



Australian Government
Department of Veterans' Affairs

HOME FRONT



Educational Activities

Australians in World War I • **HOME FRONT**

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Australian Government

Department of Veterans' Affairs

Australians in World War I: Home Front

Introduction

Home Front is the fifth title in the series of books published by the Department of Veterans' Affairs to explore aspects of World War I. This set of classroom activities is designed to encourage students to engage with the text and the rich range of historical sources it incorporates.

A copy of the book was sent to every Australian secondary school in 2012. In addition, the text and images from *Home Front* are available online, providing easy access for students and teachers.

Student Learning Outcomes:

- Explore why Australia was at war;
- Identify military allies and enemies;
- Identify allies and enemies in terms of the values, attitudes and behaviours considered important by different groups on the home front;
- Explain reasons for enlistment as well as arguments for and against conscription;
- Identify what some Australians were denied as a consequence of the nation being at war;
- Identify what some Australians gained through the home front experience;
- Investigate the diverse range of home front responses to supporting Australians on overseas battle fronts or upon return to Australia;
- Develop empathy for Australians whose lives were forever changed by the loss of loved ones or by the physical and emotional experiences of the battle front;
- Analyse, synthesise and evaluate all evidence to form reasoned responses to key inquiry questions; and
- Develop positive values, attitudes and behaviours consistent with seeking peaceful resolutions to global problems, and supporting returned servicemen, servicewomen and their families in modern-day Australia.

Educational Activities

Teacher overview

This educational resource offers six discrete sets of inquiry questions, activities and sources, all related and contributing to students' multi-faceted and evidence-based responses to the overarching question: *'What was life like on the Australian home front during World War I?'*

ACTIVITY 1: **How does a 1916 Australian school photograph help our thinking about life on the home front during World War I?**

This activity assists students to think about the time-period and experiences of 1914–18 and asks them to form hypotheses and develop empathy for others – women, men and children – on the basis of preliminary knowledge as well as limited evidence. Students then test their hypotheses with additional evidence.

ACTIVITY 2: **Why did Australia enter World War I? Who were Australia's allies and enemies?**

Students identify why Australia entered World War I and identify Australia's military allies and enemies. The activity also allows extension students to identify 'allies and enemies' of different kinds on the home front according to the perspectives of different individuals and groups at the time.

ACTIVITY 3: **Why did many Australian men enlist? What were some of the arguments for and against conscription?**

Students investigate the reasons why Australians supported or opposed enlistment and the divisive issue of conscription in Australia's social and political history.

ACTIVITY 4: **What did some Australians 'go without' on the home front? What did others 'gain' from the experience?**

Students investigate what Australians were denied or chose to deny themselves during the war years, as well as how some benefitted in different and sometimes unexpected ways.

ACTIVITY 5: **How did Australians on the home front support Australians at the battle front?**

Students investigate the diverse ways in which the Australian home front supported its servicemen at the battle front.

ACTIVITY 6: **How did Australians try to cope with the scale of war-related death? How did they try to cope with the war's effects on themselves and others? To what extent did commemoration assist a grieving nation?**

Students are encouraged to develop empathy for the bereaved and for returned servicemen and others affected by the war. They investigate the growth of commemorative, as well as support and welfare movements, both voluntary and official.

Each activity provides for a range of learning styles and develops lower and higher order thinking skills. Books, websites and primary sources for students' and teachers' research are listed in this resource and *Home Front*, pp. 23–26.

Curriculum links and outcomes

Australian Curriculum: History: Year 9

Depth Study: World War I

General capabilities: Literacy; Information and communication technology; Critical and creative thinking; Personal and social capability; Ethical behaviour

Using the resource

Most images and written sources in these activities are from *Home Front*. Each image is also provided in an online photo gallery, allowing the viewing of large digital versions. Further information can be found in the captions provided in the book, or by using the image number to access the collection search on the relevant website.

Teachers may allocate different activities, questions and sets of sources to different groups, pairs or individuals (perhaps presenting the more challenging activities, questions and sources to extension students). They may encourage students to identify the experiences of women, men and children depicted and identify similarities and differences of experience. They may ask for reports back to the class, enabling the class as a whole to create a combined set of responses to the overarching question. They may ask students to generate questions of their own and then set about answering them.

Investigating Sources

In all activities, teachers should encourage students to:

- look very closely at the contents of the visual sources;
- look closely for any words within those sources;
- read any captions beneath the sources;
- read carefully any source that is entirely words;
- consider who created the source;
- consider when the source was created;
- consider why the source was created;
- question the reliability of sources;
- look for links and clues across all sources;
- consider how a single source can be put to different uses, for example, used by groups in favour of something, or groups opposed to something;
- form early opinions (tentative hypotheses) then see whether they are supported or disproved by other sources. Sometimes the answers to questions may seem obvious; at other times, students will need to look more deeply; and
- consider that there may yet be views not demonstrated in the sources presented.

Disclaimer

This resource encourages students to explore and interpret a range of historical sources. The Department of Veterans' Affairs cannot be assumed to agree with or endorse any content or opinions expressed in websites or other publications quoted or referred to in this resource.

References

Department of Veterans' Affairs education resource

www.dva.gov.au/aboutDVA/publications/commemorative/homefront

Australian War Memorial

www.awm.gov.au/collection/records/

Australians at War

www.australiansatwar.gov.au/

ACTIVITY 1: How does a 1916 Australian school photograph start our thinking about life on the home front during World War I?

A. What can a photograph tell us?



Image courtesy R. Triolo.

1. Describe and count the people shown in the photograph.
What would you like to know about the people?

.....

.....

.....

.....

The photograph was taken at Perth State School in Tasmania in 1916 – part way through Australia's involvement in World War I.

Educational Activities

Whilst there were some shots fired in anger – and deaths – on the Australian home front, it did not experience anywhere near the enormous destruction of towns and landscapes as other countries. Even so, the daily lives of Australians were considerably affected by the war.

2. What do you already know about Australia's involvement in World War I?

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.....

.....

.....

3. What do you understand by the term, 'home front'? Consult and complete the table **Key Words and Definitions** on page 9.
4. Look at the female teacher. Apart from her work as a teacher, list on the Home Front **Summary Table** on page 10 any other activities you think she may have performed as a result of Australia being at war. Briefly note why she may have acted as she did. List also the emotions she may have felt during the war. Again, briefly note why.
5. Look at the male teacher. Ask the same questions and add details for him to the table.
6. Look at the schoolboys and girls. The oldest children in the back row are in the equivalent of today's Year 8; the youngest are in their first year of primary school. Add details for them to the table.

B. Learning more about the photograph

The schoolchildren include four members of one family. Someone has attempted to circle their faces. The four have had an older brother die in the war in the year the photograph has been taken, 1916. They have a second brother overseas; he will die in 1918. Almost certainly, other children and the teachers in the photograph have had people they know die in the war – a family member, friend or someone known only as a name in their community.

1. Look again at the **Summary Table** on page 10. Does the new information support some of the activities and emotions you have already listed? If so, tick them. If not, add new ones that come to mind for the female and male teacher and children. Save the table for future use.

Key Words and Definitions

Word	Definition	Notes
Allies	Nations or individuals who agree to assist others	
Conscription	Compulsory military service	
Empire	A collection of nations or territories usually ruled by an emperor, a king or a queen	
Enlistment	Enrolment for military service	
Home front	Where the civilians of a nation at war live in relative peace whilst supporting their military forces elsewhere	
Home rule	A nation or state's right to make decisions about itself	
Internees	People required by law to live in a confined area	
Militarism	Reliance on military force or methods to achieve something	
Moral crusade	Actions concerned with 'good' overcoming 'evil'	
Pacifist	Person who prefers peaceful solutions to problems instead of war	
Peace bond	Money loaned by people after a war to a government to help it pay to settle returned men to peace-time life	
Plebiscite	Vote of electors on an important public question	
Socialist	Person who believes that the production, distribution and wealth of a nation should be shared equally by all	
Voluntary Aid Detachment	Person who performed basic tasks in a hospital so that qualified nurses and others could perform more complicated duties	
War Bond/Loan	Money loaned by people during a war to a government to help it pay for the costs of winning the war	

Educational Activities

Summary Table

	Possible activities on the home front	Why those activities?	Possible thoughts or feelings	Why those thoughts or feelings?
Women				
Men				
Children				

ACTIVITY 2: Why did Australia enter World War I? Who were Australia's allies and enemies?

1. What do you understand by these terms: 'allies', 'empire', 'internees', 'militarism' and 'moral crusade'? Consult and add your notes to the table **Key Words and Definitions** on page 9.
2. Use the following ten sources to complete the table below

Why did Australia enter World War I? Who were Australia's allies and enemies?				
Source	About the source	Why did Australia enter World War I?	Who were Australia's allies?	Who were Australia's enemies?
1				
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3. Use the sources to identify the possible activities and thoughts or feelings of women, men and children at the time. Add these to the **Summary Table** on page 10.

Educational Activities

Source 1

In 1914, Britain was the centre of one of the great global empires to have taken control of many countries. The British empire included a quarter of the world and its people, from the Indian Punjab to the Canadian prairie. Unlike Ireland, Australia was a self-governing country within the empire. Legally, Australians were British subjects, were members of the empire in terms of trade relationships (nearly half of Australia's exports went to Britain) and were guaranteed protection by the British from invaders. British items and ways of living, the king, famous generals like Lord Kitchener, and the British army were deeply respected by most Australians.

Adapted from *Home Front*, p. 6.



Source 2

Home Front, p. 54.



Source 3

The German Army's unprovoked invasion and harsh military control of Belgium in the early days of the war encouraged people around the British empire to see the war as a moral crusade against militarism. The Australians in this photograph are giving to a Belgian Day appeal in Sydney in 1915, an event also celebrating France as an ally.

Adapted from *Home Front*, p. 46.



Source 4

A World War I silk Belgian postcard, made in 1918.

AWM SC01382.

Source 5

Towards the end of June 1914, Australians read in their newspapers of the assassination of Austria's future leader. The murder strained relationships between the great empires – French, Russian and British on the one hand, and German, Austrian and (eventually) Turkish on the other. The empires and the nations with which they were friendly had agreed to support each other in time of war. The British and German empires had been watching each other for many years, wanting a larger share of the other's land area, trade and wealth overall. They had built up armies and navies to protect what they had, or to claim more. German leaders had decided that a war between the European powers was likely. The assassination offered them the 'right time' to proceed, and just six weeks later, World War I was under way.

Adapted from *Home Front*, p. 7.



Source 6

AWM ARTV00150.

Educational Activities



Source 7

The largest internment camp in Australia during World War I was at Holsworthy, near Liverpool, on the outskirts of Sydney. The camp (sometimes called 'Holdsworth') held 6,890 internees, most of German or Austrian parentage. The camp grew from a collection of tents to a small town of huts.

AWM P04970.047.



Source 8

Home Front, p. 126.



Source 9

Three hundred 'enemy aliens', nearly all of German descent, were interned during the war in a camp at Berrima in New South Wales, doubling that town's population. The internees were expected to sleep in the gaol, but could leave it during the day. A few paid rent for local houses so that their families could live close by. Some internees taught girls from the houses in a small camp school.

Adapted from *Home Front*, p. 92.

Source 10

'Now, it is clear that, if Britain had an enemy strong enough to stop her ships from crossing the sea to fetch what she wanted, she would soon be in dreadful trouble. Vast numbers of people would have no work to do, and so could not earn money to buy bread; and, worse ... there would not be enough bread for everybody, for she depends upon ships to bring corn from other lands ... [T]he Empire is safe as long as "Britannia rules the waves".'

Education Department of Victoria, *School Paper*, Grades V and VI, May 1913, p. 67.

Educational Activities

ACTIVITY 3: Why did many Australian men enlist? What were some of the arguments for and against conscription?

1. What do you understand by these terms: 'conscription', 'enlistment', 'home rule', 'pacifist', 'plebiscite' and 'socialist'? Consult and add your notes to the table **Key Words and Definitions** on page 9.
2. Use the following fourteen sources to complete the table on pages 16 and 17.

Discussion starters:

- Think about the values that shaped what people believed and what they did.
- Look at how different individuals and groups responded to calls to enlist.
- Look at how they felt about the possibility of conscription.
- Consider who the different individuals and groups most had in mind when making their decisions.

Why did many Australian men enlist? What were the arguments for and against conscription?				
Source	About the source	Why did many Australian men enlist?	How does the source support conscription?	How does the source oppose conscription?
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TABLE CONTINUES

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3. Do any sources in this activity help support or disprove your answers in Activity 2? Where necessary, amend your earlier answers.

4. Use the sources to identify the possible activities and thoughts or feelings of women, men and children at the time. Add these to the Summary Table on page 10.

Educational Activities



Source 1

Home Front, p. 35.



Source 2

Home Front, p. 37.

Source 3

By late 1916, one in every three Australian men aged 18 to 45 had already enlisted or tried to enlist. The remainder were either unfit, unavailable, or unwilling – or their families and friends were unwilling to let them go. Prime Minister William Morris Hughes and his key ministers wanted conscription. The government produced posters and leaflets encouraging people to vote ‘yes’ to giving the government permission to send men overseas. At the same time, more individuals and groups in Australia argued ‘no’. A growing number of Australians began to argue that Australia should not be in the war at all.

Adapted from *Home Front*, p. 15.



Source 4

AWM RC00336.



Source 5

‘Do you know that British women are joining the navy?’, the other side of this leaflet asked readers on the eve of the second conscription vote in 1917: ‘Do you know that a Women’s Army Auxiliary Corps has been formed to do active military work behind the lines in Flanders? ... These women have liberated thousands of men for duty in the firing line ... The women of England are helping to achieve victory ... The women of Australia can back them up with an overwhelming YES on December 20’.

Home Front, p. 97.

Educational Activities

Source 6

'After nearly four years of a war which is equally disastrous to both sides, where the desire for peace has grown strong among the people who bear war's burden, a note of panic is being deliberately sounded by those who fear that the rising tides of pacifism will sweep away the foundations of their power ... We are being told that the Empire is in danger and that Australia is herself threatened with attack. By such appeals do some of our Statesmen seek to kindle afresh the dying flame of militarism and racial hatred.'

A pacifist view: Report of the Third Interstate Peace Conference, organised by the Union for Democratic Control, Sydney, 29 March – 1 April 1918.

Source 8

'Australia be Warned!
Chinese Invasion Attracted by
Munition Work and the Girls
... Preserve the White Race.
Vote No.'

AWM RC00327.

Source 7

Home Front, p. 100.



AUSTRALIA, BE WARNED!

"CHINESE INVASION."

"ATTRACTED BY MUNITION WORK AND THE GIRLS."

"With the growing number of Chinamen who settle in English cities for employment at munition works, and who, in many instances, entice girls to marry them, there is increasing anxiety amongst social workers.

"In Liverpool there is a floating population of 40,000 or 50,000, and a recognised colony, and it has just been ascertained that hundreds of Orientals have taken up quarters in Manchester and Birmingham.

"What usually happens is that one enterprising Chinaman first takes a large house and makes a living by letting accommodation to his compatriots.

"Willing to work for comparatively small wages, the Orientals have little difficulty in finding employment, and while their presence is resented by the English workers, employers have lodged singularly few complaints against them.

"The danger arising from their marriage to English girls is likely to show itself more and more; but social workers have to recognise that, if the parents of the brides do not interfere, no one else has any right to do so. It is, therefore, difficult to find a solution to the problem.

"'We might, at any rate,' says a prominent member of the London Missionary Society, 'save ourselves the trouble of sending missionaries all the way to China when there is need for evangelisation among Chinese in this country.'"

—Extract from the "Empire News," Manchester, September 23rd, 1917.

Preserve the White Race VOTE NO

[Authorised by Jennie Baines, and Published by the Anti-Conscription Campaign Committee, Trades Hall, Melbourne].

J. ASHTON, PRINTER,
LABOR CALL,
22 PATRICK ST., MELB.



Source 9

Home Front, p. 77.

Source 10

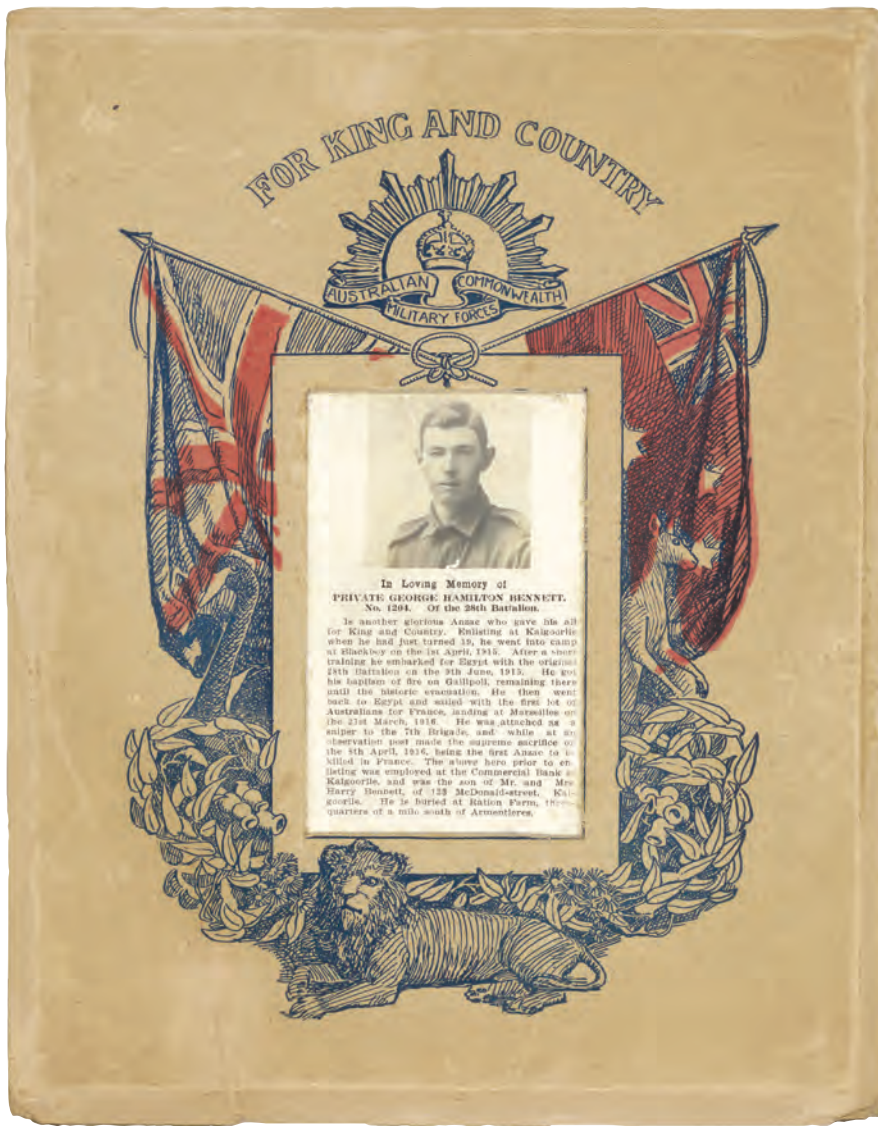
'The State and the Individual'

We hear a lot these days about every man owing a duty to the State. ... [But] if every person ought to defend the State in time of war, the State ought to defend every person in time of peace. But does it? Does it defend the wage-earner? Does it protect him against the sweater and the exploiter? Does it make it its business to see that every man and woman are given equal opportunities? Does it protect its citizens against the usurer, the landlord and the profiteer? Does it give the poor man's son the same opportunities as the rich man's son? No ...

What these people really mean when they tell us that every person owes a duty to the State is that every person ought to be forced to fight for the property he doesn't possess, and for the privileges he doesn't enjoy.

A socialist view: *Australian Worker*, 22 November, 1917.

Educational Activities



Source 11

Home Front, p. 66.

Source 12

Dr. Mannix. 'A Sordid Trade War.'

Kilmore, Sunday. –This afternoon, Dr. Mannix addressed a very large attendance at Assumption College grounds ... [and said he] had been invited to attend the recruiting meeting in Melbourne on Monday evening. He would not attend that meeting, and would never go upon a recruiting platform ... He did say, too, that the war was a sordid trade war, and repeated it now.

Argus, Melbourne, 6 May 1918, p. 7.



Source 13

AWM RC00337.

Source 14

'Home Rule. Dr. Mannix at Richmond. Ireland First, Empire Second'

[Dr Mannix who] addressed the audience as 'Men and women of Australia and friends of Ireland everyone,' said that ... [Australia's] young men and old men had been asked to rush to Europe to avenge the wrongs of Belgium and of other small nations but he would say that there was another small nation that had wrongs more ancient than those of Belgium. (Hear, hear.) There was another nation whose scars were deeper than Belgium's scars. There was another nation that they feared might still remain in slavery and servitude when the Peace Conference had righted the wrongs of Belgium. That was one of the reasons for their gathering and another was because the present condition of Ireland – fortunately or unfortunately part of the British Empire ('Oh!' and laughter) – was a standing disgrace to the whole British Empire. (Hear, hear.) ...

Ireland was tired of waiting (Hear, hear) because during the years of waiting she had been depopulated, her harbours emptied, her trade ruined, her people scattered, and her life-blood had been flung away. He was convinced that the people who told them to wait were opposed to Home Rule now, and if the war were over would snap their fingers at the Irish people ... His strong advice to the Irish people was ... [i]f they did not get Home Rule during the war they had faint hope of getting it when England was out of her present difficulties. (Hear, hear.) ... The men of Ireland today were determined that ... every question should be did it or did it not serve Ireland. The Empire would have to take the second place.'

Argus, 6 November 1917, p. 6.

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ACTIVITY 4: What did some Australians 'go without' on the home front? What did others 'gain' from the experience?

1. What do you understand by the terms, 'Voluntary Aid Detachment' and 'war loan'? Consult and add your notes to the table **Key Words and Definitions** on page 9.
2. Use the following twelve sources to complete the table on pages 24 and 25.

Discussion starters:

- Think about the values that shaped what people believed and what they did.
- Consider who the different individuals and groups most had in mind when making their decisions.

What did some Australians 'go without' on the home front? What did others 'gain' from the experience?				
Source	About the source	What did some Australians 'go without'?	What did some Australians gain?	A question you would ask about the source
1				
2				
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TABLE CONTINUES

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3. Do any sources in this activity support, disprove or add to your answers in Activities 2 or 3? Where necessary, amend your earlier answers.
4. Use the sources to identify the possible activities and thoughts or feelings of women, men and children at the time. Add these to the Summary Table on page 10.

Educational Activities



Source 1

Home Front, p. 35.

Source 2

A woman from Gippsland in Victoria remembered how life changed for her as a schoolgirl during the war.

‘In school hours, sewing classes became knitting classes producing cotton ‘washers’, woollen mufflers, socks and Balaclavas as we moved up from grade to grade, the older girls [competing] with one another in completing each garment and in collecting others from family and friends ...

We had our penny-a-week collections for the Red Cross as well as button sales ...

[W]e had money-raising efforts outside school hours, sometimes selling tickets for raffles with the prize usually some produce donated by a farmer or his wife, a turkey, a bag of potatoes or a Christmas cake ...

The most usual fund-raising event was a social in the school. The desks were piled against the wall outside, card tables and chairs took their place for Euchre and Five Hundred, and Grab ...

In my memory, the Great War of 1914-18 was the period of the Krowera school’s closest participation in Gippsland community life.’

Adapted from Winifred Grassick, ‘Krowera in War and Peace: Memories of a Gippsland Childhood’, *Royal Historical Society of Victoria Journal*, vol. 54, nos 1–2, 1983.



Source 3

The Female Relative's badge was issued to the wife, mother or nearest female relative of soldiers, nurses and others who had left Australia for war-related service. It advised others in the community that the wearer had family members 'away'.

Adapted from *Home Front*, p. 58.

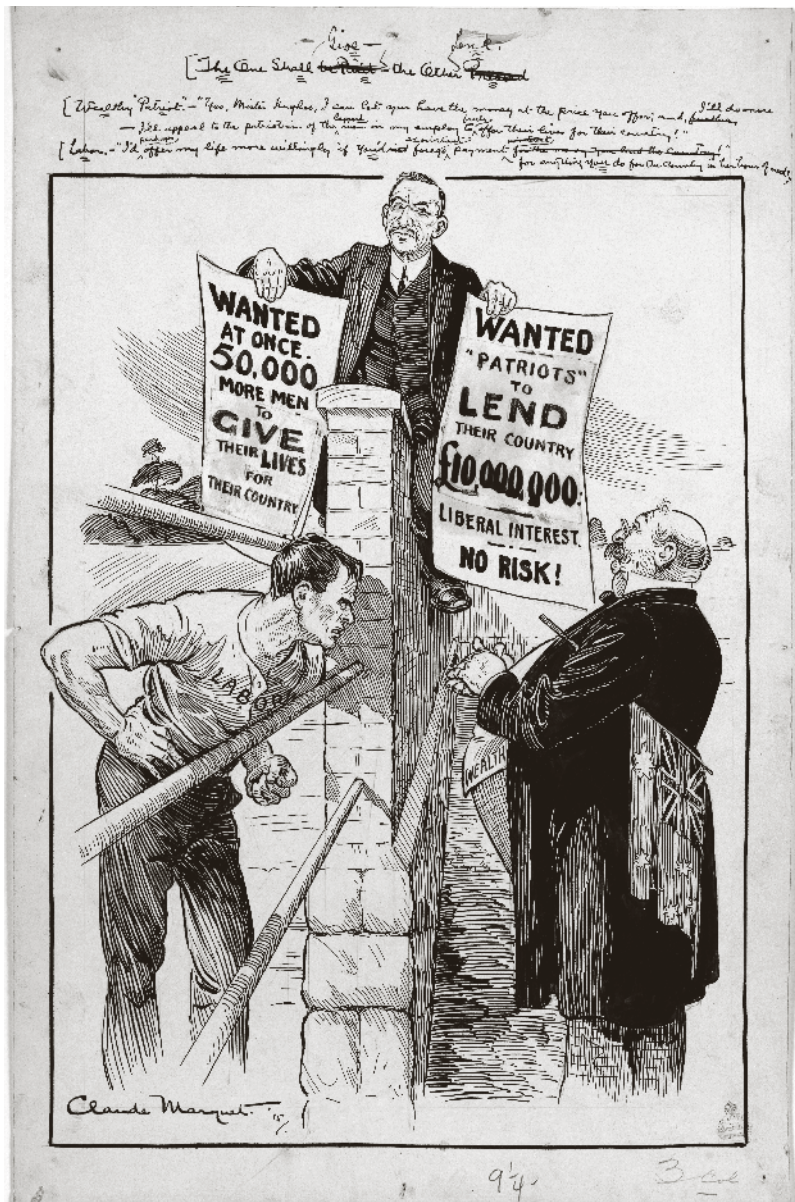


Source 4

Women work in the records office of the Defence Department in Melbourne ... More women worked in paid jobs after the war than before it.

Adapted from *Home Front*, p. 118.

Educational Activities



Source 5

Workers felt they were being asked to work for long hours on low wages or give their lives by enlisting - and without complaining - while some of the wealthy were profiting from the war.

'Workers v Capitalists' - Claude Marquet, 1915. State Library of New South Wales, PXD227.



Source 6

This small fund-raising badge was typical of the many that would have been bought or sold by Winifred Grassick at Krowera State School and in her local community in Victoria during the war.

Adapted from *Home Front*, p. 90.

Source 7

'Economy

When it was seen that the war would not be over in a few months, and that the outlay upon it would be enormous, the Prime Minister of the United Kingdom pointed out in forceful terms the need for more economy in dress, food and amusements. The need has become more and more apparent ...

Let us think of a few things we can do, or that may be done by others.

We should buy no unnecessary things, no luxuries, remembering that production is limited, and that labor spent on producing luxuries is lost for the production of necessities.

We should reduce our consumption of such articles as tea, sugar and imported apparel ...

We should waste nothing ...

We should grow fruit and vegetables in our gardens, and, thus lessen our outlay for food. Any spare time we put into such work is a gain to us and to the community, instead of being a dead loss.

Men should lessen the amount of alcoholic beverages and tobacco they use. Those that are wise will do without them altogether, as many are doing already to the advantage of their health as well as their pockets.

We should contribute our savings to the Commonwealth War Loan. Money lent to the Government can always be regained with interest, while money spent on gratifying personal desires is gone beyond recall.'

Education Department of Victoria, *School Paper*, Grades VII and VIII, March, 1916, pp. 29–30.



Source 8

The Seventh War Loan was launched from a replica navy destroyer in what is now known as Martin Place in Sydney in September 1918. A real gun fired from its deck, hoping to stimulate the public's loaning of money to the government to help pay the high costs of the war.

Adapted from *Home Front*, p. 103.

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Source 9

“In order that I may be of the greatest service to my country and carry out the wishes of the Commander-in-Chief at this time of national peril, I promise until the end of the war, to abstain from all intoxicants (except when such are ordered by a doctor), and to encourage others to do the same.”

King George is himself setting the example of abstinence, and has directed the banishment of wines, spirits and beer from the Royal household.

Will you follow the King?’

E.W. Cole, *The Evils of the Drink Traffic, Showing its Effects upon the Destiny of the Nations of the World, Men, Women, and Children, Home-Life, Longevity, Health, Etc.* (6th edn) Cole’s Book Arcade, Melbourne, 1915–19?, p. 1.



Source 10

Schoolboys clean a locomotive during the great strike of 1917. Thousands of working-class men in New South Wales downed tools, impatient with the war, with rising prices, with worsening working conditions, with flag-waving and fiery speeches, and without receiving the promises of a better and fairer life. Hundreds of middle-class boys picked those tools up again, helping governments to break the strikes.

Adapted from *Home Front*, pp. 86-87.



Source 11

Military service was performed near homes and factories in case the war came close to Australia. Before the first conscription plebiscite in 1916, the Government had the power to order men into camp. These are some of the men who have been called up for training.

Adapted from *Home Front*, pp. 62–63.



Source 12

VAD (Voluntary Aid Detachment) women enjoy the rare experience of a motor-bike and side-car ride with an A.I.F. officer as part of a lively and visual fund-raising effort in Sydney in 1917. Otherwise, people were expected to miss out on the more common pleasures. Competition level sports, such as rugby and Australian Rules Football, were halted. Going to the cinema, horse races and boxing matches that were not in some way related to assisting the war effort were frowned upon by many Australians, especially early in the war.

Adapted from *Home Front*, pp. 12, 86.

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ACTIVITY 5: How did Australians on the home front support Australians at the battle front?

1. What do you understand by the term 'war bonds'? Consult and add your notes to the table **Key Words and Definitions** on page 9.
2. Use the following ten sources to complete the table on page 32 and 33.

Discussion starters:

- Think about the values that shaped what people believed and what they did.
- Which groups of people were involved in most of the activities, and why?
- Consider who the different individuals and groups most had in mind when making their decisions.

How did Australians on the home front support Australians at the battlefront?				
Source	About the source	What did Australians do?	How may they have felt about their activities?	A question you would ask about the source
1				
2				
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TABLE CONTINUES

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3. Do any sources in this activity support, disprove or add to your answers in Activities 2, 3 or 4? Where necessary, amend your earlier answers.
4. Use the sources to identify the possible activities and thoughts or feelings of women, men and children at the time. Add these to the Summary Table on page 10.

Educational Activities



Source 1

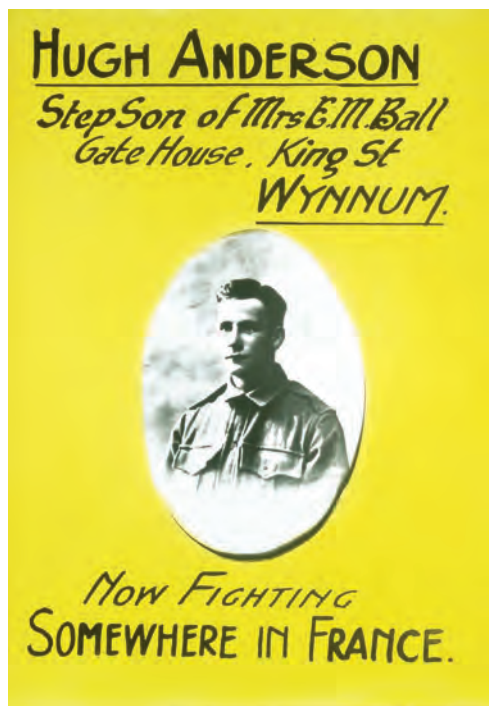
Home Front, p. 90.

Source 2

'Children's Correspondence.

Mr. B.T. Pearse, of Tallangatta [State School]: - "Six months ago, the children here commenced writing to local soldiers in turn. I sent in weekly batches of 70 to 80 letters at a time – all in one parcel. The replies show how all the men appreciate the local gossip. One old pupil wrote from the front: *I got no letters through for a long time, and just when I was worrying about home, along came eighty all in a bunch. It was a bit of all right.*"

Education Department of Victoria,
Education Gazette and Teachers' Aid,
April, 1916, p. 97.



Source 3

Marion Ball of Wynnum in Brisbane probably allowed this glass slide of her stepson to be shown in cinemas.

Adapted from *Home Front*, p. 68.

Source 4

Volunteers work in a corner of the ballroom of Government House in Melbourne in 1914.

Adapted from *Home Front*, p. 57.





Source 5

Home Front, p. 58.



Source 6

The Commonwealth Clothing Factory, South Melbourne, 1918 ... [I]ts main product was the baggy, pea-soup coloured uniform worn by Australian soldiers overseas. The factory offered better working conditions and wages than its predominantly female staff might have received from private employers, but workers were expected to work selflessly for the war effort.

Adapted from *Home Front*, p. 98.



Source 7

The State Savings Bank in Melbourne, late in the war.

AWM H02364.

Educational Activities



Source 8

Home Front, p. 51.

Source 9

Home Front, p. 59.



Source 10

'Tins for troops, in this case collected by the children of New South Wales. Forty to fifty 45-kilogram boxes of sweets *'intended as Christmas presents for our soldiers, and for the most part ... sent in by the school children of the State'*, were prepared in Sydney in one week alone in the spring of 1915.'

Home Front, p. 78.



ACTIVITY 6: How did Australians try to cope with the scale of war-related death? How did they try to cope with the war's effects on themselves and others? To what extent did commemoration assist a grieving nation?

1. What do you understand by the term 'peace bonds'? Consult and complete the table **Key Words and Definitions** on page 9.
2. Use the following twelve sources to complete the table on page 37 and 38.

Discussion starters:

Think about the range of emotions people felt while their country was at war.

- How may they have felt at war's end?
- How did individuals and groups help each other?
- How did individuals and groups help themselves?
- What support was voluntary? What support was official?

How did Australians try to cope with the scale of war-related death and the war's effects on themselves and others?				
Source	About the source	How did Australians try to cope with the scale of war-related death?	How did Australians try to cope with the war's effects on themselves and others?	To what extent did commemoration assist a grieving nation?
1				
2				
3				

TABLE CONTINUES

Educational Activities

4				
5				
6				
7				
8				
9				
10				
11				
12				

3. Do any sources in this activity support, disprove or add to your answers in Activities 2, 3, 4 or 5? Where necessary, amend your earlier answers.
4. Use the sources to identify the possible activities and thoughts or feelings of women, men and children at the time. Add these to the Summary Table on page 10.



Source 1

Home Front, p. 109.



Source 2

Alice Hucker, dressed in black, stands beside the Mackay War Memorial in Queensland in 1920. Her only son, Pte Albert Hucker, was killed in 1917 at age 22 at Passchendaele in Belgium. Alice and her husband attended Anzac Day ceremonies every year in Mackay until their deaths after World War II.

Adapted from *Home Front*, p. 131.



Source 3

‘Nurses and patients pose for a photograph at Melbourne’s Anzac Hostel for permanently disabled veterans. Two thousand former soldiers spent the rest of their lives in institutions like this.’

Home Front, p. 121.

Educational Activities



Source 4

Home Front, p. 90.

Source 5

Most Australians were keen to help returned soldiers, sailors and airmen settle back into civilian life. A new government repatriation department (today's Department of Veterans' Affairs) supported war widows and orphans, offered pensions and hospital treatment to injured and diseased former service-men, provided training schemes to assist the men to find new jobs and tried – with only limited success – to settle them on small farms.

Adapted from *Home Front*, p. 22.



Source 6

A temporary timber World War I memorial is unveiled near the Melbourne Cricket Ground in 1917.

Adapted from *Home Front*, p. 82.



Source 7

'Former soldiers learn book-keeping.'

Home Front, p. 114.



Source 8

'Members of the Red Cross welcome the arrival of a troop transport bringing wounded and invalided men home from the [battle] front.'

Home Front, p. 108.



Source 9

Home Front, p. 123.

Educational Activities



Source 10

'Volunteers serve soldiers at the Anzac Buffet at a military hospital in Melbourne's St Kilda Road. Directed by the wife of a former prime minister, the Buffet was *'a depot for clothes, an organisation for righting soldiers' wrongs, and a place where the boys from the bush and the town could obtain refreshment for the nominal price of a penny'*. By war's end a thousand men a day, most poised between army life and discharge, drank tea there. Some received small loans or help putting a case to the military authorities for free rail tickets or extra pay.'

Home Front, p. 61.



Source 11

A millinery class for soldiers' widows.

Adapted from *Home Front*, p. 117.

Source 12

Home Front, p. 122.

