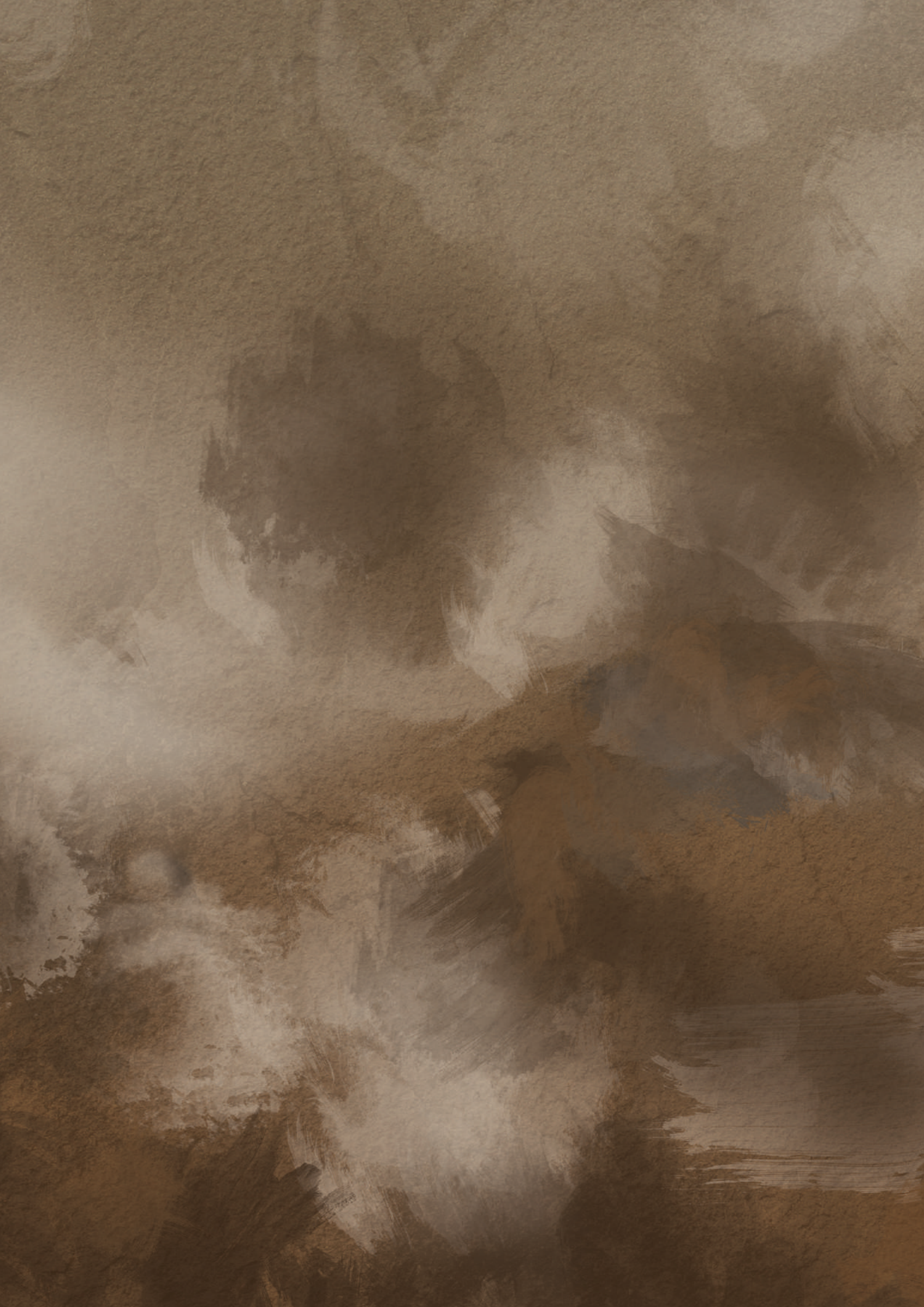


# WORLD WAR 1

EDUCATION KIT









# YEAR 2

## THE PAST IN THE PRESENT

Students explore the technology of the past (during World War One) and consider how that technology impacted people's lives and how technology has changed.

### Topic »

World War One Technology

### Key inquiry questions »

What were the kinds of technology used in World War One?

How did it impact people's lives?

How has technology changed since World War One?

Has technology improved for the better?

### Content »

The impact of changing technology on people's lives (particularly on how they travelled and communicated)

### Students »

Identify different forms of technology from the World War One era within images.

Discuss their role in people's lives, identify how technology has changed since, gain an appreciation for the continual impact of technology.

## TECHNOLOGY

In history we examine the technology used in the past. This helps us understand how people lived in the past and how the technology they used is either similar or different to technology in the present. It is interesting to see and consider how technology may change in size, speed and cost, but the purpose remains the same.

During WW1 the technology was very important. Technology helped transport people from Australia all the way to North Africa and Europe, it helped protect people from the weather and from the violence in the battlefields and it also helped people communicate.

It was important for the soldiers fighting in the War and for their families back home to be able to communicate with one another. Letters and telegrams connected people left in Australia with loved ones and informed them on how the War was proceeding.

In this section we are going to explore some forms of technology used during World War One. We are going to consider how that technology impacted people's lives, and how that technology has or has not changed.



## ACTIVITY 1

### IMAGE RESOURCE

For images refer to resource folder Year 2 Activity 1

Image 1: The Kennedy Regiment marching across Victoria Bridge before embarking, August 1914

Image 2: The Kennedy Regiment embarking on the SS Kanowna for Thursday Island, August 1914

Image 3: Scene at Jetty wharf following the march of enlisted men through Townsville, August 1914



Image 1

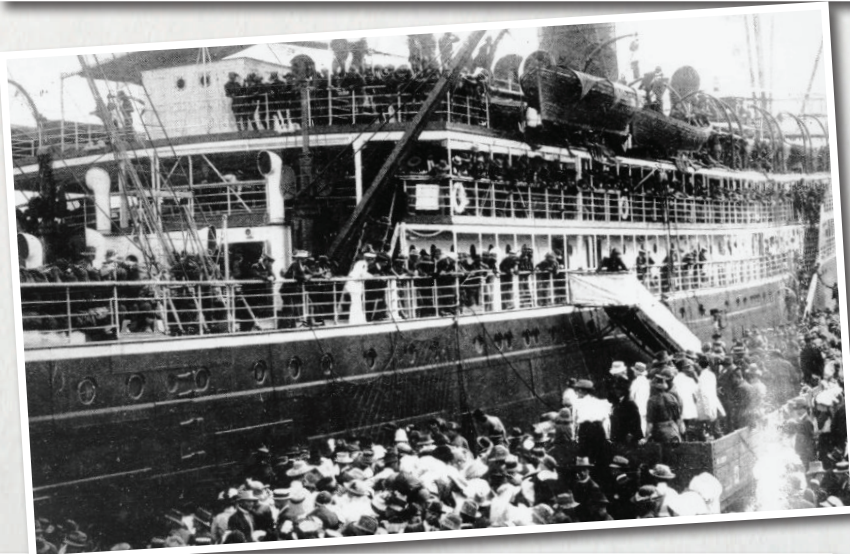


Image 2



Image 3



## ACTIVITY 1

### IDENTIFYING TECHNOLOGY AND ITS USE

#### HISTORICAL SKILLS AND ACTIVITIES:

- Explore a range of sources about the past
- Students identify and compare features of objects from the past and present

#### For Student Worksheet see resource folder Year 2 Activity 1

Using the object list below, examine then identify which pieces of technology are present in the images.

- In the 'Image' column, write the image number
- In the 'Object' column, write the piece of technology you can see in that image
- In the 'Use' column, describe how that piece of technology is being used in the image it appears

Object list: Boat, Car, Clothes, Horse, Bike, Cart, Military Uniforms, Tobacco Pipe and Camera.

Example »

Image	Object	Use
1, 2, 3	Boat	The soldiers are being transported by the boat. There are also many other boats on the wharf waiting to transport people or other things.



## ACTIVITY 2

### IMAGE RESOURCE

Australian troops prepare to board Royal Australian Air Force C130 transport plane in Townsville, bound for Solomon Islands.

**For image refer to resource folder Year 2 Activity 2**

Image: Australian troops\_A2.jpg





## ACTIVITY 2

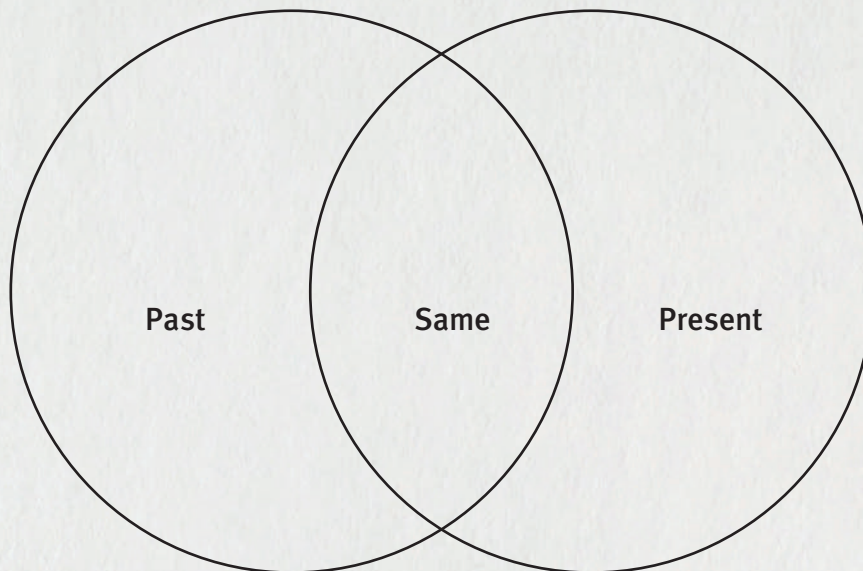
### COMPARING PAST WITH PRESENT

#### HISTORICAL SKILLS AND ACTIVITIES:

- Explore a range of sources about the past
- Students identify and compare features of objects from the past and present
- Use a range of communication forms

**For Student Worksheet see resource folder Year 2 Activity 2**

Use a Venn Diagram broken into Past, Present and Same. For example:



*We now have a more recent image of troops departing Townsville on their way to a peace-keeping mission in the Solomon Islands. There is also a new bank of words to go with our new image.*

*Object list example: Plane, Truck, Military Uniforms*

1. *The Venn Diagram is broken into three different sections: Past, Same and Present. Your job is to place the words from the object list into the relevant section of the Venn Diagram.*
  - *If you think the technology object was only used in the past, then place it in the 'Past' section.*
  - *If you think the technology object used today is the same as it was in the past, then place it in the 'Same' section.*
  - *If you think the object is new and wasn't used in the Past, then place it in the 'Present' section.*
2. *Select one object from each section of your Venn Diagram*
  - *For the 'Past' object, explain why this piece of technology is no longer used today.*
  - *For the 'Same' object, describe how this technology object has changed since the past.*
  - *For the 'Present' object, describe how this piece of technology is used? Identify the old form of technology it may have replaced.*
3. *Do you think that technology has become better in the present? If so, or if not, explain why.*



## ACTIVITY 3

### IMAGE RESOURCE

Students read the transcribed letter and a voice over reads it for them.

For transcribed letter and voice recording refer to resource folder Year 2 Activity 3

Letter: Dean Correspondence 15/7/17

France  
15.7.17.

Dear Edie,

Your letter of 13<sup>th</sup> May has reached me and I thank you very much for it. My mail is still coming very irregularly, but the main reason for that I suppose, is that I have been away from the Battalion for some little time now, and all my mail has to be re-addressed via the Hospitals & Con Camps I've been in. For instance I had one from Eunice last week dated 19<sup>th</sup> May and on the following evening there came one dated 7<sup>th</sup> April. However, so long as it reaches me eventually I suppose there is no need to growl.

When I left ~~my~~ amma intended sending on all my letters, so that, if she has done so, you are fully acquainted with my doings.

When I come back to Ayr I'll never growl at the dirty sand any more.



## ACTIVITY 3

### COMMUNICATING TECHNOLOGY – DEAN CORRESPONDENCE

#### HISTORICAL SKILLS AND ACTIVITIES

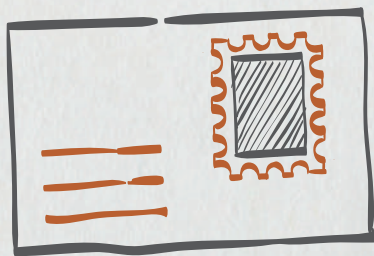
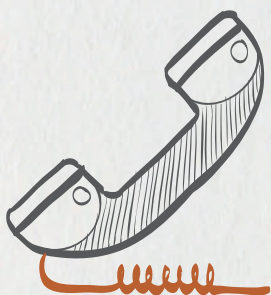
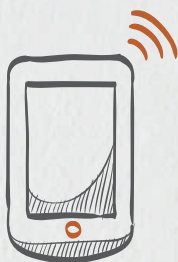
- Explore a range of sources about the past
- Students identify and compare features of objects from the past and present
- Sequence familiar objects and events

**For transcribed copy and voice recording of the Dean Correspondence see resource folder Year 2 Activity 3**

**For Student Worksheet see resource folder Year 2 Activity 3**

1. *Using a map, locate and label the places mentioned in the letter.*
2. *Where was the soldier (country, town) when he wrote this letter, where do you think the receiver was living?*
3. *During World War One, all letters sent to and from soldiers would be handled by a central military office in Australia and then in Britain.*  
*Explain how a letter written by someone living in Australia could make it all the way to Britain in 1917. Sequence the events which would occur from the writing of the letter through to the reading of the letter by the receiver. Include any steps you think are vital to the process. List the towns or cities that this letter would need to go through in order to reach its final destination.*
4. *Describe what could have slowed down the delivery of the letters to Private Dean and his family in Australia.*







## ACTIVITY 4

# COMMUNICATING IN THE PAST AND PRESENT

### HISTORICAL SKILLS AND ACTIVITIES

- Students identify and compare features of objects from the past and present
- Develop a narrative about the past
- Use a range of communication forms

**For Student Worksheet see resource folder Year 2 Activity 4**

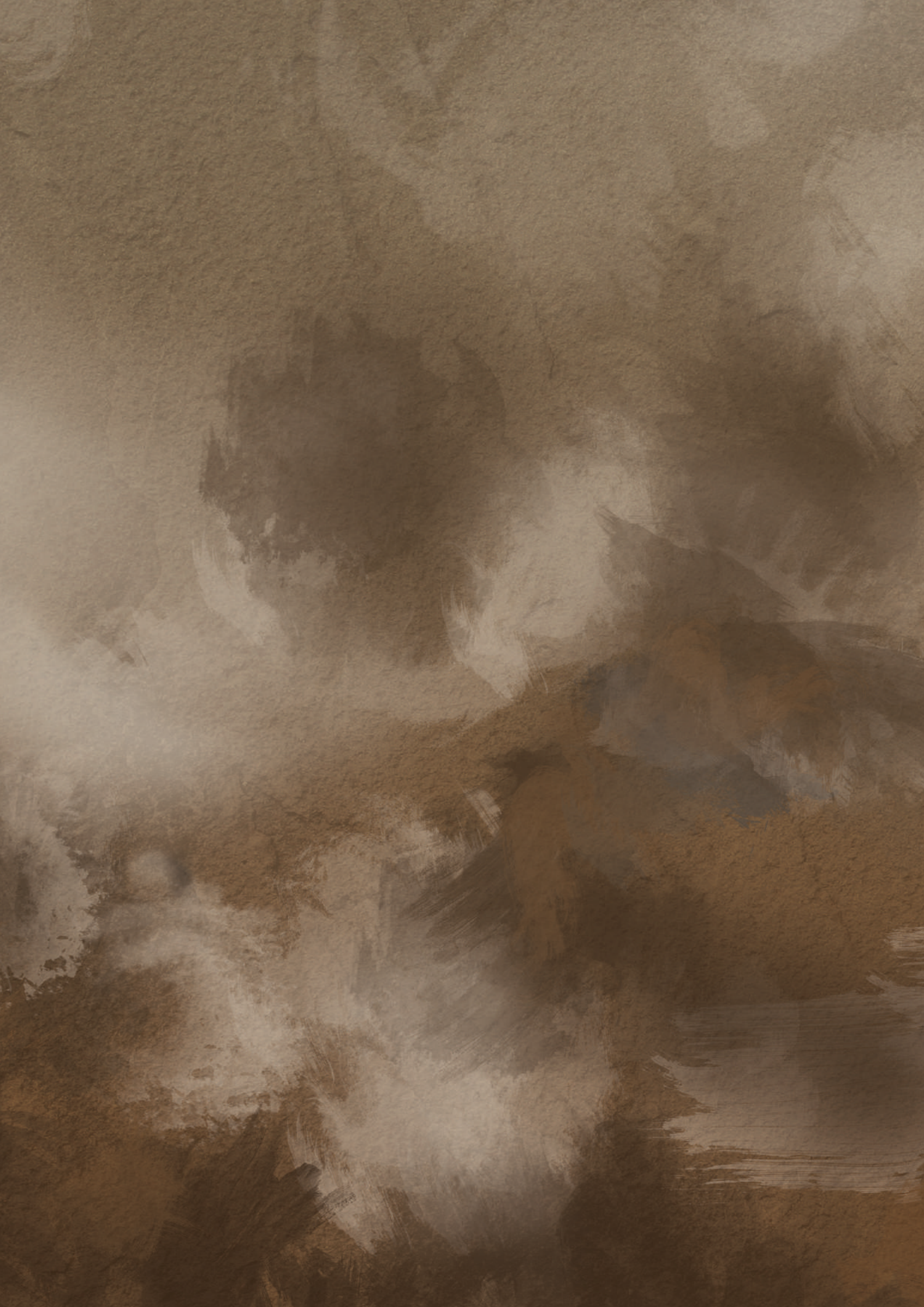
1. The table below shows communicating technologies that we use today. In the 'description' column describe how these technologies help us to communicate.

Example »

Technology	Description
Mobile Phone	<i>Description Text</i>
Telephones	
Computers	
Post	

2. Imagine it is possible to communicate with people in the past. Write a letter to someone in the past explaining how people today communicate and the differences between communicating in the past and present. Your letter may like to inform the person from the past of the different technology we have today which help us remain in contact with one another.







# YEAR 3

## COMMUNITY REMEMBRANCE

Students explore the origins of Anzac Day and how Anzac celebrations have changed over time. In doing so students are invited to consider the importance of shared memories, community and remembrance.

### Topic »

Anzac Day

### Key inquiry questions »

Why do we celebrate Anzac Day?

How has Anzac Day been celebrated over time?

### Content »

Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.

### Students »

Students examine and explore documents and images from the earliest Anzac Day and understand why it was established. Students also examine and explore Anzac Days throughout the twentieth and twenty-first century to consider how Anzac Day has been celebrated over time.

## COMMUNITY AND REMEMBRANCE

Memories and remembering is not just something we do as individuals. Sometimes people gather together to remember events or people which are important to them. Gathering together as a community to remember something is an important part of the way people relate to each other.

In Australia we have some special days where the entire country remembers and celebrates some aspect of our past.

One of those special days is Anzac Day.

In this section we will examine the origins of Anzac Day and why and how Anzac Day has been celebrated over time.



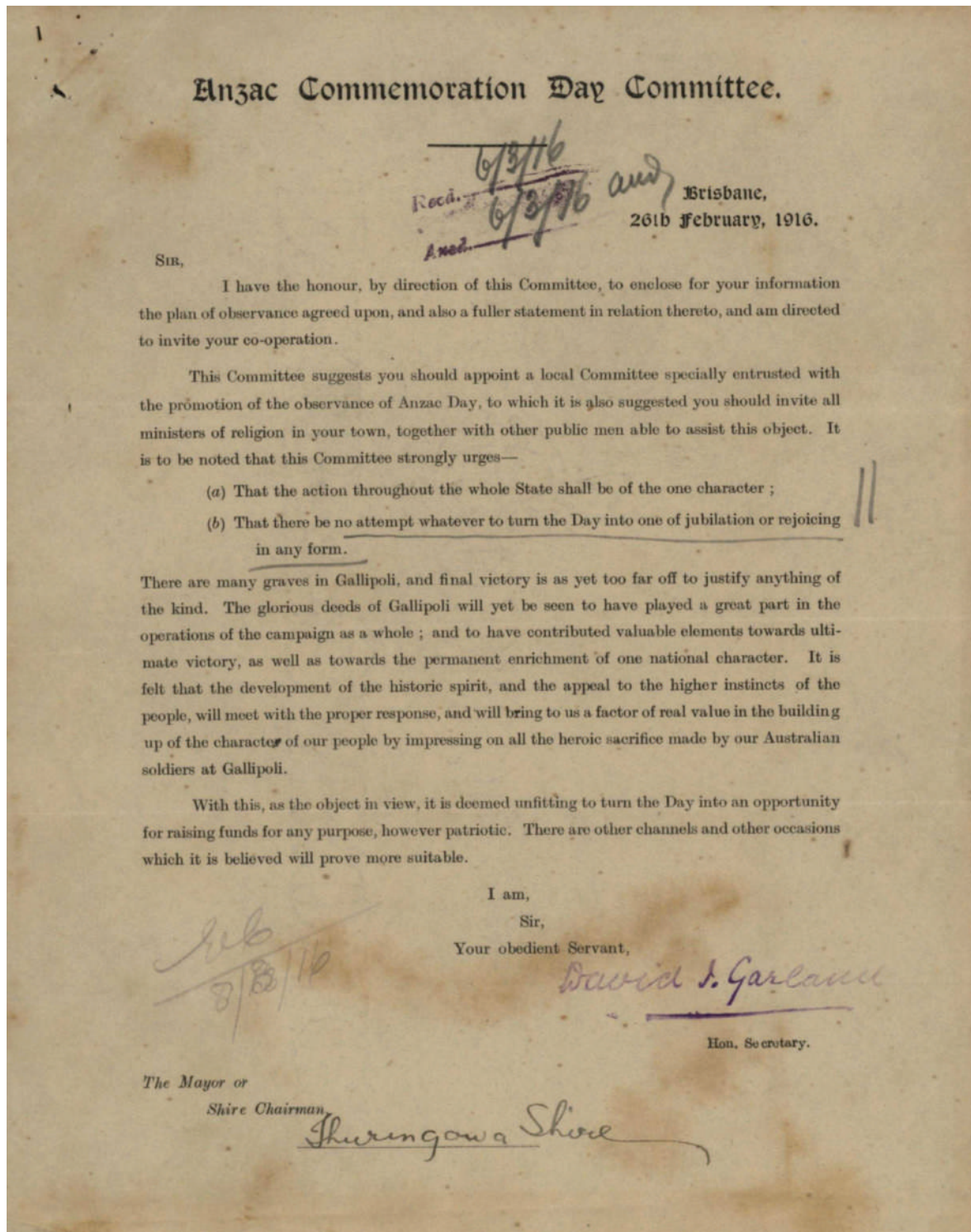
## ACTIVITY 1

### IMAGE RESOURCE

Students read the letter.

For letter refer to resource folder Year 3 Activity 1

Letter: Anzac Day Commemoration Committee 26/2/1916





## ACTIVITY 1

### ORIGINAL ANZAC DAY

#### HISTORICAL SKILLS AND ACTIVITIES

- Sequence historical people and events
- Pose a range of questions about the past
- Locate relevant information from sources provided
- Identify different points of view

**A copy of the Anzac Day Commemoration Committee is available in resource folder Year 3 Activity 1**

**For Student Worksheet see resource folder Year 3 Activity 1**

*When historians examine a document they look at a number of things. One of the most important things they look for is the date the document was created. This helps the historian place a document within the context of other events in the past. Sometimes special tests are required to determine the age of an item or the date it was created. Other times, as in this case, the date the letter was written is obvious to us.*

1. *On what day do we commemorate Anzac Day?*
2. *Explain what the letters of Anzac stand for.*
3. *Explain which historical event Anzac Day commemorates.*
4. *In what year do you think the first Anzac Day was held and why? Explain your reasoning.*
5. *Considering the date of this letter and its title, what is the significance of this letter?*

*Documents help us understand the points of view of people or groups of people from the past. In this document we get an idea about how people in 1916 thought Anzac Day should be commemorated.*

6. *Identify the meaning of the words 'jubilation' and 'rejoicing'.*
7. *Explain why the Committee would be against any form of jubilation or rejoicing on Anzac Day. At what kind of events would you expect to see jubilation or rejoicing?*
8. *The last paragraph outlines that the raising of funds on Anzac Day is 'deemed unfitting' no matter how patriotic. Describe what the word 'patriotic' means and why you think the raising of funds on Anzac Day would be 'deemed unfitting'.*
9. *Use a dictionary to locate the meaning of the word 'character' then determine, select and explain which definition of the word is being used in the letter.*
10. *Use a thesaurus and dictionary to identify five (5) words you think best describe the kind of 'character' the committee would like the day to be held in? List the words, their associated meaning and then use them in a sentence of your own.*



## ACTIVITY 2

### IMAGE RESOURCE

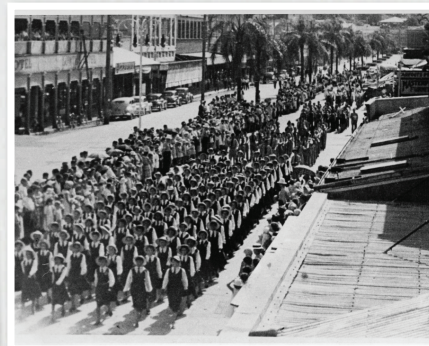
For images refer to resource folder Year 3 Activity 2



Townsville Girls Fife Band lay wreath



Greek Community Anzac Day, 1966



Anzac Day girls marching, 1954



West End State School Anzac Ceremony, 1971



Anzac Day March, Flinders Street, 1954



Anzac March, 1922



Townsville University College  
Contingent in Anzac Parade, 1966



Anzac Day March, 1957



Anzac Day, 1942 – Gathering at the Cenotaph



Anzac Day March, 1957 – Boy Scouts



Anzac Day Ceremony at the Cenotaph, The  
Strand, Townsville, 1963



## ACTIVITY 2

### ANZAC DAY AND BEYOND

#### **HISTORICAL SKILLS AND ACTIVITIES:**

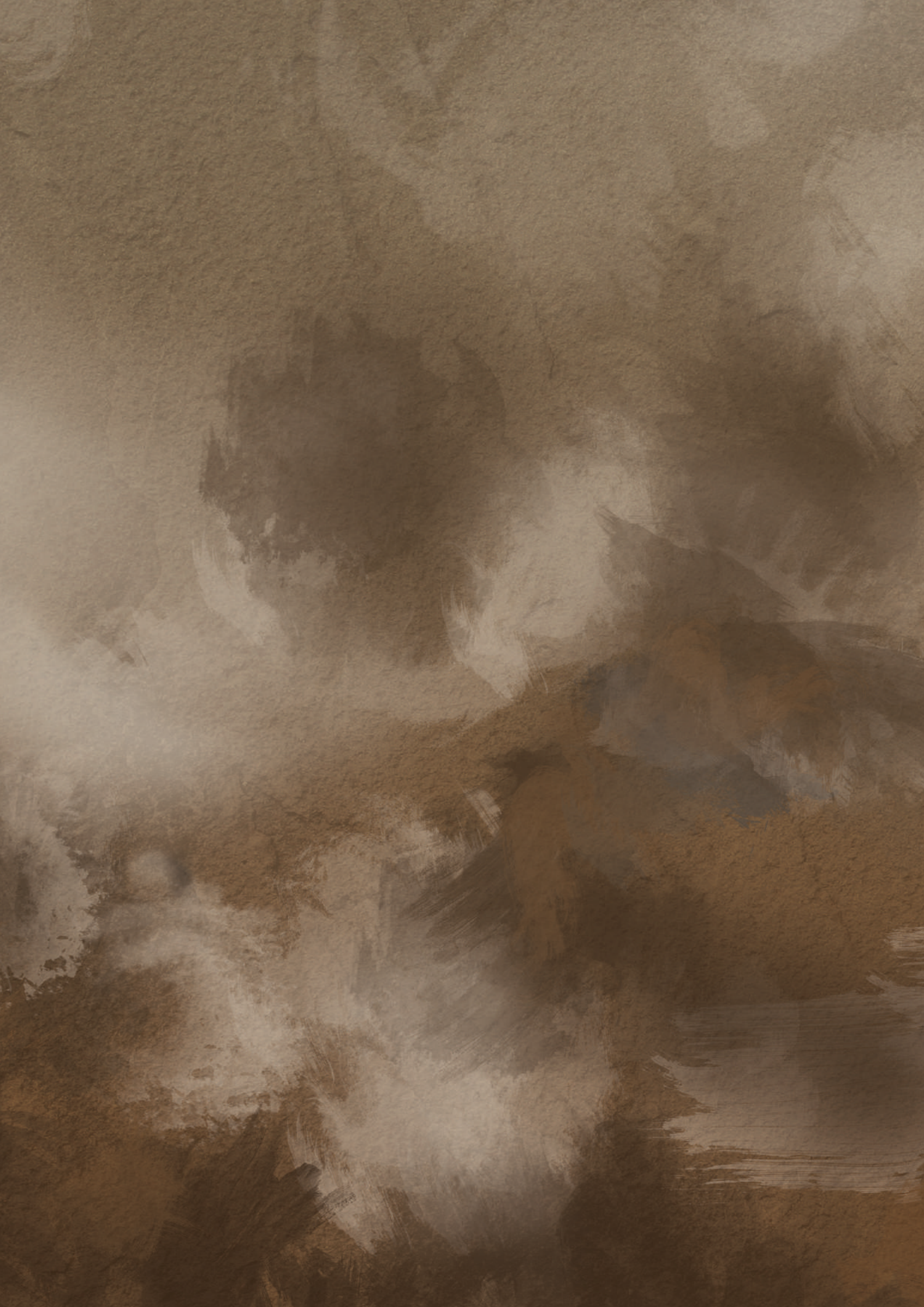
- Sequence historical people and events
- Locate relevant information from sources provided
- Pose a range of questions about the past
- Develop texts, particularly narratives

**For Student Worksheet, including Y-Chart, see resource folder Year 3 Activity 2**

1. *In the boxes, number the images in sequential order from oldest to newest. Hint: Use their descriptors as a guide.*
2. *Using the Y-Chart, describe what you think Anzac Day has looked like, sounded like and felt like over time.*
3. *Explain why you think we continue to celebrate Anzac Day 100 years after the landing at Gallipoli.*
4. *Create a day-long timeline for Anzac Day last year.*

*Include any activity; perhaps you went to the dawn service, went to the parade, stayed home all day and watched Anzac marches on TV, watched the football, had a BBQ with your family and friends, or perhaps you did nothing. Then in a paragraph reflect on and describe why Anzac Day is important to you and your family.*







# YEAR 6

## AUSTRALIA AS A NATION

Students explore how Australia and Australians perceived themselves during World War One as part of a British Empire. Students also consider how lives in Australia changed during World War One for women, migrants, children and possibly Aboriginal and Torres Strait Islanders.

### Topic »

Citizenship and Empire in World War One

### Key inquiry questions »

Did Australians consider themselves Australian or British during World War One?  
What was life like for women during World War One?

### Content »

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.

### Students »

Students examine images from World War One in Townsville and on Armistice Day and consider the predominance of the British flag within the celebrations. Students are also able to explore letters and images from Townsville families in order to examine citizenship in Australia during World War One.

## EMPIRE, THE NATION AND WOMEN IN WORLD WAR ONE

In 1901 the British colonies of Queensland, New South Wales, Victoria, Tasmania, South Australia and Western Australia formed a federation and the nation of Australia came into existence. Although an Australian nation existed, did an Australian identity truly exist? When World War One began in 1914 did Australian men and women enlist to serve and protect the nation of Australia or did they still consider themselves part of a larger British Empire. When the war ended, what had been the impact of the war on Australian nationhood?

These questions have been points of inquiry for Australian historians for a number of decades. The research has led some to suggest that Federation may have been the creation of a nation, but Australia's involvement in World War One gave birth to our sense of national identity.

The following sources provide a glimpse into the impact World War One had on the formation of an Australian identity. They demonstrate how Australians perceived themselves at the beginning, during and after World War One.



## ACTIVITY 1

### IMAGE RESOURCE

For images refer to resource folder Year 6 Activity 1

Image 1: Participants in the 1918 Armistice Day celebrations

Image 2: Memorial portrait of driver Harry Cameron and 'Message from the King'

Image 1



Image 2





## ACTIVITY 1

### AUSTRALIA AND NATIONHOOD

#### HISTORICAL SKILLS AND ACTIVITIES

- Locate information related to inquiry questions in a range of sources
- Identify points of view in the past and present

#### For Student Worksheet see resource folder Year 6 Activity 1

This activity could be done in two parts. The first part comprised of a whole class discussion stimulated by the two images and the short message from King George V. All three help build a sense that Australia's participation in World War One did not form part of a national agenda or imperative. Rather, it was part of an obligation to serve the Empire. All three sources make explicit references to this sentiment.

The list of questions below relevant to these three sources could be adapted to stimulate a whole-class discussion, or could be used as is for individual work. The aim of these activities is to scaffold the second part of lesson which comprises group work.

#### Images and King's Message:

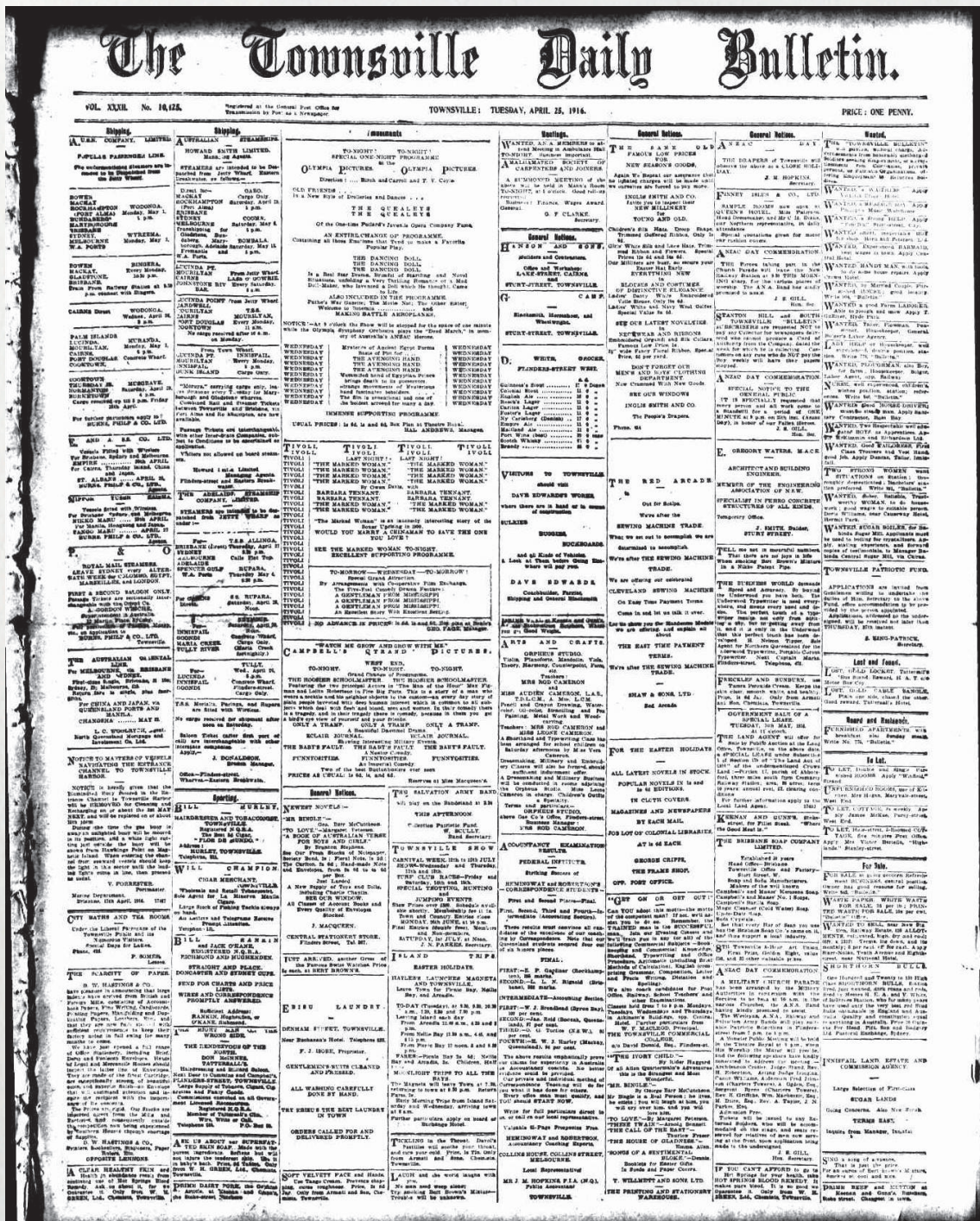
*Examine these three images and answer the questions in your books.*

- 1) *Describe the aspects of these two images which signify Australia and which signify Britain.*
- 2) *Explain which country you think is most represented in these images.*
- 3) *In his message to Australia for the first Anzac Day in 1916, King George V paid tribute to and praised the sacrifice of Australian soldiers at Gallipoli. Identify the sentences in which King George V:*
  - a) *Suggests ownership of Australia*
  - b) *Describes the purpose of the soldiers' sacrifice*
  - c) *Directly addresses those who mourn their loss*
- 4) *Describe how you think Australians during World War One would have considered themselves as citizens. Do you think they primarily considered themselves to be part of an Australian nation, or do you think they felt a stronger sense of identification with a British Empire? Refer to the images and message from King George to explain your reasoning.*



# ACTIVITY 2 IMAGE RESOURCE

Sample page only. For electronic articles refer to resource folder Year 6 Activity 2





## ACTIVITY 2

# ANZAC AND THE SHIFTING AUSTRALIAN IDENTITY

Class breaks into four groups. Each group receives a copy of The Townsville Daily Bulletin and an activity which guides their group through the paper. Each group is then called on to present to the class what their source said and what they think it means to Australia's national identity.

**For Student Worksheets and electronic articles see resource folder Year 6 Activity 2**

### Group One Activity

'Honour of the dead use of term country and less of empire and Twenty Years a Nation', *Townsville Daily Bulletin*, April 26, 1935, p 7. Search [trove.nla.gov.au](http://trove.nla.gov.au) for 'Australia Honors Her Dead', <http://nla.gov.au/nla.news-article61982921>

1. *The Townsville Daily Bulletin demonstrates two aspects about Anzac Day which are interesting. Firstly, it provides the sermons from the church services held throughout Townsville on that day. In 1935, Anzac Day was largely a day of sombre remembrance led by the various church leaders. Do you think that this is still the case? Who leads your school's Anzac Day service?*
2. *The second interesting aspect of this edition of the Townsville Daily Bulletin is the smaller section entitled 'Twenty Years a Nation'. Despite Federation occurring in 1901, this paper credits the landing on Gallipoli as the principle moment in which Australian 'nationhood' was born. Read 'Twenty Years A Nation' and 'Returned Soldiers Gathering'. As a group, construct a chart of the different words, phrases and sentences which describe Anzacs and Anzac Day as important to the birth of the nation.*
3. *As a group, discuss why you think Anzac Day would be seen in 1935 as the birth of the nation and not Federation. Why do you think there is less mention of Britain, the King or the Empire than there was in the sources from the previous activity? Record your answers in your book.*

### Group Two Activity

'A Nation Comes of Age', *Townsville Daily Bulletin*, April 25, 1936, p7. <http://nla.gov.au/nla.news-page5584417>

1. *This edition of the Townsville Daily Bulletin has a very interesting title 'A Nation Comes of Age'. As a group discuss what you think this might mean. What does 'comes of age' mean? When do you think people 'come of age'? What is special about this particular Anzac Day?*
2. *Read the article 'Anzac Day Messages: Australian Leaders Pay Homage to Fallen'. It includes messages from the then Governor-General, former and then current leaders of the military and the Prime Minister. Each person makes a particular point about what Anzac Day is about. As a group identify the speakers whose message best match these analyses. Note: there are only three analyses so only three speakers need to be identified.*  
**Anzac Day is about remembrance for those who gave their lives for their King, freedom for mankind and for their country. Their deeds and sacrifice form part of the most inspiring and romantic chapter in the history of the British Empire. It is a reminder of the brutality of war and the need to create a better, prosperous and peaceful world.**



*Since the end of war the number of survivors has begun to decrease. The King under whom they fought and who represented everything they were fighting and died for has passed away. All Australians must heed the lessons of Anzac Day as the threat of war again looms over the world.*

*The Australian and New Zealand soldiers who scaled the heights of Gallipoli sent the names of their countries ringing through the world. They carried a set of ideas and it is the duty of Australians to maintain them. The ideas they carried with them and now represent were of service to country. The threats to world peace which exist today require all individuals, and the nation, to remain true to this idea.*

3. Based on these two articles, describe how Anzac Day was being positioned within the history of Australia in 1936. Was Anzac Day still being considered as a celebration of sacrifice for the British Empire? Was it an acknowledgment of Australia's birth as a nation? Use sections of the newspaper to support your description.

### Group Three Activity

'Day Australia Became a Nation – Reverent Crowds Larger', *Townsville Daily Bulletin*, April 26, 1944, p 2. Search [trove.nla.gov.au](http://trove.nla.gov.au) for 'Anzac Day Honoured', <http://nla.gov.au/nla.news-article63157355>

*In the bold section at the beginning of the article it reads: 'Anzac Day, born at dawn on the rugged shores of Gallipoli on April 25, 1915, has become the greatest day in Australian history – the day she became a nation.'*

1. As a group, read through the article and highlight the paragraphs and sentences which maintain this argument.
2. As a group, and in your own books, summarise the importance of WWI to the Australian identity as it is presented in this edition of the *Townsville Daily Bulletin*.

### Group Four Activity

'Glory of Anzac inspired Nation', *Townsville Daily Bulletin*, April 26, 1947, p 1. Search [trove.nla.gov.au](http://trove.nla.gov.au) 'Glory of Anzac Inspired Nation', <http://nla.gov.au/nla.news-article63007699>

*As a group take turns in reading aloud the speech made by Alderman W.M. Breen to the soldiers at the dawn service in Townsville.*

*As a group answer the following questions:*

1. The alderman refers frequently to an 'Anzac tradition' or to what Anzac Day symbolises. Describe what you think the alderman means when he uses these terms.
2. Do you think that there is a greater level of emphasis on the sacrifice for the British Empire or for Australia? Identify a sentence or paragraph in his speech which supports your assessment.
3. What level of importance does the alderman give to Anzac Day? Identify a sentence or paragraph in his speech which supports your assessment.
4. Why do you think the alderman would call Anzac Day Australia's National Day?



## BRENDAN NELSON QUOTE

Use this quote as a final point of reflection at the end of the lesson. It presents an interesting point of contrast and continuity that has been reflected in the sources the students have been considering.

It places Anzac Day and the events it commemorates as the principle and defining moment of Australia's history. It is also provocative and should be presented as an opinion, or idea, about Anzac Day. Students could be encouraged to consider how they, their parents or grandparents understand World War One and what Australia's defining national moment was or day is.

*'Beyond its indigenous history, the pioneering efforts of those who came on the first fleet and others who joined them throughout the nineteenth century, it was not until the cataclysm that unfolded in late 1914, that our nation had its story.'*

*Formation of the Australian Imperial Forces, Australians recruited into an Australian uniform and sent overseas with an Australian flag. The series of military battles that ensued, the deep divisions within Australia, especially around two conscription referenda, the pride of victory infused with a generation of deep mourning and grief – all combined to give the young nation a greater sense of belief in itself and place in the world.*

*We went away firmly British, but returned with a greater sense of being Australian.'*

Reference: Brendan Nelson, "'Here is their Spirit' – the Anzac Centenary and the Generation that gave a nation its story", The Geoffrey Bolton Lecture, 3 November 2014, 2.



## ACTIVITY 3

### RESOURCES

For images and letters refer to resource folder Year 6 Activity 3

Image 1: Nurses in Peace procession, 1918

Image 2: A gathering in Queens Gardens, 1916

Image 3: Letters concerning Private Fisher's death



Image 1



Image 2

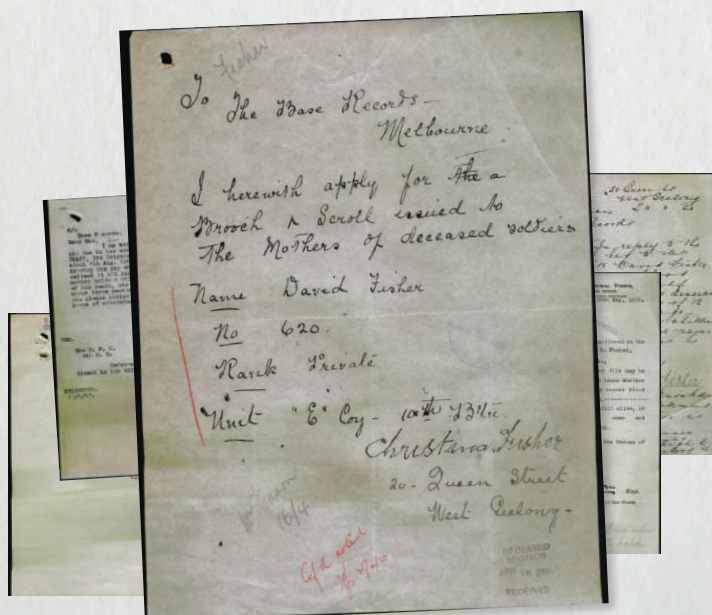


Image 3



## ACTIVITY 3

### WOMEN IN WAR TIME

#### HISTORICAL SKILLS AND ACTIVITIES

- Locate information related to inquiry questions in a range of sources
- Compare information from a range of sources
- Identify different points of view
- Develop texts, particularly narratives and descriptions, which incorporate source materials

#### For Student Worksheet see resource folder Year 6 Activity 3

During World War One Australian women took up a number of roles which assisted the war effort and challenged traditional expectations of what roles women play in society and the family. The sources below paint a diverse and interesting picture of what life may have been like for women during World War One in Australia. They also demonstrate some of the roles which they were required to assume.

*The following questions look at the two photographs and invite you to reflect upon the lives of women during World War One.*

1. *Looking at the photographs, explain what you can tell about life for women and children in Australia during World War One.*
2. *Also looking at the photographs, describe how women may have contributed to the war effort.*

*The following questions require you to examine and consider the letters concerning Private Fisher's death.*

1. *Read the series of letters and identify the day Private Fisher died and when his family became officially notified.*
2. *Explain what the phrases 'next of kin' and 'nearer blood relations' mean.*
3. *Explain why the Officer at the Base Records requested Private Fisher's father's name and address.*
4. *Describe in your own words what Christina Fisher told the Officer of the Base Records in reply to his request for Private Fisher's Father's details.*
5. *Describe what emotions you think Christina Fisher would have been feeling. Identify the parts of her letter which justify your description.*
6. *Thinking about the sources you have just looked at and your own experiences, describe how the role of women within Australian society may have changed since World War One.*



