INTRODUCTION

These educational activities, aligned to the Australian Curriculum: History (Year 9), are designed to encourage students to become engaged with Royal Australian Navy and the rich historical sources it incorporates. Royal Australian Navy is part of a series of books published by the Department of Veterans’ Affairs that explore aspects of World War I.

AUSTRALIAN CURRICULUM LINKS

This classroom resource has been developed with specific reference to the content descriptors for Year 9 students in the Australian Curriculum: History, where a depth study of World War I is required. The Historical Knowledge and Understanding, and Historical Skills, relevant to these educational activities are listed below.

<table>
<thead>
<tr>
<th>Year 9 History</th>
<th>Depth study: World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Knowledge and Understanding:</td>
<td>Historical Skills:</td>
</tr>
<tr>
<td>• An overview of the causes of World War I and the reasons why men enlisted to fight in the war</td>
<td>• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</td>
</tr>
<tr>
<td>• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</td>
<td>• Use historical terms and concepts</td>
</tr>
<tr>
<td>• The commemoration of World War I, including debates about the nature and significance of the Anzac legend</td>
<td>• Identify the origin, purpose and context of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>• Process and synthesise information from a range of sources for use as evidence in an historical argument</td>
</tr>
<tr>
<td></td>
<td>• Evaluate the reliability and usefulness of primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>• Identify and analyse the perspectives of people from the past</td>
</tr>
<tr>
<td></td>
<td>• Identify and analyse different historical interpretations (including their own)</td>
</tr>
<tr>
<td></td>
<td>• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced</td>
</tr>
<tr>
<td></td>
<td>• Select and use a range of communication forms (oral, graphic, written) and digital technologies</td>
</tr>
</tbody>
</table>

The learning content and activities in this resource also allow for the development of the following general capabilities: literacy, critical and creative thinking and personal and social capability. Furthermore, the material can be easily adapted for use with other levels and curriculum areas, particularly English.
USING THE RESOURCE

The Royal Australian Navy publication is available online allowing students easy access at www.anzacportal.dva.gov.au/teachers/resources. With each activity being discrete in nature, teachers are encouraged to adapt them to suit their own purposes.

All images and written sources used in these activities are from Royal Australian Navy, with the exception of the first four images in Activity 2, and Source 9 in Activity 3. When quotations are used, the relevant page from the online version of the book is indicated. Images from Royal Australian Navy can also be viewed in the online photo gallery, allowing students to view large digital versions on the Anzac Portal. Further historical information about each image can be found by accessing the collection search on the Australian War Memorial website and inserting the image number provided.

Answers: When the table in Activity 1 is completed, the correct order of vessels will be: tug, battleship, merchant ship, raider, destroyer, monitor, troopship, hospital ship, torpedo boat, submarine, cruiser, collier.

NOTE

At the time of the First World War, modern Turkey did not exist. Britain’s declaration of war was against the Ottoman Empire, which had been in existence since the 1300s. Although the Ottoman military was ethnically diverse it was commonplace to call all Ottoman soldiers Turkish soldiers, a practice that this work will follow.

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.
OVERVIEW OF ACTIVITIES

This educational resource has five activities, each one focusing on the service of the Royal Australian Navy (RAN) during World War I.

**Activity 1: Why did Australia need the Royal Australian Navy?**

Students are familiarised with the role, shape and movement of the RAN during World War I.

**Activity 2: What was the significance of the first convoy?**

Students explore the voyage of the first convoy from Albany, which carried Australian and New Zealand troops to war in November 1914.

**Activity 3: What happened to SMS *Emden*?**

Analysing historical sources, students investigate the destruction of the German light cruiser SMS *Emden* by HMAS Sydney.

**Activity 4: What was the fate of HMAS *AE2*?**

Students create exhibition text panels to depict the wartime experience of the Australian submarine *AE2*.

**Activity 5: What was life at sea like for members of the RAN during World War I?**

Students explore a range of sources from *Royal Australian Navy* and consider some of the experiences of members of the RAN.
**ACTIVITY 1: WHY DID AUSTRALIA NEED THE ROYAL AUSTRALIAN NAVY?**

**A. Origins of the RAN**

History is about the analysis of sources – to identify facts, make inferences and draw conclusions. Read ‘Origins of the RAN’ which you will find on pages 7–8 of *Royal Australian Navy*. Your task is to analyse this section of the book as a historical source.

1. Identify three facts about the RAN that can be found on pages 7–8 of *Royal Australian Navy*.
   
   **Example:** Thousands of people in Sydney watched the RAN fleet on 4 October 1913.

2. List three inferences and conclusions that you can make from reading this section of the *Royal Australian Navy*.
   
   **Example:** In 1909, Australia was one of many countries that were members of the British Empire.

3. Identify three ways in which the role of the RAN has changed over the past 100 years.
   
   **Example:** Sea power, or the number of boats in a navy, is no longer such a significant measure of a nation’s strength.
B. **Know your sea vessels**

The following terms are used in *Royal Australian Navy* to describe different types of sea vessels. Select the word from the list that best matches each of the definitions and complete the table below.

<table>
<thead>
<tr>
<th><strong>Term</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>battleship</td>
<td>Strong slow watercraft used to push or pull other vessels, including damaged ships.</td>
</tr>
<tr>
<td>troopship</td>
<td>The most powerful and usually largest ship with heavy armament and armour protection.</td>
</tr>
<tr>
<td>torpedo boat</td>
<td>Ship used for trading goods.</td>
</tr>
<tr>
<td>cruiser</td>
<td>Fast, moderately armed ship often disguised as merchant ships.</td>
</tr>
<tr>
<td>hospital ship</td>
<td>Small fast ship with strong armament used to destroy torpedo boats and protect larger warships.</td>
</tr>
<tr>
<td>monitor</td>
<td>Slow warship, with little protection, used for coastal bombardment.</td>
</tr>
<tr>
<td>collier</td>
<td>Ship used to transport troops, and generally unarmed.</td>
</tr>
<tr>
<td>merchant ship</td>
<td>A floating medical facility, used in war zones. Under international law it is illegal to attack these ships.</td>
</tr>
<tr>
<td>submarine</td>
<td>Very small fast craft that carried torpedos into battle.</td>
</tr>
<tr>
<td>raider</td>
<td>Vessel, often armed, that can travel underwater.</td>
</tr>
<tr>
<td>destroyer</td>
<td>Fast armoured ship used for a variety of tasks including scouting, raiding, and protecting.</td>
</tr>
<tr>
<td>tug</td>
<td>A cargo ship which transports coal to coal fired warships.</td>
</tr>
</tbody>
</table>
C. Ship shape

The following nautical terms are used in Royal Australian Navy. Draw a line from each word from the list to identify its location on the image of HMAS Melbourne provided.

ensign | foremast | forecastle | bow | stern | funnel |

HMAS Melbourne. (AWM EN0340)
D. Charting the service of the Royal Australian Navy

1. During World War I, the RAN served under British command in many parts of the world. Some of the locations where the RAN served are listed in the table below. Beside each place name is a number. Place each number in the appropriate position on the world map provided. The maps on pages 4 and 5 of Royal Australian Navy may be helpful for this task.

Note: These terms include oceans, regions, and countries. The names used were current in 1914 and some of them are no longer in use.

<table>
<thead>
<tr>
<th></th>
<th>Place Name</th>
<th></th>
<th>Place Name</th>
<th></th>
<th>Place Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dardanelles</td>
<td>2</td>
<td>Dutch East Indies</td>
<td>3</td>
<td>German East Africa</td>
</tr>
<tr>
<td>4</td>
<td>Hong Kong</td>
<td>5</td>
<td>Mediterranean Sea</td>
<td>6</td>
<td>New Britain</td>
</tr>
<tr>
<td>7</td>
<td>Atlantic Ocean</td>
<td>8</td>
<td>North Sea</td>
<td>9</td>
<td>Sea of Marmora</td>
</tr>
</tbody>
</table>
2. With reference to your completed world map, answer the following questions.

What do names such as ‘Dutch East Indies’, ‘German East Africa’ and ‘New Britain’ tell you about the world in 1914?

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Why did Australia, New Zealand, Canada and other nations send their troops to serve so far from their own countries?

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Why do you think the RAN served in so many different parts of the world?
ACTIVITY 2: WHAT WAS THE SIGNIFICANCE OF THE FIRST CONVOY?

A. The first convoy

1. After the outbreak of World War I in August 1914, thousands of Australians volunteered to serve overseas with the Australian Imperial Force (AIF). These soldiers needed to be transported from where they enlisted to the battlefields of Europe and the Middle East. A range of different vessels sailed from ports in the eastern states to Albany, Western Australia, where they were joined by ships from New Zealand. On 1 November 1914, this large convoy departed from King George Sound carrying Australian and New Zealand troops, horses and supplies. While at sea they learned that their destination was Egypt, where they would continue their training.

Preparations to embark the first AIF and New Zealand troops continued. Twenty-eight ships had been assembled to carry more than 21,000 Australians and almost 8000 horses. The convoy gathered at Albany in late October 1914, where it was joined by ten ships carrying the New Zealand Expeditionary Force … The convoy proceeded … to Colombo, and then to Alexandria on Egypt’s Mediterranean coast, arriving on 3 December.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 11

Approximately how long did it take for the convoy to travel to its destination?

Mark the route taken by the convoy on the map of the world provided on page 7 of this resource and include the following cities on your map:

- Albany, Australia
- Colombo, Sri Lanka
- Alexandria, Egypt
2. Explore the following image, taken on 24 September 1914, and complete the activities provided.

Members of the 2nd Australian Light Horse and their horses prepare to embark for Egypt with the first convoy on HMAT *Star of England*, Pinkenba Wharf, Brisbane. (AWM P01235.002)

Think about the type of preparation needed to transport thousands of men and horses to the other side of the world.

Why do you think that horses were included in the first convoy?

List the supplies that might have been required on board the ships (for the men and the horses) during the voyage.

List the daily tasks associated with caring for the horses that would have needed to be completed on board the ships.
B A long voyage on the Orvieto

The following three images show the ship HMS Orvieto at different ports while on duty transporting soldiers of the AIF in 1914.

Take on the role of a soldier from rural Victoria who volunteered for service in the first week after the outbreak of the war in 1914. You are now enlisted in the 5th Battalion of the AIF and you are on board the Orvieto. Are you excited to be travelling so far from your home? What might your thoughts and expectations be about this voyage and the task ahead? Are there challenges associated with war that make you anxious?

In the space provided beside each image, write a journal entry that records your thoughts on that date.

17 October, 1914

31 October, 1914

Australian troopships Orvieto and Omrah prepare to sail from Port Melbourne, October 1914. (AWM P01122.002)

The flagship of the first convoy, HMS Orvieto, lies at anchor in King George Sound, Albany, in October 1914. (AWM PS0017)
C Images at sea

Historical images are important sources that allow us to gain an understanding of the past. In this activity you will analyse two different images of the convoy that left Australia in November 1914, and explore their use as historical sources. Look at the two images and answer the questions that follow.

Members of the 5th Battalion AIF disembark from the Orvieto at Alexandria, Egypt, 1914. (AWM H02030)

3 December, 1914

First convoy at sea, by Charles Bryant, 1920, oil on canvas, 122.5 x 275.3 cm. (AWM ART00190)
The first convoy crosses the Indian Ocean. (AWM G01547)

When was each image created and who might have created them?

Why might each image have been created?

What are the similarities and differences between the images?

Which image do you think is most useful for learning about the first convoy? Why?

Which image do you think is more reliable as a historical source? Why?
SOURCE 1:

The German light cruiser SMS *Emden*. (AWM H16829)

What does this source tell you about the *Emden's* capacity as a warship?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

SOURCE 2:

*World War I was only four months old, but already Emden had sunk or captured twenty-five ships, bombarded Madras's oil tanks, caused commodity prices and maritime insurance rates to rise, disrupted shipping movements and tied down more than a dozen Allied warships.*

*Royal Australian Navy, Department of Veterans' Affairs, Canberra, 2010, page 6*

How might members of the RAN have felt about the *Emden*?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Source 3:

… Emden posed a threat to the many unarmed ships carrying the AIF across the Indian Ocean. To guard against her, the convoy was escorted by the armoured cruiser HMS Minotaur, HMAS Sydney, HMAS Melbourne and the Japanese cruiser HIJMS Ibuki.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 11.

Why might thousands of Australian and New Zealand troops have travelled in unarmed ships?

Source 4:

Later we turned again and engaged her on the other broadside. By now her three funnels and her foremast had been shot away and she was on fire aft. We turned again and after giving her a salvo or two with the starb(oard) guns, saw her run ashore on North Keeling Island. So at 11.20 am we ceased firing, the action having lasted 1 hour 40 min.

Lieutenant Rupert Clare Garsia, HMAS Sydney.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 6

What event is being described in this source?
Source 5:

The deck of *Emden* after the action with *Sydney*.  
(AWM EN0399)

What damage to the *Emden* does this source reveal?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Source 6:

Members of the crew of *Sydney*; 9 November 1914.  
(AWM EN0211)

Why might the crew of *Sydney* have posed for a photograph at this time?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Source 7:

What does this source reveal about the position of the *Emden*, and what might the significance of this have been?

*Emden beached and done for, 9 November 1914, by Arthur Burgess, 1920, oil on canvas, 168.5 x 254.5 cm. (AWM ART00191)*

Source 8:

How is Captain John Glossop portrayed in this source?

*John Glossop, RN, commander of HMAS Sydney. (AWM C02519)*
Source 9:

Letter written by Captain Glossop of HMAS Sydney to the captain of SMS Emden. The letter was not delivered.
(AWM 3DRL/3479)

What is the tone of the letter written by Captain Glossop to the captain of the Emden?

Source 10:

When he returned to the stricken Emden, Sydney’s captain, John Glossop, found her ensign still flying and her surviving crew refusing to surrender. Five more minutes of reluctantly ordered fire finished the German ship. She showed the white flag and the ensign came down.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 6

What does this source reveal about the crew of the Emden?
Source 11:

The ship was riddled with gaping holes, and it was with difficulty one could walk about the decks, and she was gutted with fire. Some of the men who were brought off to the Sydney presented horrible sights, and by this time the wounds were practically all foul and stinking, and maggots 1/4 inch long, were crawling over them, i.e., only 24 to 30 hours after injury.

Keeling Island Cable Station doctor, November 1914

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 11

What does this source say about the treatment of the dead and injured in times of war?

Taking on the role of a historian, use the 11 sources provided to work out what happened to the SMS *Emden* on 9 November 1914. Write a report reflecting on the events of this day, 100 years ago, for a contemporary audience. Some of the questions you may like to explore in your report are Who? What? When? Where? Why? You may also like to consider the relevance of this event to Australians today.
ACTIVITY 4: WHAT WAS THE FATE OF HMAS AE2?

In this investigation you will take on the role of a curator for a historical exhibition titled ‘The fate of HMAS AE2’. As preparation for this task, read the section ‘AE2 in the Dardanelles’ on pages 12-14 of Royal Australian Navy.

The seven items for the exhibition on the fate of HMAS AE2 are:

Exhibit 1: Photograph
AE2 off the port of Aden, en route to the Dardanelles.

Exhibit 2: Photograph
AE2 in the harbour at the Aegean island of Lemnos in early 1915, surrounded by shipping assembled to support the forthcoming landings on the Gallipoli Peninsula.

Exhibit 3: Quote from Submariner Charles Suckling who was on the AE2 on 25 April 1915
(From Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 13).

Exhibit 4: Photograph
A mine from World War I.

Exhibit 5: Artwork
AE2 in the Sea of Marmora, April 1915, by Charles Bryant, 1925, oil on canvas, 1226 x 1830 cm. In this painting Lieutenant Commander Stoker is flaunting the submarine’s presence to cause disruption to Turkish communications.

Exhibit 6: Photo
The Turkish torpedo boat Sultan Hissar, which sank AE2.

Exhibit 7: Photograph
The crew of AE2 in civilian dress as prisoners of war, having been rescued from the stricken vessel. Lieutenant Commander Stoker is in the centre of the front trio.

Your task is to create a text panel for each exhibition item. The purpose of a text panel in an exhibition is to provide background information to help the audience interpret the items on display. Unlike a caption, it should go beyond a description of the exhibit, and also provide information about the context and significance of the item.

Complete the text panels in the spaces provided beside each item in the exhibition. Your text panels should combine to tell the story of the AE2 during World War I.
The fate of HMAS *AE2*

Submariner Charles Suckling, *AE2*, 25 April 1915

The next hour provided an experience never to be forgotten. The rappings and scrapings on the hull of the boat by mooring wires of the mines seemed never ending. On two occasions something much harder than wires hit the bow of the boat and rattled away astern, and once some object seemed to catch up forward and remained knocking for several minutes, before it broke away and rattled astern.
ACTIVITY 5: WHAT WAS LIFE AT SEA LIKE FOR MEMBERS OF THE RAN DURING WORLD WAR I?

During World War I, members of the RAN served on a variety of vessels in different parts of the world. The following sources highlight some of the conditions experienced by members of the RAN while they were at sea. Analyse each source and complete the activities provided.

Source 1:

HMAS Pioneer’s ship’s band, circa 1916. (Sea Power Centre)

Source 2:

Sydney in heavy weather. (AWM 301394)

Source 3:

Quote from Commander Arthur Bond, RAN, on board an Australian destroyer in Dutch East Indies waters.

Ice lasted for the first twenty-four hours only; fresh meat would not keep, and water in the drinking tanks was warm. . . . the officers’ and men’s living quarters under the forecastle were like an oven. All hands lived mostly on deck, in the minimum of clothing, uniform consisting of shorts and flannel, and so burnt were we that the ship’s company looked [more] like Malays than Australians.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 18
Source 4:

Stoking the boilers on HMAS Australia. (AWM EN0535)

Source 5:

Members of HMAS Melbourne’s crew relax on deck in the shade of a canvas awning. (AWM EN0118)

Source 6:

NJ McRory from HMAS Australia, who was on board the British ship Thetis, 23 April, 1918

We signalled the Intrepid ‘We are aground, proceed ahead carry out orders.’ After 25 minutes we released ourselves but not before we had suffered from gunfire. Our for’ard gun was blown overboard taking crew with it. We also had a shot hole right through from starboard to port side, leaving a hole large enough for three men to walk through and just clearing the top of our engine room.

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 25
Source 7:

Meal time in the mess on HMAS Australia. (AWM EN0500)

Source 8:

Gun drill on HMAS Sydney. (AWM EN0177)

Source 9:

Men of HMAS Parramatta. The puppy in the front row is the ship’s mascot. (AWM EN0366)
Source 10:


*Of actual fighting, of visible enemy, not a trace; merely a prolonged chase over seas peopled solely by traders and fishermen (though strewn here and there with submarine-made wrecks), of a foe believed to exist somewhere but beyond the vision of any man in the squadron; and just when the crews (hoped) ... that at any moment enemy masts might lift above the horizon, an order out of the air ... and ... the return to an undesired harbour and another age of uncomprehending disappointment.*

Royal Australian Navy, Department of Veterans’ Affairs, Canberra, 2010, page 25

Source 11:

Seamen on board HMAS *Melbourne* display tinned and packaged food to be distributed to the crew. (AWM EN0439)

Life at sea offered members of the RAN many challenges but also opportunities. Use this table to identify the challenges and opportunities suggested by each source.

<table>
<thead>
<tr>
<th>Source</th>
<th>Opportunity</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Playing in the band provided comradeship and musical enjoyment</td>
<td>Long periods at sea with no military action could lead to boredom and tensions amongst the men</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now that you have explored some of the conditions experienced by members of the RAN during World War I, your task is to design a board game. The game will highlight the opportunities and challenges for these men while they were at sea.

Use the following guidelines to design your game:

1. Design a board with a relevant theme. It should have at least 40 spaces for players to move along. Identify at least 5 spaces where players must pick up an ‘Opportunity card’ if they land there, and at least 5 spaces where players must pick up a ‘Challenge card’ if they land there.
2. Find a dice and create markers for up to 6 players.
3. Using Sources 1–11 as a stimulus, create 10 ‘Opportunity cards’ and 10 ‘Challenge cards’. These cards should describe a scenario and indicate the number of spaces the player must move forward or back. These cards should be placed downwards in two piles on the board.
4. List the rules of your game.

Play your game with others.