The Significance of the First World War for Australia

Applicable for Australian Curriculum: History, Year 9

Written by Stephanie Lentz
Masters of Teaching, University of New South Wales
This unit comprises 8 lessons.

For optimal learning from this unit, it is assumed that students have some understanding of the causes of the war, why men enlisted and where Australians fought, as well as the scope and nature of warfare in the First World War.

The unit could be integrated into a broader series of lessons comparing the First and Second World Wars.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>LESSONS</td>
<td>5</td>
</tr>
<tr>
<td>RESOURCES</td>
<td>11</td>
</tr>
<tr>
<td>WORKSHEET 1: INDIGENOUS AUSTRALIANS IN THE FIRST WORLD WAR</td>
<td>12</td>
</tr>
<tr>
<td>WORKSHEET 2: RESEARCH TASK</td>
<td>15</td>
</tr>
<tr>
<td>WORKSHEET 3: CLASS QUIZ</td>
<td>18</td>
</tr>
<tr>
<td>WORKSHEET 4: THE CONSCRIPTION REFERENDA</td>
<td>19</td>
</tr>
<tr>
<td>WORKSHEET 5: THE WAR PRECAUTIONS ACT 1914</td>
<td>20</td>
</tr>
<tr>
<td>WORKSHEET 6: POSTER</td>
<td>21</td>
</tr>
<tr>
<td>CONCLUDING ACTIVITY: ANZAC DAY PLANNING</td>
<td>24</td>
</tr>
</tbody>
</table>
Curriculum Links

Year 9 | History | Historical Knowledge and Understanding | The First World War | The First World War (1914-1918)

- The impact of The First World War, 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) (ACDSEH096)

Year 9 | History | Historical Skills |

- Use historical terms and concepts (ACHHS165)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Identify and analyse the perspectives of people from the past (ACHHS172)
## Lessons

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learning Activities</th>
<th>Curriculum Links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Significant events and experiences of Australians in the First World War.</em> Show students this original First World War footage as a way of introducing source work about experiences of different groups in the First World War: <a href="https://www.youtube.com/watch?v=Yqu1gUanGyk&amp;list=PL35CE2FC7B0C3C2B6&amp;index=4">https://www.youtube.com/watch?v=Yqu1gUanGyk&amp;list=PL35CE2FC7B0C3C2B6&amp;index=4</a>. Students complete Worksheet 1 on Aboriginal and Torres Strait Islanders in the First World War, as a way of practising source analysis. Introduce students to the Research Task, which will take up the next few lessons: <strong>Research Task: Worksheet 2</strong> Suggested time: Research: 90 minutes in class + 60 minutes at home; Presentation and quiz: 60 minutes in class (see Lesson 3). Students work in groups to research the experiences of one of group of people affected by the First World War. (See below for all Resources and worksheets.) The task involves:  * Using the sources provided as a starting point for a historical investigation into the experiences of Australians.</td>
<td>• The impact of The First World War, 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) (ACDSEH096) • Use historical terms and concepts (ACHHS165) • Identify and locate relevant sources, using ICT and other methods (ACHHS168)</td>
<td>• Worksheet 1  * Students’ answers to the introductory questions on the worksheet indicate their familiarity with source analysis.  * Observations of students working in groups to create their source-based presentations indicate their understanding of both the content and the processes/skills involved in the task.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Learning Activities</td>
<td>Curriculum Links</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2</td>
<td>Significant events and experiences of Australians in the First World War. Students work on their Research Task (see Lesson 1).</td>
<td>• See above</td>
<td>• Worksheet 2 (cont.)</td>
</tr>
<tr>
<td>3</td>
<td>Significant events and experiences of Australians in the First World War. Students give their presentations as part of the Research Task (see Lesson 1).</td>
<td>• See above</td>
<td>• Worksheet 2 (cont.)</td>
</tr>
<tr>
<td>4</td>
<td>Students complete Worksheet 3 (class quiz) as a way to recap their learning about each the groups researched by the class. The quiz also forms a natural end to this particular component of the content.</td>
<td>• Identify the origin, purpose and context of primary and secondary</td>
<td>• Worksheet 3 Students present their work to the class;</td>
</tr>
</tbody>
</table>

- Finding other information for the presentation, using ICT. As well as sources, each folder contains a set of questions as a guide for what to include in the presentation.
- During the research process, groups should compile 2–3 questions and answers about their topic for inclusion in the Class Quiz (see below).
- Compiling and giving the presentation as a group. Students may choose to create a poster or a slideshow-based presentation. Whatever they choose, students need to explain how their presentation addresses the historical inquiry questions.
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learning Activities</th>
<th>Curriculum Links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should then write 2–3 paragraphs bringing together what they learnt from their own research, and from the presentations of other groups, about the varied experiences of people during the First World War, in particular Australian POWs, Australian nurses, and participants in the Battle of Hamel on the Western Front.</td>
<td>sources (ACHHS169) • Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</td>
<td>students watching the presentations take notes in preparation for the quiz. Conduct the quiz when all groups have presented. • Reflective paragraphs</td>
</tr>
</tbody>
</table>
| 5      | The significance of the First World War for Australia – Conscription | • The impact of The First World War, 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) (ACDSEH096) | • Worksheet 4 • Activity: Conscription Debate and Referendum Assess the quality of responses in worksheet. Students’ participation in the conscription debate – whether speaking or voting – indicates their engagement with the lesson’s content. You might invite students to share why they voted a

Activity: Conscription Debate and Referendum

(It is suggested that working through NOCPAM on the whiteboard as a class, including some worked examples, is the best way to prepare students for the Conscription Debate activity.)
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Learning Activities</th>
<th>Curriculum Links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give each student one of the sources from <a href="https://www.awm.gov.au/education/schools/resources/conscription/">https://www.awm.gov.au/education/schools/resources/conscription/</a>, ensuring that half the class receives a ‘Yes’ source and the other half receives a ‘No’ source.</td>
<td>synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</td>
<td>certain way.</td>
</tr>
<tr>
<td></td>
<td>Ask students to complete Worksheet 4 on their given source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invite one or two students with different sources to share the ‘Yes’ and ‘No’ perspectives, in the style of a political speech designed to persuade the class to vote for their perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hand out ballot papers to the class, and read/explain the text on the paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask students to vote in a mock referendum. Count the votes and decide the outcome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>The significance of the First World War for Australia – The War Precautions Act and Conscription Referenda</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As a class, read through the introductory information on the War Precautions Act in Worksheet 5.</td>
<td>Identify and analyse the perspectives of people from the past (ACHHS172)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students should then complete Worksheet 6, individually or in pairs. [NB. Print Worksheet 6 on A3-sized paper.]</td>
<td>The impact of The First World War,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discuss answers to Worksheet 5 as a class. Assess how well students’ posters communicate their</td>
</tr>
<tr>
<td>Lesson</td>
<td>Learning Activities</td>
<td>Curriculum Links</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Review of the significance of the First World War for Australia</td>
<td>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) (ACDSEH096)</td>
<td>learning.</td>
</tr>
<tr>
<td></td>
<td>Revision Activity: ‘Taboo’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To revise the class’s learning about experiences of the First World War overseas and on the home front, play ‘Taboo’. This game involves one student coming up the front, receiving a card and describing the word on the card to the class without using the word itself (or any derivatives of the word). The rest of the class tries to guess the word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Suggested cards can be found below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concluding Activity: Anzac Day Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The impact of The First World War, 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) (ACDSEH096)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use historical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Revision Activity: ‘Taboo’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concluding Activity: Anzac Day Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Learning Activities</td>
<td>Curriculum Links</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>This final activity summarises students’ learning about the First World War by considering the ways in which the war is remembered, and its ongoing impacts on Australian life, particularly through Anzac Day. Students work in groups to prepare for their own Anzac Day memorial service, through a series of challenging tasks. (See below for resources for all materials, which are best presented in a slideshow that all groups can see during the activity.) NOTE: This activity is best conducted over 80 minutes but you can adapt as necessary.</td>
<td>terms and concepts (ACHHS165)</td>
<td></td>
</tr>
</tbody>
</table>
## Resources

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1      | • Worksheet 1  
         | • Worksheet 2 |
| 2      | • Worksheet 2 (cont.) |
| 3      | • Worksheet 2 (cont.) |
| 4      | • Worksheet 3 |
| 5      | • Worksheet 4  
         | • Australian War Memorial Sources for the 1916 and 1917 conscription referenda:  
| 6      | • Worksheet 5  
         | • Worksheet 6 |
| 7 & 8  | • Concluding Activity: Anzac Day Planning |
Worksheet 1: Indigenous Australians in the First World War

Read the information below and complete the tasks that follow.

In the first half of the twentieth century, non-Europeans officially were barred from serving in Australia’s armed forces but during the First World War an estimated 800 Aboriginal people and a few Torres Strait Islanders managed to enlist. Sometimes, their skin was deemed ‘white enough’. At other times (particularly after heavy losses were suffered on the Western Front), recruiting officers didn’t care so much about the colour of a man’s skin so long as he was willing to serve. The regulations were not consistently applied. The precise number of Indigenous Australians who volunteered is not known, because, ironically, ethnicity was not actually recorded on personnel files. In the army, a man became a soldier irrespective of the colour of his skin.

Some might find it strange that Aboriginal and Torres Strait Islander people wanted to serve a country that did not recognise them as citizens until much later. Some hoped that war service might help the Indigenous campaign for citizenship and equality; some believed the war was just; others sought adventure, good pay, or joined up because mates did.

Indigenous Australians were present in almost every Australian campaign of the First World War. In the heat of battle, survival often came down to relying on the soldier next to you, so racial considerations tended to take a back seat. Soldiers from a range of backgrounds forged friendships in the trenches of Gallipoli and the Western Front, and on horseback with the Light Horse in the Middle East. Some Indigenous servicemen were decorated for outstanding actions. Corporal Albert Knight, 43rd Battalion, and Private William Irwin, 33rd Battalion, were each awarded the Distinguished Conduct Medal – second only to the Victoria Cross for men in their ranks – and others the Military Medal. Private William Rawlings, 29th Battalion, was awarded his Military Medal for ‘rare bravery in the performance of his duty’ in July 1917. He was killed in action the following year.

Probably about a third of the Indigenous soldiers who served overseas were killed in action or died of wounds or disease. Some were sent home with horrible wounds. At least three were captured. After the war, Indigenous veterans found that their war service counted for little. Very few Indigenous veterans were granted a soldier settler block. They were not given full citizenship and rights and still had to live under the so-called ‘Protection Acts’ that imposed strict control over almost every aspect of Aboriginal and Torres Strait Islander life.

Tasks

1. The newspaper clipping titled ‘A returned soldier’s protest’ (left) is a letter to the editor of the Cairns Post, published in 1933. (View full version at http://trove.nla.gov.au/newspaper/article/41198614). It says, “I object very strongly to the slur cast upon some of my half-caste comrades, some of whom paid the supreme penalty…”

   a) What does this newspaper clipping reveal about how Aboriginal soldiers were treated when they returned from service?

b) Read another account regarding Indigenous servicemen during the First World War (see for example http://trove.nla.gov.au/newspaper/article/40251852?searchTerm=aboriginal%20recruits&searchLimits). From the sources you have examined, what impression do you get of public attitudes to Indigenous serviceman during the war?
2. What does the portrait of Private (Pte) Walter Christopher George Saunders (left) suggest about the experiences of Aboriginal soldiers who enlisted in the First World War?
Worksheet 2: Research Task

Instructions

1. In a small group, select one of the following groups of people affected by the First World War to research:
   - Australian prisoners of war (POWs)
   - Australian nurses
   - Participants in the Battle of Hamel (Western Front).

2. Use the inquiry questions and resources provided below (and some of your own if you wish) to conduct a historical investigation into the group you have chosen.

3. Prepare a group presentation on your findings. You may use a format of your choice, e.g. poster, slideshow, script, short documentary.

4. Give your presentation to the class and watch the presentations of other groups.

NOTE: During the research process, compile 5 questions and answers about your topic for inclusion in the Class Quiz that will take place after all presentations are complete. (See Worksheet 3.)

AUSTRALIAN POWs

Inquiry questions:

- What is a prisoner of war?

- How many Australians were captured during the First World War by the Germans and the Turks?

- Using your sources, describe what life was like for Australians in POW camps.

- Using your sources, describe what life was like for European POWs in Australian camps.
Why did armies take enemy soldiers as prisoners during the First World War?

Resources:

- Australian Red Cross Society’s POW Department: https://www.awm.gov.au/encyclopedia/redcross/pow_records/

AUSTRALIAN NURSES

Inquiry questions:

- Describe the types of people who served as nurses for Australia in the First World War.
- How many Australian nurses served?
- What was life like for nurses who worked close to the frontline? Identify one aspect of nurses’ lives from each of the sources you’re working with.
- How did soldiers feel about nurses who cared for them?
- How is the role of nurses in the services different today, compared with the time of the First World War (1914–18)?

(Feel free to add questions provided on the Australian War Memorial website below.)

Resources:

PARTICIPANTS IN THE BATTLE OF HAMEL

Inquiry questions:

- When and where was the Battle of Hamel?
- What was the objective of the battle?
- Using your sources, describe the kind of warfare that took place at Hamel.
- What was the result of the Battle of Hamel? Is it considered a success?
- How many Australian soldiers died in the offensive at Hamel?
- List 5 differences between the Battle of Hamel and the way wars are fought today.

Resources:

- Primary sources and artefacts relating to the Battle of Hamel: https://www.awm.gov.au/military-event/E103/
- Extract from the film 'The Australians' Final Campaign 1918': https://www.youtube.com/watch?v=3bgGLzk6cQ
Worksheet 3: Class Quiz

After each group has given its presentation as part of the Research Task (see Worksheet 2), we will hold a Class Quiz based on the combined information collected by each group.

Instructions

Write 5 questions and their correct answers below, based on your research findings. Submit them to your teacher for inclusion in the Class Quiz.

Your questions should be of different types, e.g. True/False, statistical question, interpretive question, trivia, etc.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 4: The Conscription Referenda

Instructions

Your teacher will give you a primary source on the conscription referenda of 1916/17.

For your given source, fill in the table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Question</th>
<th>Your response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>What is the nature of this source? (describe it)</td>
<td></td>
</tr>
<tr>
<td>Origin</td>
<td>What is the origin of the source? (creator, date of creation)</td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
<td>What perspective does the source take on conscription?</td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td>Who was the intended audience of the source? How do you know?</td>
<td></td>
</tr>
<tr>
<td>Motive</td>
<td>What is the motive of the source’s creator? How do you know?</td>
<td></td>
</tr>
</tbody>
</table>

Ballot paper reproduced with permission from the National Archives of Australia.
Worksheet 5: The War Precautions Act 1914

Read the information below and answer the questions that follow.

Section 51 (vi) of the Australian Constitution gives the federal government the ability to extend its powers during wartime, to defend the Commonwealth. The War Precautions Act 1914 is an example of a law created using these special powers. The Act was valid during the First World War and for six months afterwards.

What special powers did this Act give the Australian government?

Under the War Precautions Act, the federal government was able to, among other activities:
1. Cancel contracts with companies in enemy country
2. Levy (take and use) income tax. At the time, this was usually done by State governments
3. Control the supply and price of household goods (known as rationing)
4. Choose who could receive an Australian passport
5. Intern (detain) ‘enemy aliens’ (people from enemy nations)
6. Censor (read and change/destroy) publications and letters.

What happened if you breached a law under the Act?

If you breached one of the laws (‘Regulations’) contained in the Act, you could pay a fine or – in the worst case – be imprisoned for 6 months. There were 3,442 prosecutions under the Act. Adela Pankhurst was arrested during a march against rising food prices in Melbourne, in August 1917. She wrote anti-war publications and spoke out publicly against the war and conscription.

Leading up to the referendums on conscription, the Act was used to ban statements that were likely to prejudice people against conscription. This interfered with the anti-conscription campaign. Some prominent anti-conscriptionists were charged for making ‘offensive comments’.

Questions:

1. What does ‘precautions’ mean? Why were precautions necessary?

2. Why do you think the government wanted to extend its powers on the home front during the First World War?
Worksheet 6: Poster

Instructions


   It shows a conversation occurring in front of a ‘War Precautions Machine’. The text reads:

   During the week, a couple of days passed without any issue of new War Precautions Regulations.

   [Prime Minister] MR HUGHES: What’s the matter with the machine?

   THE ENGINEER: You see, she’s been doing such a lot of overtime lately, I was afraid she might run hot.

   Think about how the cartoon expresses a point of view about responses to the First World War through humour and exaggeration.

2. On the next page, create a poster of your own which argues one of the following viewpoints in a light-hearted way:

   The Australian government needs powers like the War Precautions Act during war to keep people safe.

   OR

   The government does not need powers such as the War Precautions Act – they are an invasion of privacy.
Cards for Revision Activity (‘Taboo’) – suggestions only

Conscription  |  Trench warfare  |  Light Horse

Referendum  |  Gallipoli  |  ANZAC

Propaganda  |  Western Front  |  Infantry
Concluding Activity: Anzac Day Planning

Introduction

You are on the Anzac Commemoration Committee and you are planning the next Anzac Day service for your nearest capital city. In groups, you will complete a series of tasks that will help you to plan for the day.

Task 1: Date and time

Write down the date and time of day of the Anzac Day service you are planning. You will be rewarded for how accurately your answer matches actual Anzac Day services.

Task 2: Why are they called ‘Anzac biscuits’?

You have 1 minute to write down why you think these biscuits are called ‘Anzac biscuits’. Points will be awarded for the most accurate theory.
Task 3: The Last Post

Listen to The Last Post here: https://www.youtube.com/watch?v=McCDWYgVyps.

As you listen:

1. Write down 3 adjectives describing The Last Post as a piece of music.
   i) __________________________________________
   ii) __________________________________________
   iii) __________________________________________

2. What do you think it might have meant to servicepeople when they heard The Last Post on the frontline?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

3. Why is The Last Post played in Anzac commemoration services and at military funerals?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
Task 4: The Ode

One traditional reading on Anzac Day is the ‘Ode’, from the poem ‘For the Fallen’ by Laurence Binyon (1869–1943):

They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.
They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

In a couple of sentences, summarise the meaning of the ‘Ode’:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Task 5: ‘In Flanders Fields’ by John McCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields,
Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

In 5 minutes, draw an illustration based on the poem:
Task 6: Promote your Event

You are soon to meet with the media adviser to the Minister for Veterans’ Affairs to choose the final advertisements for Anzac Day commemorations.


Choose the one you think is most appropriate for your commemoration event.

Write down 5 reasons why you think it is the best poster to use to encourage Australians to commemorate Anzac Day.

i) ____________________________________________________________

ii) ____________________________________________________________

iii) ____________________________________________________________

iv) ____________________________________________________________

v) ____________________________________________________________

Bonus Round: Hard Tack

(Teacher to supply hard tack to each group, using [https://www.awm.gov.au/education/schools/resources/hard-tack/](https://www.awm.gov.au/education/schools/resources/hard-tack/))

Can you name all the ingredients in this biscuit? Where and by whom was this sort of biscuit consumed in the First World War?
Solutions to Anzac Day Tasks

**Task 1:** 25 April, dawn service (about 5am).

**Task 2:**
- They were sold at bake sales in Australia during the First World War to raise money for the war effort.
- They were created as a tastier alternative to very bland army biscuits for soldiers in the trenches.

*Interesting fact:* Father John Fahey, a Catholic padre serving on Gallipoli, wrote, ‘The man who invented the army biscuit was an unmitigated rascal. As an eatable there is little to choose between it and a seasoned jarrah board [wood].’

**Task 3:**
1) Suggested words: reflective, proud, serious, official.
2) ‘The Last Post’ signified the end of the day’s activities.
3) Today, ‘The Last Post’ symbolises that the duty of the dead is over and they can rest in peace.

**Task 4:** (Students’ own responses.)

**Task 5:** (Teacher to assess the illustrations’ relevance to the poem.)

**Task 6:** (Teacher to assess the reasons given for the poster choice, and whether they align with the purpose of the memorial event.)

*Bonus round:* Ingredients are flour (wholemeal and/or plain), sugar, milk / milk powder, water, salt. Hard-tack biscuits were eaten by soldiers in the trenches of Gallipoli during the First World War.