

Making of the Modern World: WWI

Applicable for use in Australian Curriculum: History WWI – Year 9

Written by Marcus Parker
St Joseph's College, Mildura, Victoria

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

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Aims and Objectives

Knowledge and Understanding

- An overview of the causes of World War I and reasons why men enlisted to fight in the war.
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.
- The impact of World War I, 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).
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Skills

ACARA content:

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical terms and concepts.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Identify and locate relevant sources, using ICT and other methods.
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Course Overview

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|-------------------|---|---|---|
| 1 | 1 (45 minutes) | <p>Lesson Overview The intention of this lesson is for students to develop a picture of what Europe was like at the turn of the 20th century through source analysis.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Give students a blank European map. Have them use Google Maps to draw in the outlines of European countries today. Then ask students to draw in the borders that existed in 1900. (15 minutes) • Using same map, students are to identify and annotate which countries shared alliances, language, religion and colonial superiority. (10 minutes) • Teacher-led discussion on how Europe operated at the start of the 20th century. Notes on board if necessary. (15 minutes) • End of class/homework question: “What changed between 1901 and 1914 to cause the Great War?” Students to find out three reasons (hopefully they uncover MAIN reasons). | <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 • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places • Use historical terms and concepts • Select and use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> • Annotated map of Europe in 1900 (save to compare to map after Versailles) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|---------------------------|---|--|---|
| | <p>2 (90 minutes)</p> | <p>Lesson Overview Students are introduced to the concept of Militarism, Alliances, Imperialism and Nationalism as causes for the Great War.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Through source analysis of images on projector, students are to continue developing their understanding of how Europe operated at the start of the 20th century. (15 minutes) • Independent research on computers for the following definitions. (10 minutes) <ul style="list-style-type: none"> – Militarism – Alliances – Imperialism – Nationalism • Discuss definitions as a group and come to an understanding of what these mean today and the impact they have on daily life. (10 minutes) • Divide students into four groups and have them research how each one of these areas's impacted the outbreak of WWI. They are to report their findings back to the class. Depending on the skill of your students, give them as much or as little background information that you choose. (45 minutes) • Hand out MAIN worksheet to review work done in class, can also be used for homework. (10 minutes) | | <ul style="list-style-type: none"> • MAIN worksheet (Appendix 1) (Sourced from www.historyonthenet.com/Lessons/worksheets/ww1.htm, current as at 9/5/2014) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|-------------------|---|---|--|
| | 3 (90 minutes) | <p>Lesson Overview Students are to research the events surrounding the assassination of the subsequent events that it triggered.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Review definitions surrounding MAIN (10 minutes) • Watch the following YouTube clip of Franz Ferdinand’s assassination. Develop your own questions depending on skill/ interest level of students. (30 minutes) www.youtube.com/watch?v=5LAgDuNZU8A • Students are to develop an extended response to the question “What factor is most at blame for the start of WWI?” Response can be done as either an essay, timeline, photo story, PowerPoint, etc. (45 minutes) • Complete class by developing a class timeline of the events between 28 June and 28 July 1914. If you run out of time, this becomes a homework task. (5 minutes) | <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 • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places • Use historical terms and concepts • Select and use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> • Extended response “What factor is most at blame for the start of WWI?” |
| 2 | 4 (45 minutes) | <p>Lesson Overview Students are to research the intended purpose of the Schlieffen Plan and then make a judgement on its effectiveness.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Hand out appendix relating to the Schlieffen Plan. Students to complete without prior knowledge. (10 minutes) • Teacher-directed discussion about the Schlieffen Plan and notes on board surrounding its intended goal. (15 minutes) • Students to develop a PMI (Plus, Minus, Interesting) table surrounding the Schlieffen plan. Discuss. (15 minutes) • Quick recap quiz on the events surrounding the start of WWI. (5 minutes) | <ul style="list-style-type: none"> • The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign • Use historical terms and concepts | <ul style="list-style-type: none"> • Source Analysis on Schlieffen Plan (Appendix 2) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|---------------------------|--|--|---|
| | <p>5 (90 minutes)</p> | <p>Lesson Overview This lesson aims to help develop an image for the class of what the trenches were like and the issues that developed from them. Also address the reasons why young men “wanted to go to war”.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> As a class, go through images of trench warfare on projector. Images available on CD-ROM in DVA publication <i>Australians on the Western Front</i> (2006). (10 minutes) Pick one provocative image and have students complete an ergo source analysis sheet analysing it. (25 minutes) Students to complete Worksheet 5.1, “Trench Warfare”, from <i>Australians on the Western Front</i> (2006). Discuss answers as a class. (25 minutes) In groups of four, students are to go through activities in Worksheet 5.4 and then present results to the class. This can lead to short opinion line activity relating to the effectiveness of trench warfare. (30 minutes) | <ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign Use historical terms and concepts Select and use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> Trench Warfare 5.1 (Appendix 3) Trench Warfare 5.4 (Appendix 4) |
| | <p>6</p> | <p>Lesson Overview Students are introduced to the Events of Gallipoli in preparation for the primary assessment piece for this unit of work.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> As a class go through the interactive presentation on the website Gallipoli: The First Day (www.abc.net.au/innovation/gallipoli) and discuss the importance of each event. (30 minutes) Hand out essay cover sheet. Students are to spend 30 minutes searching through the website and thinking of three questions that they might be interested in. (30 minutes) Discuss the principles of TEEL (Topic sentence, Evidence, Explain, Link back to question) and have students plan out their response. This is also a good chance to go to the school library and have them search for additional material. (30 minutes) | <ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign The impact of World War I, with a particular emphasis on Australia Use historical terms and concepts Identify and select different kinds of questions about the past to inform historical inquiry Identify and locate relevant sources, using ICT and other methods Process and synthesise information from a range of sources for use as evidence in an historical argument Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | <ul style="list-style-type: none"> Gallipoli essay – questions developed by students and inquiry driven (essay task and rubric attached as Appendix 5) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|-------------------|---|--|---|
| 3 | 7 (45 minutes) | <p>Lesson Overview Students will continue to work on and develop their individual essay's relating to the experience of the Anzacs at Gallipoli.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> This lesson is purely designed to allow students time to work on essays. Depending on the strength of your students this can be to go over drafts or run through how to construct a paragraph. | <ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign The impact of World War I, with a particular emphasis on Australia The commemoration of World War I, including debates about the nature and significance of the Anzac legend Use historical terms and concepts Identify and locate relevant sources, using ICT and other methods Process and synthesise information from a range of sources for use as evidence in an historical argument Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | <ul style="list-style-type: none"> Gallipoli Essay – questions developed by students and inquiry driven (essay task and rubric attached as Appendix 5) |
| | 8 (90 minutes) | <p>Lesson Overview Students are to finish their essays about the experiences of the Anzacs at Gallipoli.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> Spend the first 10 minutes looking at images of Gallipoli and the Anzacs actions there. This will be the last bit of class time to go over this, whatever due date you have for the essay will obviously impact on what you choose to do. | <ul style="list-style-type: none"> The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign The impact of World War I, with a particular emphasis on Australia. The commemoration of World War I, including debates about the nature and significance of the Anzac legend Use historical terms and concepts Identify and locate relevant sources, using ICT and other methods Process and synthesise information from a range of sources for use as evidence in an historical argument Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced | <ul style="list-style-type: none"> Gallipoli Essay – questions developed by students and inquiry driven (essay task and rubric attached as Appendix 5) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|-------------------|--|---|--|
| | 9 (90 minutes) | <p>Lesson Overview Students are to receive information and analyse some of the events from the other primary theatre of war the Australians were involved in, the Western Front.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Using the text <i>Australians on the Western Front</i> (DVA, 2006). Divide your class into five groups. Get each group to investigate one of the topics. The topics are: <ul style="list-style-type: none"> – The Wounded – The Enemy – The Allies – On Leave in England – After the War. • Students are to use the resource and evaluate the impact and influence of AIF troops on each of these topics. They are to prepare a short 2-minute synopsis of each event for the class to use. | <ul style="list-style-type: none"> • The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign • The impact of World War I, with a particular emphasis on Australia • The commemoration of World War I, including debates about the nature and significance of the Anzac legend • Use historical terms and concepts | |
| 4 | 10 | <p>Lesson Overview Students are to analyse a range of sources and comment on the impact of WWI towards Australian cultural norms and stereotypes, with a particular focus on why Australians volunteered for war.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Copy/scan images from <i>Home Front</i> (Commonwealth of Australia, 2011) depicting what life was like in Australia when war broke out. Spend 15 minutes as a class discussing these images. Focus discussion on connection to Britain, pressure from family/community, adventure, pay, free holiday etc. (15 minutes) • Hand out ergo source analysis sheet and one image for students to analyse what is taking place in the image. (15 minutes) • Have students write a short response to the following statement “Placing yourself at the outbreak of WWI, would you volunteer to go to war? Why/why not?” (15 minutes) | <ul style="list-style-type: none"> • Places Australians fought and the nature of WWI warfare, including the Gallipoli campaign • The impact of World War I, with a particular emphasis on Australia • The commemoration of World War I, including debates about the nature and significance of the Anzac legend • Use historical terms and concepts • Identify and locate relevant sources, using ICT and other methods • Process and synthesise information from a range of sources for use as evidence in an historical argument • Select and use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> • Source analysis of teacher chosen images using http://ergo.slv.vic.gov.au template (Appendix 6) |

| Week | Lesson | Content/Activities | State/Territory and ACARA curriculum links | Assessment |
|------|--------------------|--|---|------------|
| | 11 (90 minutes) | <p>Lesson Overview Students will be given information on the end of WWI and be expected to develop their own ideas as to the outcomes of the war.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Watch World War I in colour – Episode 6 (available at www.youtube.com/watch?v=gwiZXQIKvAg, cited 26/11/2013) focusing on the end of World War I to develop context of situation. (50 minutes) • Handout casualty statistics information sheet (Appendix 7). Discuss as class the information that this presents. Ask students to prepare a visual presentation (poster, PowerPoint, collage, etc.) using this information as the base source of information. Posters can act as revision materials for any future examinations (40 minutes) | <ul style="list-style-type: none"> • The impact of World War I, with a particular emphasis on Australia • The commemoration of World War I, including debates about the nature and significance of the Anzac legend • Use historical terms and concepts | |
| | 12 (90 minutes) | <p>Lesson Overview Students are expected to reflect on content learnt over the previous 4 weeks and form their own ideas in response to this question.</p> <p>Learning Activities</p> <ul style="list-style-type: none"> • Analyse a source relating to the Treaty of Versailles and the events that occurred there. (10 minutes) • Teacher-led discussion/notes on board outlining the events of Versailles and the ramifications that these would have in 20 years time. (20 minutes) • Present students with information on the different ways we commemorate WWI. (If time permits, this could incorporate an excursion to a local memorial in another lesson) once information has been disseminated, hold a mini debate with the topic being “World War I deserves to be remembered as the birth of true Australian Identity.” (60 minutes) | <ul style="list-style-type: none"> • The impact of World War I, with a particular emphasis on Australia • The commemoration of World War I, including debates about the nature and significance of the Anzac legend • Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. • Use historical terms and concepts • Identify and locate relevant sources, using ICT and other methods • Identify and analyse different historical interpretations (including their own) | |

Resources List

| Week | Lesson | Resources |
|------|--------|---|
| 1-4 | 1-12 | <p>Books Wilcox, C (2001). <i>Home Front</i>, Department of Veterans' Affairs, Canberra. Commonwealth of Australia (2006). <i>Australians on the Western Front</i>, Department of Veterans' Affairs, Canberra.</p> <p>Worksheets Appendices 1-7</p> <p>Websites Gallipoli: The First Day www.abc.net.au/innovation/gallipoli World War I in colour – Episode 6: Victory and Despair (narrated by Kenneth Branagh) www.youtube.com/watch?v=gwiZXQIKvAg Infamous Assassinations – Franz Ferdinand (Episode 24) www.youtube.com/watch?v=5LAgDuNZU8A BBC World War I GCSE Bitesize www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1 for general background. Australian War Memorial (particularly useful for research materials focusing on Australia during war time) www.awm.gov.au Mapping Our Anzacs (useful for finding local ANZAC soldiers) http://mappingouranzacs.naa.gov.au A two-page question sheet on the causes of World War I www.historyonthenet.com/WW1/causes.htm</p> |

Appendices

Appendix 1: The Schlieffen Plan

Source: http://hsc.csu.edu.au/modern_history/core_study/ww1/stalemate/page83.htm

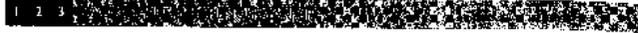
Questions

All questions and answers are to be completed in your workbook in full sentence form.

- Find a map of Western Europe and outline how the Schlieffen Plan was meant to work.
- Why did Germany want to attack France before Russia?
- How long did Schlieffen assume it would take Germany to defeat France? Why was this important?
- What were three problems Germany faced with the Schlieffen Plan?
- How did the Schlieffen Plan bring Britain and her empire (including Australia) into the war?

Appendix 2: Western Front – Worksheet 5.1 Trench Warfare

Source: www.dva.gov.au/commems_oawg/commemorations/education/Documents/Western_Front.pdf, page 44.



Soldiers on the Western Front regularly fought against the enemy.

This was called 'trench warfare', because when they were preparing to attack, the soldiers lived in trenches dug into the ground. When it was time to attack they would come out of their trenches and move towards the enemy trenches. After the attack they might be moved to the rear to rest and recover for a period of time.

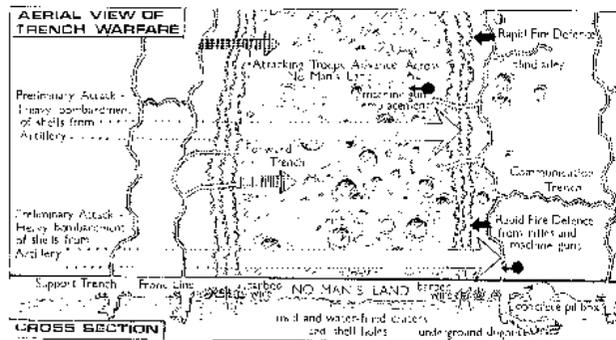


Illustration by David Slinn, *Contemporary Accounts of the First World War* by John S. E. in, Tassell Publications, 1981 and in *The Fall of Western Front 1916-1917, The Price of Honour, Time-Life Australia*, and John Ferguson, Sydney, 1997, page 18.

- ▶ Think about what a battle might have been like. What sounds would there be, what smells, what would the soldiers see? Write down some words that describe what you imagine a battle might be like.

Appendix 3: Western Front – Worksheet 5.4 Trench Warfare

Source: www.dva.gov.au/commems_oawg/commemorations/education/Documents/Western_Front.pdf, pages 48–49.

1 2 3 WORLD WAR I: THE WESTERN FRONT

What was battle like for the soldiers?

Look at these photographs and list your impressions and reactions to them about what war was like.





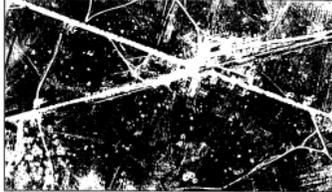

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1 2 3 WORLD WAR I: THE WESTERN FRONT

THE LANDSCAPE

This type of warfare also had an effect on the physical environment of the area.

Look at the illustrations below and make a list of words that describe the effect of the war on the landscape.









3. List a number of words that describe the environment during war.

4. How do you think soldiers might have felt during trench warfare?

5. How do you think they reacted to battle conditions?

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Appendix 4: Gallipoli Essay

World War I – Making of the Modern World

Learning Intention

It is expected that at the completion of this task, students will have completed a on the events at Gallipoli and developed an understanding of what happened there via their own research and development of an essay.

Task Instructions

Students are to complete an essay about Gallipoli and the events that occurred there. It must include:

- a suitable question that guides their research
- a strong introduction covering the ideas for asking their question
- analytical topic sentences that guide each paragraph
- the use of quotes, statistics and primary sources to demonstrate their knowledge
- a bibliography recognising all the sources used in their report.

Content of the Essay

At some point in your essay, you should make mention of each of the following themes associated with the Gallipoli campaign:

- location and importance of Gallipoli
- a timeline of events during the Gallipoli campaign
- general experiences of Anzacs at Gallipoli
- general experiences of the Turkish at Gallipoli
- major events/offensives during the campaign
- important people and their role in Gallipoli (one Australian, one Turkish)
- why the Gallipoli campaign so well remembered today
- your personal point of view on Anzac Day and its importance to Australia.

Expected word count: 750 words minimum

Due Date: ____ / ____ / ____

Curriculum Requirements

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.
- The impact of World War I, with a particular emphasis on Australia.
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Gallipoli Essay Rubric

| | Well above the expected level | Above the expected level | At the expected level | Approaching the expected level | Well below the expected level |
|--|--|---|--|---|--|
| Historical Knowledge Shown | Has shown an advanced and insightful level of knowledge about the events of the Gallipoli campaign. | Has shown an advanced level of knowledge about the events of the Gallipoli campaign. | Has shown a good level of knowledge about the events of the Gallipoli campaign. | Has shown a basic level of knowledge about the events of the Gallipoli campaign. | Has shown very little knowledge about the events of the Gallipoli campaign. |
| Understanding of Key Events | Has shown an advanced level of knowledge regarding several key events of the Gallipoli campaign. | Has discussed and shown some insight towards the key events of the Gallipoli campaign. | Has discussed the key events of the Gallipoli campaign. | Has discussed some of the key events of the Gallipoli campaign. | Has barely discussed any of the key events of the Gallipoli campaign. |
| Use of Sources in Developing an Idea (Historical Skills) | Use of sources has greatly enhanced the quality of the essay. | Has been able to incorporate research from sources into the essay that add to its quality. | Has shown some ability to incorporate information from sources into the essay. | Has shown little ability to incorporate sources into the essay correctly. | Has made no attempt to incorporate sources into the essay. |
| Completion of Essay Paragraphs | Has addressed all the set criteria for the essay in an advanced manner. | Has addressed most of the set criteria for the essay well. | Has addressed most of the set criteria for the essay. | Has addressed some of the set criteria for the essay. | Has barely addressed any of the set criteria for the essay. |
| Ability to Establish a Question That Guides Your Research | Has asked a tough question that has allowed them to explore the events surrounding Anzac Day extremely well. | Has asked a tough question that has allowed them to explore the events surrounding Anzac Day well. | Has asked a sound question that has allowed them to explore the events surrounding Anzac Day well. | Their question has allowed them to analyse most aspects of the ANZAC campaign in a developing manner. | The quality of their question has not allowed them to gain any real insight into the Gallipoli campaign. |
| Referencing/ Bibliography | The quality of their references and bibliography has greatly added to the quality of the essay. | Has told the reader what resources were used in the essay by using an acknowledged referencing method and bibliography. | Has told the reader what resources were used in the essay. | Has made some attempt to let the reader know what resources were used in the essay. | Hasn't given any recognition towards any outside resources used within the essay. |

Appendix 5: Single Image Study

| Single Image Study | |
|--|--------------------------------------|
| Title: _____ | Date of creation: ____ / ____ / ____ |
| Type of source: _____ | Creator: _____ |
| <ul style="list-style-type: none"> • What do you see? Think about: <ul style="list-style-type: none"> – people – location – actions – events – period in history. | |
| <ul style="list-style-type: none"> • Record any words in the image. What do they refer to? • Is there anything significant/interesting about the title of the image? | |
| <ul style="list-style-type: none"> • Can you identify any individuals in the image? If so, who are they? • What evidence can you see that supports your interpretation? • What do you already know about the events and people depicted in the image? | |
| <ul style="list-style-type: none"> • What do you think is the purpose of the image? <ul style="list-style-type: none"> – Why was it created? – What is its message? | |
| <ul style="list-style-type: none"> • Who do you think the image was made for? Who do you think the audience is? | |
| <ul style="list-style-type: none"> • What questions do you have about the image and the events and people it depicts? • What additional information do you need to interpret the image? | |

Source: State Library of Victoria (2008)

Appendix 6: Western Front – Worksheet 8.1 The Allies

Source: www.dva.gov.au/commems_oawg/commemorations/education/Documents/Western_Front.pdf, page 70.

1 2 3

People from many different countries fought on the Western Front. The focus in this resource is on Australia. You may not realise that many other nations were involved in the war, many of them to a much greater extent. Here is a list of the number of casualties from each country during the war. Some of the figures are precise official figures, others are estimates or approximate numbers.

| Countries | Total Mobilised | Killed & Died | Wounded | Prisoners & Missing | Total Casualties | Casualties as % mobilised |
|---|-------------------|------------------|-------------------|---------------------|-------------------|---------------------------|
| ALLIED POWERS | | | | | | |
| Russia | 12 000 000 | 1 700 000 | 4 950 000 | 2 500 000 | 9 150 000 | 76.3 |
| France | 8 410 000 | 1 357 800 | 4 266 000 | 537 000 | 6 160 800 | 73.3 |
| British Empire <i>Includes Australia*</i> | 8 904 467 | 908 371 | 2 090 212 | 191 652 | 3 190 235 | 35.8 |
| Italy | 5 615 000 | 650 000 | 947 000 | 600 000 | 2 197 000 | 39.1 |
| United States | 4 355 000 | 126 000 | 234 300 | 4 500 | 364 800 | 8.4 |
| Japan | 800 000 | 300 | 907 | 3 | 1 210 | 0.2 |
| Romania | 750 000 | 335 706 | 120 000 | 80 000 | 535 706 | 71.4 |
| Serbia | 707 343 | 45 000 | 133 148 | 152 958 | 331 106 | 46.8 |
| Belgium | 267 000 | 13 716 | 44 686 | 34 659 | 93 061 | 34.9 |
| Greece | 230 000 | 5 000 | 21 000 | 1 000 | 27 000 | 11.7 |
| Portugal | 100 000 | 7 222 | 13 751 | 12 318 | 33 291 | 33.3 |
| Montenegro | 50 000 | 3 000 | 10 000 | 7 000 | 20 000 | 40.0 |
| Total | 42 188 810 | 5 152 115 | 12 831 004 | 4 121 090 | 22 104 209 | 52.3 |
| <i>Figures for Australia (AWM)</i> | 331 000 | 61 919 | 155 000 | 4 044 | 221 000 | 66.7 |
| * Also Includes England, Scotland, Wales, Ireland, Canada, South Africa, Newfoundland | | | | | | |
| CENTRAL POWERS | | | | | | |
| Germany | 11 000 000 | 1 773 700 | 4 216 058 | 1 152 800 | 7 142 558 | 64.9 |
| Austria-Hungary | 7 800 000 | 1 200 000 | 3 620 000 | 2 200 000 | 7 020 000 | 90.0 |
| Turkey | 2 850 000 | 325 000 | 400 000 | 250 000 | 975 000 | 34.2 |
| Bulgaria | 1 200 000 | 87 500 | 152 390 | 27 029 | 266 919 | 22.2 |
| Total | 22 850 000 | 3 386 200 | 8 388 448 | 3 629 829 | 15 404 477 | 67.4 |
| Grand Total | 65 038 810 | 8 538 315 | 21 219 452 | 7 750 919 | 37 508 686 | 57.6 |

www.spartacus.schoolnet.co.uk/FWWdeaths.htm

- ▮ Use an atlas to identify these countries on the modern world map on the next page. (Some of the countries no longer exist so you should use the map on page 11 to locate these countries. You will need to mark the approximate location on the modern map of those which no longer exist today.)
- ▮ How would you describe Australia's contribution to the war? Explain your reasons.
- ▮ Why is World War I so important in Australian history?

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