Making of the Modern World: WWI and Australia on the Western Front

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

Written by Rachel Towns
St John’s Regional College, Victoria
This Unit has twelve lessons taught over a four-week period.
# Table of Contents

- **AIMS AND OBJECTIVES** 4
- **COURSE OVERVIEW** 5
- **RESOURCES LIST** 9
- **THE CAUSES OF WWI – BLACK ADDER** 11
- **ENLISTMENT SPEECH RUBRIC** 12
- **CONSCRIPTION IMAGES** 13
  - IMAGES OF PASSCHENAELE 13
  - ADAMANT TABLE 16
- **WESTERN FRONT MEMORY BOX TASK** 17
- **MEMORY BOX RUBRIC** 18
Aims and Objectives

Knowledge and Understanding/Skills

Students will be able to:

- identify the key elements which led to World War I
- understand some of the key events and how they fitted in chronologically
- discuss some of the reasons for enlisting
- analyse written and visual sources
- compare and contrast the different arguments behind the conscription debate
- use source material (primary and secondary) to develop an understanding of historical soldiers' experiences
- develop an understanding of male and female experiences of war.
## Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Overview and Timeline</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Watch the sketch “How did the war start?” from <em>Blackadder Goes Forth</em> Episode “Goodbye” – approximately 5 minutes (you may wish to look over the words). <a href="http://www.imdb.com/title/tt0526712/quotes">www.imdb.com/title/tt0526712/quotes</a>&lt;br&gt;• Discuss the reasons for the war beginning – imperialism, nation building, two super-blocs, alliances, armies as deterrents and the assassination of Archduke Franz Ferdinand. Brainstorm these ideas on the board. Ask the students to write them down.&lt;br&gt;• Define any keywords, such as imperialism, super-blocs and nationalism. Students should put these in their glossary section.&lt;br&gt;• Ask the students to create a timeline for the time period 1910–1920. They must include the following dates and must define them if they are unclear:&lt;br&gt;  – 1911: Duntroon Military College founded&lt;br&gt;  – 28 June 1914: Franz Ferdinand and his wife assassinated at Sarajevo&lt;br&gt;  – 4 August 1914: Britain declares war on Germany&lt;br&gt;  – 1914: Australia joins Britain&lt;br&gt;  – 1915: Britain attacks Turkey at the Dardanelles&lt;br&gt;  – 25 April 1915: Australians land at Gallipoli in Turkey&lt;br&gt;  – 19 December 1915: Allies evacuate Gallipoli&lt;br&gt;  – 1916: Battle of Fromelles on the Western Front&lt;br&gt;  – 1916: Conscription referendum defeated&lt;br&gt;  – 1917: Second conscription referendum is defeated&lt;br&gt;  – 1917: Battle of Bullecourt&lt;br&gt;  – 1917: Battle of Ypres&lt;br&gt;  – 1918: Armistice with Germany&lt;br&gt;  – 1919: Paris Peace Conference begins&lt;br&gt;  – 1919: Treaty of Versailles signed with Germany&lt;br&gt;• Ask students to choose the two most significant events and explain why they are so important.</td>
<td><strong>Overview of causes of war (ACDSEH021)</strong></td>
<td></td>
</tr>
<tr>
<td>Week</td>
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<td>Assessment</td>
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</table>
| 2    | 2 Enlisting | **Learning Activities**  
- Read through page 28 and 29 of *Australians on the Western Front* and answer the questions on why people chose to enlist in the war. |  
- Reasons for enlisting *(ACDSEH021)*  
- Propaganda *(ACDSEH096)* | |
| 3    | 3 Speech | **Learning Activities**  
- Students must create a speech explaining reasons why they would have enlisted in the war, if they lived then. This must reference some of the ideas discussed in the previous lesson.  
  - This will be presented in the next class. They will be marked on their historical knowledge, presentation (oral) skills and ability to clearly communicate their ideas. |  
- Reasons for enlisting *(ACDSEH021)* | |
| 2    | 4 Present Their Speech |  
- Present their enlistment speech to the class.  
- Enlistment Sheet rubric. |  
- Reasons for enlisting *(ACDSEH021)* |  
- Enlistment Speech rubric |
| 5    | 5 White Feather and Conscription | **Learning Activities**  
- Ask students to go to the following website (or show it to the entire class)  
- Watch the videos or read the transcripts about the giving of white feathers or the pressure to go to war.  
- Identify why people may have given the white feather. What would it have symbolised? How might people have felt who were not able to go? Why might some have chosen to give this to others?  
- Look at the two conscription images “Vote no mum” and “Your chums are fighting: Why aren’t you?”  
- Create a Venn diagram to compare the two images.  
- Conscription source images.  
- If you have time discuss the “Blood vote poem” from *The Blood Vote*, the third image. |  
- Propaganda and the conscription debate *(ACDSEH096)* | |
| 6    | 6 Western Front | **Learning Activities**  
- Read pages 270–271 of Pearson’s *History 9 Teacher Companion*.  
- Complete Questions 1 and 2 on page 270 and question 1 and 2 on page 271. |  
- Places where battles occur *(ACDSEH095)* | |
<table>
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</table>
| 3    | 7      | **Analysing Images**  
- Print out the images from Images of Passchendaele resource on page 16.  
  (There are eight images from the Australian War Memorial website.)  
- Put the students into eight groups. They must then analyse the images using ADAMANT.  
  (Author, Date, Audience, Message, Agenda, Nature, Technique)  
- ADAMANT, page 24. | • Nature of warfare (ACDSEH095) |          |
| 8    | 8      | **ADAMANT Presentation**  
- In groups – the war and battles on the Western Front. | • Nature of warfare (ACDSEH095) |          |
| 9    | 9      | **Women**  
- Students are to read “Courage under fire: Sister Pearl Corkhill” from Devotion: Stories of Australia’s wartime nurses, pages 16–19.  
- Once finished students must write a short paragraph: “How important was the role of nurses in World War I?”  
- Students should then write:  
  - three things they have learned  
  - two things they found interesting  
  - one question they would still like to find out. | • Changing role of women (ACDSEH096) |          |
| 4    | 10     | **Western Front Memory Box**  
- Give students the “Western Front Memory Box” task, page 25.  
  (This task sheet includes an assignment sheet, primary sources about an individual soldier’s life and a rubric.)  
- Give students two weeks to complete this task.  
- Read through the assignment and make sure that the students are clear on the instructions.  
- Then read through the primary sources attached and as a class define any unclear situations or words. | • Where they fought, Soldiers experiences (ACDSEH095) | • Western Front Memory Box |
<table>
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| 11 Research | **Learning Activities**  
- Use this time to research the time period and location that the person lived in. (Book into a computer room/library.)  
- Ideas for areas for them to focus on:  
  - find maps of places they lived or fought in  
  - find photographs of the war or the place they grew up in (The National Archives of Australia could have some useful images in their photo search section [http://naa.gov.au](http://naa.gov.au))  
  - research the job he had before  
  - look up information on houses, family life and social activities that people engaged in during this time  
  - look up newspaper articles from the time period (websites like [http://trove.nla.gov.au](http://trove.nla.gov.au) are particularly good for finding old newspapers) by searching through digitised archives. | *Where they fought, Soldiers experiences (ACDSEH095)* | |
| 12 Research | **Learning Activities**  
- Research period – Students continue researching their person and the time period that they lived in.  
- If students have done enough work on this they may wish to start making the memory box. | *Where they fought, Soldiers experiences (ACDSEH095)* | |
# Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1    | 1      | **Overview and Timeline**  
|      |        | Websites  
|      |        | Lines from the Blackadder script  
|      |        | [www.imdb.com/title/tt0526712/quotes](www.imdb.com/title/tt0526712/quotes)  
|      |        | Videos  
|      |        | Sketch “How did the war start?” from Episode “Goodbyeee”, *Blackadder Goes Forth.* |
| 2    | 2      | **Enlisting**  
| 3    | **Speech**  
| 4    | **Present their Speech**  
| 5    | 5      | **White Feather and Conscription**  
|      |        | Websites  
|      |        | Conscription images  
|      |        | Websites  
| 6    | **Western Front**  

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 3    | 7      | **Analysing Images**  
Worksheets  
Images of Passchendaele  
ADAMANT  
**Websites**  
| 8    | ADAMANT **Presentation** |
| 9    | **Women**  
**Books**  
| 4    | 10     | **Western Front Memory Box**  
**Worksheets**  
Western Front Memory Box Task  
**Books**  
Department of Veteran's Affairs. *Australians on the Western Front*. Woden: Department of Veteran's Affairs, 2006.  
**Websites**  
AIF project ‘John Raws’ (accessed 11/1/2012)  
www.aif.adfa.edu.au/showPerson?pid=250217  
National Archives search for ‘John Raws’ (accessed 17/09/2013)  
| 11   | **Research** |
| 12   | **Research** |
The Causes of WWI – Black Adder

Source: www.imdb.com/title/tt0526712/quotes

Look at the section that starts “Private Baldrick: No the thing is ...”, and ends “Private Baldrick: So the poor old ostrich died for nothing ...”

There are 32 lines in all.

Explain the humour of this scene, especially:

- “the vile Hun and his empire building ... the imperialistic front”
- “Archie Duke shot an ostrich cause he was hungry”
- “two superblocs ... two vast opposing armies ... deterrent.”
## Enlistment Speech Rubric

<table>
<thead>
<tr>
<th></th>
<th>Above Standard A/B</th>
<th>Excellent at Standard C+</th>
<th>Standard C</th>
<th>Beginning Standard C–</th>
<th>Below Standard D/E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre and Presentation</strong></td>
<td>Demonstrated outstanding presentation skills that clearly highlighted and demonstrated important elements of a speech.</td>
<td>Followed all aspects of the genre and showed excellent presentation skills required for a speech.</td>
<td>Followed most/all elements of the speech and presented their assignment in an acceptable way.</td>
<td>Showed some understanding of a speech and presentation skills</td>
<td>Showed limited understanding of the speech used with few features and minimal presentation elements shown.</td>
</tr>
<tr>
<td><strong>Empathy for the Historical Condition</strong></td>
<td>Showed a very strong connection to the historical figures who faced the Great War.</td>
<td>Demonstrated a good connection to the historical figures who faced the situation of the Great War.</td>
<td>Showed some good connections to the historical figures who faced the situation of the Great War.</td>
<td>Showed a satisfactory connection to the historical figures within the Great War.</td>
<td>Showed a limited understanding of the historical figures and their experiences within the Great War.</td>
</tr>
<tr>
<td><strong>Discussion of Issues</strong></td>
<td>Highly competent discussion of ideas and issues related to the topic of enlisting as well as indicating a clear understanding of social and historical conditions.</td>
<td>Advanced discussion of ideas about the reasons for enlisting topic that considers some of the historical and social conditions.</td>
<td>Clearly defined some issues and ideas for why people enlisted and discussed why it was important within the time period.</td>
<td>Identified the topic of enlisting and some facts about it.</td>
<td>Showed minimal understanding of why people might have chosen to enlist and mentioned a limited number of facts.</td>
</tr>
<tr>
<td><strong>Coherent and Logical Structure</strong></td>
<td>This piece showed advanced logical construction in its writing, presentation and organisation. It was clearly ordered and directed towards a specific audience. It was easy and coherent to understand.</td>
<td>The piece was clearly structured and logical in its construction. Extremely easy to understand, it addressed the intended audience in an appropriate way.</td>
<td>Coherent and logical construction followed a clear structure – for example intro/body/end (if appropriate) uses mostly full sentences that were clear and easy to understand.</td>
<td>The piece showed some elements of logical construction in its format. Needed to draft and edit their work.</td>
<td>The piece showed minimal logical construction. There was little order shown and sentences were unclear and confusing in their structure.</td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>—</td>
<td>Handed in on the due date. Showed clear and effective use of time.</td>
<td>Handed in on due date.</td>
<td>Handed in on due date but incomplete/Handed in one day late but completed.</td>
<td>Handed in more than one day late.</td>
</tr>
</tbody>
</table>
Conscription Images

Go to the sites below and download the three images.

Vote No Mum
Your Chums are Fighting
http://0.tqn.com/d/canadaonline/1/0/D/1/ww1chumsfighting.jpg
Blood Vote

Images of Passchendaele

20th Battalion Memorial at Passchendaele
Pen and ink on paper 1919
Source: www.awm.gov.au/collection/ART02540

The Gunners, France
Oil on canvas 1924

Unknown Australian Official Photographer
Officers of the 35th Battalion at rest
Portrait of Corporal A. R. Gibbs 37th Battalion AIF
Killed in action at Passchendaele in 12-10-1917

Damaged army tank.
Unknown Official Australian Photographer, 12th October 1917
Troops of the 5th division walking along the sodden duckboard. Known as the Jabbertrack.

Unknown Official Australian Photographer, 12th of October 1917
Australian infantry wounded at a First aid station near Zonnebeke Railway Station
## ADAMANT Table

<table>
<thead>
<tr>
<th>ADAMANT</th>
<th>Ideas (What you think)</th>
<th>Evidence (Why you think this)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Who wrote or created it?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(When was it made? In what historical context? What was happening?)</td>
<td></td>
<td></td>
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<tr>
<td><strong>Audience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Who was it originally intended for and why?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Message</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What is it trying to communicate?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Agenda</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Why is it trying to communicate that message? What is the “secret” reason?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nature</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What kind of source is it?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Photo/Painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technique</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What techniques do they use to convince the audience?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Symbols/Colour/Language</td>
<td></td>
<td></td>
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</tbody>
</table>
Western Front Memory Box Task

Task Instructions

A memory box is a container that holds important memories from a person’s life and the time period that they lived in. It can be a box, book, envelope or any other type of container. As a “box” that contains important memories it should be decorated appropriately to the historical figure and the time period that they lived in.

The inside of the box (or any other container that is used) should only include very important items as only these would be treasured enough to contain memories. These items could be real objects like books, jewellery or utensils, or it could be pictures of particular items. Each of these items should have a sentence attached to it explaining what it is, why it is important and how it connects to one of the items that must be included in the memory box.

Using the primary and secondary source information of Lieutenant John A. Raws’ life create a memory box that is relevant to him and the time period he lived in.

The memory box must include:
- an item from his past (before the war)
- an item from his present (1915–1916)
- an item from his future (after 1916)
- an item to represent a positive relationship (Home – Australia)
- an item to represent a negative relationship
- an item to represent himself
- an item to represent his daily life (Western Front)
- an item to represent an important experience
- a quote to represent who he is.

Sources

<table>
<thead>
<tr>
<th>Checklist</th>
<th>Have you included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A decorated container (box/envelope/book) that represent the historical</td>
<td></td>
</tr>
<tr>
<td>figure and the time period.</td>
<td></td>
</tr>
<tr>
<td>Ten items inside the memory box.</td>
<td></td>
</tr>
<tr>
<td>A sentence to explain each item and why it was included.</td>
<td></td>
</tr>
</tbody>
</table>
## Memory Box Rubric

<table>
<thead>
<tr>
<th></th>
<th>Above Standard</th>
<th>Good at Standard</th>
<th>Standard</th>
<th>Beginning Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Interpretation</strong></td>
<td>Advanced ability to use information about the historical time period and the historical figure in order to create and accurate and relevant memory box.</td>
<td>Very good ability to use information about the historical time period and the historical figure in order to create an accurate and relevant memory box.</td>
<td>Showed a good ability to use historical information and information about the historical figure in order to create a good memory box.</td>
<td>Showed some ability to create a memory box using the information given.</td>
<td>Minimal understanding of the time period or historical figure in their memory box.</td>
</tr>
<tr>
<td><strong>Coherent and Logical Structure</strong></td>
<td>This piece showed advanced logical construction in its writing, presentation and organisation. It was clearly ordered and fluent in its presentation. They showed fresh and unique approaches that were balanced by a strong historical and creative knowledge.</td>
<td>The piece was clearly structured and logical in its construction. Extremely easy to understand, it addressed the intended audience in an appropriate way informing them and elaborating on their understanding.</td>
<td>Coherent and logical construction. It followed a clear structure and connected information about the historical figure to the objects chosen.</td>
<td>The piece showed some elements of logical construction in its format. Needed to reread and consider their understanding of the historical figure.</td>
<td>The piece showed minimal logical construction. There was little order shown or explanation of why items were chosen or relevant to the historical figure.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Excellent presentation of material that shows an understanding of the historical time period and character.</td>
<td>Very good use of presentation skills in order to show character and understanding.</td>
<td>Satisfactory presentation of the material in an interesting and attractive manner.</td>
<td>Some attempts made to present the material in an interesting way.</td>
<td>Limited evidence of presentation skills.</td>
</tr>
<tr>
<td><strong>Time Management</strong></td>
<td>—</td>
<td>Handed in on the day and showing evidence of time management skills.</td>
<td>Handed in on the day.</td>
<td>Handed in one day late.</td>
<td>Handed in more than one day late.</td>
</tr>
</tbody>
</table>

Comments: 

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