* destroyed the German raider *Emden* near the Cocos Islands in November 1914. The Great War was the first armed conflict in which aircraft were used; about 3,000 Australian airmen served in the Middle East and France with the Australian Flying Corps, mainly in observation capacities or providing infantry support.

Australian women volunteered for service in auxiliary roles, as cooks, nurses, drivers, interpreters, munitions workers, and skilled farm workers. While the government welcomed the service of nurses, it generally rejected offers from women in other professions to serve overseas. Australian nurses served in Egypt, France, Greece, and India, often in trying conditions or close to the front, where they were exposed to shelling and aerial bombardment.

The effect of the war was also felt at home. Families and communities grieved following the loss of so many men, and women increasingly assumed the physical and financial burden of caring for families. Anti-German feeling emerged with the outbreak of the war, and many Germans living in Australia were sent to internment camps. Censorship and surveillance, regarded by many as an excuse to silence political views that had no effect on the outcome of war, increased as the conflict continued. Social division also grew, reaching a climax in the bitterly contested (and unsuccessful) conscription referendums held in 1916 and 1917. When the war ended, thousands of ex-servicemen, many disabled with physical or emotional wounds, had to be re-integrated into a society keen to consign the war to the past and resume normal life.

