# Stage 5 Depth study 3 – Australians at war: World War I (1914-1918)

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific. Specific targeted teaching activities to support critical and creative thinking in the history classroom have been embedded throughout – they are highlighted by the light blue cloud icon. 

**Teacher note** – before beginning this learning sequence, students need to have an understanding of the place and context of World War I in the history of the twentieth century. This content is covered in the overview to Stage 5, which constitutes 10% of the total course time.

## Outcomes

A student:

* **HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
* **HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
* **HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
* **HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
* **HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
* **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Historical concepts

* Continuity and change: reasons for change and continuity in a particular historical context, e.g., rights and freedoms of groups in Australian society
* Cause and effect: intended and unintended causes and consequences of a particular historical event or development
* Perspectives: the reasons for different perspectives in a particular historical context
* Empathetic understanding: the actions, values, attitudes and motives of people in the context of the past
* Significance: the reasons why the importance of an event, development or individual may change over time
* Contestability: historical sources, events or issues may be interpreted differently by historians depending on their perspectives and methods of inquiry

## Historical skills

* Comprehension: chronology, terms and concepts:
	+ read and understand historical texts
	+ sequence historical events to demonstrate the relationship between different periods, people and places
	+ use historical terms and concepts in appropriate contexts
* Analysis and use of sources:
	+ identify different types of sources
	+ identify the origin, content, context and purpose of primary and secondary sources
	+ process and synthesise information from a range of sources as evidence in an historical argument
	+ evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry
* Perspectives and interpretations:
	+ identify and analyse the reasons for the different perspectives in a particular historical context
	+ recognise that historians may interpret events and developments differently
* Empathetic understanding:
	+ interpret history through the actions, values, attitudes and motives of people in the context of the past
* Research:
	+ ask and evaluate different kinds of questions about the past to inform an historical inquiry
	+ plan historical research to suit the purpose of an investigation
	+ identify, locate, select and organise information from a variety of sources, using ICT and other methods
* Explanation and communication:
	+ develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
	+ select and use a range of communication effectively about the past for different audiences and for different purposes

## Key terms

Anzac, campaign, cause, conscription, enemy ‘aliens’, enlistment, government, home front, imperialism, nationalism, perspective, propaganda, racism, rationing, significance, warfare

Outcomes and other elements of syllabus references in this document are from [the [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

### Learning sequence 1

**Teacher note** – access the [Centenary of Anzac](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/centenary-of-anzac) for resources and background on why Australians enlisted to fight.

### Content

### An overview of the causes of the wars, why men enlisted and where Australians fought

Students:

* outline the main causes of both wars
* locate and sequence the places where Australians fought in both wars
* explain why Australians enlisted to fight in both wars

### Causes of World War I and reasons for enlisting

The local historical society is endeavouring to broaden their appeal and relevance in the local community by engaging young people with the study of history and particularly World War I. The historical society has asked you to create a website for visiting students of your age to engage with the study of World War I, the Australian response. Your website will need to include two pages.

Website page 1 – World War I the beginning:

* an outline of the causes of World War I, including:
	+ alliances – what role did the existence of the Triple Entente and the Triple Alliance play in the outbreak of World War I?
	+ imperialism – how did the race to acquire new colonies create conflict between Britain, France and Germany?
	+ militarism – explain the significance of the arms build-up by France, Britain and Germany in the period leading up to the outbreak of World War I.
	+ nationalism – outline the significance of nationalist sentiment (belief in the greatness of one’s own country) in pushing the world to war.
	+ an annotated timeline of significant events and crises that led to the outbreak of the war including; Moroccan crisis, Bosnian crisis, and the assassination of Archduke Franz Ferdinand of Austria-Hungary.

 **Critical and creative thinking:** [Triangle 9](https://www.classtools.net/blog/use-the-triangle-9-template-for-prioritising-factors/)

* Choose 9 reasons for the outbreak of war. Using a [Triangle 9](https://www.classtools.net/blog/use-the-triangle-9-template-for-prioritising-factors/) template, rank the reasons in order from the ones you think are most important to the ones you think are least important. Justify your choices in the template.

Website page 2 – Australia’s involvement in World War I:

* a map showing the locations of Australian service personal who were involved in the war (don’t forget the nurses)
* an annotated timeline to sequence significant events in Australia’s involvement in the war
* an explanation of why Australians enlisted to fight in the war. This could include:
	+ quotes from Australian soldiers who enlisted
	+ statements from Australian politicians such as Andrew Fisher or William ‘Billy” Hughes
	+ Australian recruitment posters and the methods the posters used to persuade people to enlist.

Make sure your website uses appropriate terminology related to World War I.

### Learning sequence 2

### Content

The scope and nature of warfare (ACDSEH095, ACDSEH107)

Students:

* describe the nature of warfare during the Gallipoli campaign
* explain the outcomes of the Gallipoli campaign
* outline the sequence and changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II

### The Gallipoli campaign

A member of the historical society is also a board member of the board of the local ex-services club. They are impressed with your understanding of history and World War I, and your capacity to engage a particular audience. They have asked that you, on behalf of the board of the ex-services club, write a report for their next student meeting. This report will focus on Australia’s specific involvement in the Gallipoli campaign in 1915. The club wants your report to particularly focus on the:

* nature of warfare Australians were involved in
* outcome of the Gallipoli campaign.

The board believe these are two of the most important features of the Gallipoli campaign that have significantly shaped Australia’s national identity.

### Summary and context of the Gallipoli campaign

Prior to writing your report, your teacher has asked you to create a presentation that provides some background and an overview of the campaign for your class. Your presentation should be either a maximum of five minutes oral presentation or ten slides, or a combination of both. On each slide, select one image to best illustrate each idea. Each slide may have a maximum of 10 words. Provide a timeline of the key events to submit to your teacher.

Your presentation needs to address the following factors related to the Gallipoli campaign:

* the location of Gallipoli
* why Gallipoli was an important place for battle. What did the Allies hope to achieve by gaining this strategic position?
* why Australians were sent to fight at Gallipoli
* describe each of the key events of the Gallipoli campaign, including:
	+ the landing at Anzac Cove
	+ significant battles such as Lone Pine and The Nek
	+ the withdrawal.
* What was the outcome of the Gallipoli campaign?
*  **Critical and creative thinking:** [S-I-T questioning](https://www.facinghistory.org/resource-library/teaching-strategies/s-i-t-surprising-interesting-troubling)
* For the final slide of your presentation, you will pose [S-I-T questioning](https://www.facinghistory.org/resource-library/teaching-strategies/s-i-t-surprising-interesting-troubling) about the outcome of the Gallipoli campaign:
	+ one **S**urprising fact or idea
	+ one **I**nteresting fact or idea
	+ one **T**roubling fact or idea.

### Written report

Now that you have completed your research, write your report for submission to the ex-services club board. Remember the purpose of your report and who you are writing for. You need to write in a manner that you think will engage the members of the ex-services club board.

The specific question the ex-services club board wants you to answer is:

* evaluate the role the Gallipoli campaign had in forming a sense of Australian national identity.

Your report is to focus on the:

* characteristics and features of the fighting by Australians
* terrain and climate of the Anzac Cove area
* ingenuity of Australian soldiers in the Gallipoli campaign
* reasons for the withdrawal from Gallipoli by Australian soldiers.

## Learning sequence 3

### Content

Significant events and the experiences of Australians at war (ACDSEH108)

* using sources students investigate the following features of each war:
	+ prisoners of war
	+ a specific campaign, e.g., the Western Front 1916 and the New Guinea campaign 1942
	+ the role of women
	+ participation of Aboriginal and Torres Strait Islander peoples
	+ a specific event/incident, e.g., the Battle of Hamel 1918 and the Fall of Singapore 1942

### Significant campaigns and specific experiences of groups of Australians in World War I

**Teacher note** – students are not required to build a physical exhibit. A paper based or digital version is sufficient. Students are to choose images of any sources they wish to include in their display.

The local ex-services club board has indicated that your report, as Anzac Day approaches, will help the local community understand the role of the Gallipoli Campaign in forming Australia’s sense of national identity. They have now asked you to create an atrium exhibit that patrons will walk through as they enter the club. The exhibit will educate patrons of the club about the significant campaigns and experiences of groups of Australians at war.

The exhibits will consist of a selection of primary and secondary sources. You will need to present information about the experiences of specific groups of Australians in World War I. The primary sources you have selected to display will need to support this information.

One side of your exhibit, will focus on the experiences of at least one of the following:

* prisoners of war
* women (for example nurses)
* Aboriginal and Torres Strait Islander peoples.

Your exhibit must include the following:

* an overview of the experiences of your chosen group
* examples of their involvement
* a range of primary sources that reflect the varying experiences and feelings of the group being represented.

You should include a case study of an individual within your chosen group, where possible a member of the local community. You may be able to contact your local [Returned and Services League](https://www.rslnsw.org.au/) branch for assistance with this.

The other side of the entry atrium will detail the experiences of Australian soldiers in one of the following campaigns:

* Western Front
	+ Fromelles
	+ Bullecourt
	+ Passchendaele
	+ Third Battle of Ypres
	+ Polygon Wood
	+ Amiens
	+ Villers Bretonneux
	+ Mont Saint Quentin
	+ Battle of the Somme
	+ Pozieres
* Palestine
	+ Battle of Gaza
	+ Beersheba
* another battle of your choosing in discussion with your teacher.

Your exhibit must include:

* the location of your chosen campaign
* the characteristics and features of the combat
* daily life of an Australian soldier during the campaign, particularly their experiences in the trenches (if applicable).

An assessment of the usefulness, validity and reliability of two of your chosen sources must be included. You may use the following TOMACPRU scaffold to guide your assessment of the validity of your sources, or an alternative strategy as explained by your teacher:

* type – what type of source is it?
* origin – where did the source come from?
* motive – why was the information provided?
* audience – who do you think the source was made for?
* content – describe the content of the source in detail.
* perspective – from whose point of view is the source created?
* reliability – how reliable is the information provided?
* usefulness – what is the value of the information provided?

## Learning sequence 4

### Content

Impact of the wars on Australia (ACDSEH096, ACDSEH109)

Students:

* outline the Australian governments’ control on the home front in both wars for each of the following:
	+ conscription
	+ use of government propaganda
	+ changing roles of women
	+ enemy ‘aliens’
	+ wartime controls/censorship

### Australian government control on the home front

**Teacher note** – if a student is unable to manipulate video editing software successfully, they may present their research in any format you determine.

As part of the school’s commemoration of Anzac Day, the school will be encouraging students to come to school dressed to reflect an aspect of life on the home front. To support students to achieve this and to gain an understanding of how the government used propaganda during World War I, your principal has asked you to create a five-minute video to be presented at a school assembly. The video will inform students about life in Australia during World War I and the use of government propaganda in relation to:

* conscription and the arguments for and against and the outcome of the issue
	+ conscription is compulsory enlistment for military service
* changing roles of women in Australian society
	+ women began to take on jobs vacated by men who had enlisted
	+ Women’s legal status Act in New South Wales in 1918.
* enemy ‘aliens’
	+ the treatment of Australians and people living in Australia who were classed as enemy aliens.
* wartime censorship and control
	+ Trading with the Enemy Act 1914
	+ War Precautions Act 1914.

Your presentation should include the following sources of information:

* photos
* posters
* personal accounts
* statements from Australian politicians
* other forms of propaganda material the government employed during World War I.

Your presentation should include an analysis of the sources. This is to ensure that students understand the method and message the source is using to achieve its intention. This will enable the students to accurately portray that aspect of life on the home front.

 **Critical and creative thinking activity –** [Tug of war](https://pz.harvard.edu/sites/default/files/Tug%20of%20War_0.pdf)

* You will be using the [tug of war](https://pz.harvard.edu/sites/default/files/Tug%20of%20War_0.pdf) thinking routine for this activity to consider how fair the government controls were during World War I.
* With a partner, draw a horizontal rope on A3 paper and identify the factors that pull at each side of the dilemma.
* Choose from along a continuum line how fair you think the controls were, from very fair to very unfair.
* On post-it notes, justify your reasons and place these along the rope. Ensure you have reasons, or “tugs”, for both sides of the argument.
* With your partner, generate “What if” questions, issues, factors or concerns that might need to be explored further to answer the question. Write these on post-it notes and place them above the rope.
* What new ideas do you now have about the dilemma? Do you feel the same way about the government controls? Have you changed your mind?
* Write a paragraph explaining why you think the government controls were fair or unfair.

### Learning sequence 5

**Teacher note –** prepare students for this sequence by explicitly teaching students about the impact of World War 1 on returning soldiers, with specific focus on the Soldier Settlement Act, emotional and physical health and employment.

### Content

Significance of the wars to Australia (ACDSEH110)

Students:

* explain the impact of the wars on returned soldiers/civilians

### The significance of World War I on Australia

The school has uploaded your video to their webpage. A student from overseas has seen your video. They have emailed the school to ask you about what happened in Australia in the aftermath of the war.

You know that the Australia soldiers came back to, was very different to the one they left. Women had taken over jobs from the men who had gone to war and many didn’t want to give up their newfound independence. Many soldiers were suffering from Post-traumatic Stress Disorder (called shell shock after World War I). New South Wales had introduced the Returned Soldiers Settlement Act 1916 to help soldiers earn a living when they returned home.

You have decided to respond with a return email to explain these impacts for returning soldiers after World War 1.

Your email should explain the physical, psychological and social impact the war had on soldiers and civilians. This should include:

* an explanation of the effect of soldier’s wounds (physical and psychological)
* changes to society in Australia considering changed roles for women
* the effect of the war on those men who didn’t enlist (whether they wouldn’t or couldn’t).

 **Critical and creative thinking activity –** [Compass points](https://pz.harvard.edu/sites/default/files/Compass%20Points_0.pdf)

* Draw a compass in the centre of your page
* Write down in the corresponding direction:
	+ E = what excites you about the impacts for returning soldiers
	+ W = what worries you about the impacts for returning soldiers
	+ N = what else you need to know the impacts for returning soldiers
	+ S = your current stance on the impacts for returning soldiers.

## Learning sequence 6

### Content

Commemorations and the nature of the Anzac legend (ACDSEH097)

Students:

* explain how and why Australians have commemorated the wars

### Commemoration of World War I

The local ex-services club board has asked you to create a three-minute podcast explaining the ways Australians have commemorated World War I and the reasons for this.

 **Critical and creative thinking activity –** [think, pair, share](http://www.theteachertoolkit.com/index.php/tool/think-pair-share):

* by yourself: in 30 seconds, think about all the ways Australians have commemorated World War I
* as a pair: share your responses with a partner
* share: join another pair to collectively share your ideas.
* Write down all the ideas you have come up with of ways Australians have commemorated World War I.
* With a partner, explore several websites, including the [Australian War Memorial](https://www.awm.gov.au/) site, and the [Anzac portal](https://anzacportal.dva.gov.au/), to assist your research.
* Use your research to record your podcast for the local ex-services club board.

## Assessment task

**Teacher note** –when using this task, ensure it is placed on the school template and follows all assessment requirements. Depending on the capabilities of your students, you may like to share the following resources:
[Turkish view remains neglected in our understanding of Gallipoli](https://theconversation.com/turkish-view-remains-neglected-in-our-understanding-of-gallipoli-38658)
[Anzac Day: more than one story](https://www.latrobe.edu.au/nest/anzac-day-more-than-one-story/)
[The moment that forever changed my perspective on Anzac mythology](https://www.theguardian.com/australia-news/postcolonial-blog/2018/dec/10/the-moment-that-forever-changed-my-perspective-on-anzac-mythology)
[Is the Anzac legend still the core of Australia's national identity?](https://www.smh.com.au/opinion/is-the-anzac-legend-still-the-core-of-australias-national-identity-20150420-1moxfc.html)
[The Gallipoli campaign and the ANZAC legend](http://sdsc.bellschool.anu.edu.au/news-events/podcasts/video/2849/gallipoli-campaign-and-anzac-legend)
[Anzac spirit](https://www.awm.gov.au/articles/encyclopedia/anzac/spirit)
[The ANZAC tradition](https://rsleducation.com.au/resources/the-anzac-tradition)

### Outcomes

* **HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
* **HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Syllabus content

Commemorations and the nature of the Anzac legend (ACDSEH097)

Students:

* explain different perspectives on the Anzac legend

### Task

Write a report for submission to the ex-services club board. Remember the purpose of your report and who you are writing for. You need to write in a manner that you think will engage the members of the ex-services club board. You will need to integrate primary sources that helped create the Anzac legend.

The specific question the ex-services club board wants you to answer is:

* explain different perspectives on the Anzac legend.

Your report is to focus on the following perspectives:

* Turkish
* female perspective (women who served in WWI)
* Aboriginal and Torres Strait Islander (those who served in WWI and were forgotten on their return)
* Returned Services League.

### Marking criteria

|  |  |
| --- | --- |
| Marking Criteria | Mark |
| * Student makes a sustained and coherent judgment of the historical forces and factors that shaped Australia
* Student demonstrates extensive knowledge and understanding of the different perspectives on the Anzac legend
* Student constructs sustained explanations and arguments appropriate for their audience, with sophisticated use of relevant historical terms and concepts
 | 9-10 |
| * Student makes a coherent judgment of the historical forces and factors that shaped Australia
* Student demonstrates a thorough knowledge and understanding of the different perspectives on the Anzac legend
* Student constructs explanations and arguments appropriate for their audience, using a range of relevant historical terms and concepts
 | 7-8 |
| * Student provides an explanation of the historical forces and factors that shaped Australia
* Student demonstrates sound knowledge and understanding of the different perspectives on the Anzac legend
* Student explains the role of Gallipoli in forming a sense of national identity appropriately for their audience, using a range relevant historical terms and concepts
 | 5-6 |
| * Student describes the historical forces and factors that shaped Australia
* Student demonstrates basic knowledge and understanding of the different perspectives on the Anzac legend
* Student describes the role of Gallipoli in forming a sense of national identity appropriately for their audience, using some historical terms and concepts
 | 3-4 |
| * Student outlines the historical forces and factors that shaped Australia
* Student demonstrates elementary knowledge and understanding of the different perspectives on the Anzac legend
* Student provides a basic account of the role of Gallipoli in forming a sense of national identity using simple historical terms and concepts
 | 1-2 |