Making of the Modern World: WWI

Applicable for use in Australian Curriculum: History WWI 1914–1918 – Year 9

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Perth Modern School, Western Australia
This Unit has thirty-one lessons taught over an eight-week period.
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Curriculum Sharing Project

Aims and Objectives

Knowledge and Understanding/Skills

This unit aims to:

• investigate the key concepts of historical understanding through the particular historical context of a depth study of World War I
• provide a link for students between their school, local area or family and the Great War
• provide students with an understanding of why Australian soldiers were involved in the war, the nature of World War I warfare, and the impact of the war on Australia in the short term and today, through an examination of the Anzac legacy
• focus explicitly on developing students’ skills with regard to explaining, analysing and interpreting a range of primary and secondary sources linked to World War I.

Rationale

• This unit is aligned with the Australian Curriculum Depth Study 3: World War I. The aim is for students to investigate key aspects of World War I, including the nature and significance of the war in world and Australian history.
• The unit is organised through four main inquiry questions and has a particular teaching and assessment focus on source interpretation as a means to answer these inquiry questions. There are two document studies attached. Assessment 3 looks at the usefulness/reliability of sources whereas Assessment 4 also incorporates historical interpretations and perspectives.
• Australian history is addressed initially as a “hook”, by allowing students to empathise with individual soldiers and their own local area at the outset of the war, students will (hopefully) engage at a deeper level with the material over the ensuing weeks. Tying the course initially to local history is important to its success, it deliberately starts with specific people and events and then attempts to elicit from students questions that will fill in the more general contextual questions about the war; this is designed to be an alternative approach to starting at the beginning of the war and moving through it chronologically.
• The course has been taught at Perth Modern School and many of the assessments and resources will be geared to the specifics of that school and its (academically talented) student cohort. However, much of the unit is open ended and based around inquiry questions which will enable teachers to make the necessary adjustments to suit their student cohorts and their own local areas. All assessments may have to be tailored to what’s taken place in your classroom rather than what was taught at Perth Modern.
• In addition, as highlighted in yellow in the syllabus document, there are alternative tasks and approaches that may assist teachers. There are additional resources and tasks also provided in the electronic folders that accompany this submission. These folders also contain PowerPoints, task sheets, rubrics and student exemplars where appropriate.
• The week-by-week guide was amended slightly to allow for four lessons per week. It is scheduled for eight weeks but can be abridged (by avoiding Assessment 4 which is focused on interpretations and perspectives and may not be suitable for some mixed ability groups) or extended (some suggestions for developing a follow-on task are provided).
• As mentioned the key focus is the development of students’ source analysis skills. The questions mirror WACE-type questions and may differ slightly from other states, but the basic approach is in line with the Historical Skills as outlined in the Australian Curriculum.
## Course Overview

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<tr>
<td>1</td>
<td>1–2</td>
<td><strong>What Was Life Like at Perth Modern School in 1914?</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Students to examine photographs and read articles from the school magazine of that year. Students to hypothesise about life at the school 100 years ago.&lt;br&gt;• Students can undergo feedback in groups initially, and then as a class.&lt;br&gt;&lt;br&gt;<strong>Note:</strong> This can be done just as effectively by examining your local area in 1914 – the aim is to get students to think about life in Australia at that time.</td>
<td>(ACHHS165) (throughout the unit)</td>
<td>- (ACHHS164) (throughout the unit)&lt;br&gt;- (ACHHS166)&lt;br&gt;- (ACHHS168)</td>
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<td>3–4</td>
<td>3–4</td>
<td><strong>The Tragic Tale of Fox and Anderson</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Students to learn about the fate of two former students who fell at Gallipoli in 1915. The aim is to hook students with a dramatic story that to some extent “personalises” the Great War.&lt;br&gt;&lt;br&gt;<strong>Note:</strong> This can also be done with soldiers from the local area. We have also completed the task with two soldiers from Subiaco (Sadlier and Stokes). A good starting point to find soldiers for this “hook” is the Mapping Our Anzacs website.&lt;br&gt;• Students are then asked to research another soldier from the Great War (see Assessment Task 1 attached).</td>
<td>- (ACHHS164) (throughout the unit)&lt;br&gt;- (ACHHS166)&lt;br&gt;- (ACHHS168)</td>
<td>- Researching an Anzac&lt;br&gt;- Assessment Task 1</td>
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<td>2–3</td>
<td>5–9</td>
<td><strong>What Were Fox and Anderson Doing at Gallipoli in the First Place?</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• The question is specific but the task is geared towards students examining the reasons why Australians entered the war both personally (enlistment) and as a nation.&lt;br&gt;– Students will look at long term as well as short term causes over the next 3–4 lessons. The aim is to work towards students writing an answer (paragraph) to the above question by the end of Week 3. See Resource List for internet links to assist with the teaching of this section. See Assessment 2 for the task sheet.&lt;br&gt;&lt;br&gt;<strong>Note:</strong> This is not geared towards looking at the causes of WWI, more Australia’s involvement in the war (although there is some crossover). You could of course go into causes as an alternative task at this point.</td>
<td>(ACDSEH021)</td>
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<td>Week</td>
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<td>Note:</td>
<td>At some stage early this week (depending on timelines for Assessment 1), a class should be given for students to share what they’ve found out about the Anzacs they’ve researched. This is often a valuable class and provokes useful discussion about the reasons why men joined up.</td>
<td>(ACHHS172)</td>
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<td>11–12</td>
<td>Learning Activities</td>
<td>Students could practise effective paragraph writing in readiness for Task 2 – including topic sentences, well-selected evidence and links to the next paragraph.</td>
<td>(ACHHS164)</td>
<td>Assessment Task 2: Why Were Australians Involved in World War I?</td>
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<td>4–5</td>
<td>Learning Activities</td>
<td>Students will now examine, analyse and interpret reports, letters, photographs, poems and paintings related to the nature of WWI warfare and the experience of individual soldiers.</td>
<td>(ACDSEH095)</td>
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<td>In the process of synthesizing the development of historical skills, students will develop a greater understanding of the course and chronology of WWI. The sources presented will move away from Gallipoli and encompass other theatres of war, most notably the Western Front.</td>
<td>(ACHHS169)</td>
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<td>Note: A film study may also be appropriate at this point if time allows.</td>
<td>(ACHHS170)</td>
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<td>This section is very rich in resources. See links in Resource List for some ideas, but there is a wealth of material out there for a study of life in the trenches.</td>
<td>(ACHHS171)</td>
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<td>6</td>
<td>Learning Activities</td>
<td>Students will also process and synthesise information from a range of sources for use as evidence in an historical argument, and evaluate the reliability and usefulness of primary and secondary sources.</td>
<td>(ACDSEH095)</td>
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<td>A PowerPoint on how to evaluate the reliability and usefulness of sources is included.</td>
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<td>Students to complete a document study on life in the trenches. See Assessment 3.</td>
<td>(ACHHS170)</td>
<td>Assessment 3: Document Study – Life in the Trenches</td>
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<td>Week</td>
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<td>25–28</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• Students to look briefly at the impact of the war on Australia in its immediate aftermath. <strong>Note:</strong> A full examination of the impact of WWI on Australia, including conscription and home front, has not been attempted here as these lessons focus more on interpretations and perspectives. However, an inquiry on the impact of WWI on Australia and hence its significance would be an appropriate alternative at this point.&lt;br&gt;• Students can then examine the way the war was reported, in particular the writing of Charles Bean.&lt;br&gt;• Finally, students will look at the “Anzac legend” in terms of historical interpretations and be able to describe the different viewpoints about the Gallipoli campaign. A PowerPoint on Historical Interpretations and Perspectives is included in the additional attachment.</td>
<td>• (ACDSEH096)&lt;br&gt;• (ACDSEH097)&lt;br&gt;• (ACHHS172)</td>
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<td>29–30</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• Students to sit second summative assessment – a document study focusing more on perspectives and interpretations (see Assessment 4).</td>
<td>• (ACHHS170)&lt;br&gt;• (ACHHS171)&lt;br&gt;• (ACHHS172)</td>
<td>• Assessment 4: Perspectives on World War I</td>
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<td>31+</td>
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<td><strong>Learning Activities</strong>&lt;br&gt;• Possible extensions&lt;br&gt;  – Our school now looks at WWI as a whole and asks, “How important were ideas in causing World War I?” This allows for a look at imperialism and/or an individual inquiry into how ideas have shaped the modern world, both of which tie in with the Australian Curriculum: “Making a Better world? Progressive ideas and movements (1750 – 1918)”.&lt;br&gt;  – See Assessment 5 Extension for an idea of how to develop this unit if you have time.</td>
<td>• (ACDSEH019)&lt;br&gt;• (ACDSEH086)&lt;br&gt;• (ACDSEH087)</td>
<td>• Assessment Extension 5</td>
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## Resources List

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<td><strong>Worksheets</strong>&lt;br&gt;See additional Resources for Week 1.</td>
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<td><strong>Worksheets</strong>&lt;br&gt;See PowerPoint as additional attachment “Planning Your Essay”.</td>
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### Week 4–5

**Books**

**Websites**
- [www.firstworldwar.com](http://www.firstworldwar.com)
- Profiles and primary sources
  - [www.spartacus.schoolnet.co.uk/FWW.htm](http://www.spartacus.schoolnet.co.uk/FWW.htm)
  - [www.anzacsitewww.spartacus.schoolnet.co.uk/FWW.htm](http://www.anzacsitewww.spartacus.schoolnet.co.uk/FWW.htm)
  - [www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml](http://www.bbc.co.uk/history/worldwars/wwone/war_end_01.shtml)

**Videos**

### Week 6

**Worksheets**
See additional Resources for Week 6.

**Books**

**Websites**
- ANZAC perspective
- Profiles and primary sources
  - [www.spartacus.schoolnet.co.uk/FWW.htm](http://www.spartacus.schoolnet.co.uk/FWW.htm)
  - [www.johndclare.net/how_to_do_sourcework.htm](http://www.johndclare.net/how_to_do_sourcework.htm)
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See additional Resources for Week 7. |
|      | **Books**  
|      | **Websites**  
ANZAC perspective  
[www.convictcreations.com/history/gallipoli.htm](http://www.convictcreations.com/history/gallipoli.htm) |
| 8    |           |
Attachment 1: Resources For Week 1

An Example of an Introductory WebQuest on a Local WWI Story (Two Soldiers from Subiaco, WA)

The Heroics of Subiaco’s Sadlier and Stokes

Source: http://51fnqra.businesscatalyst.com/sadlier.html

As shells exploded around him and flares pierced the night sky, Lieutenant Cliff Sadlier and his platoon found themselves pinned down by the murderous machinegun fire of tracer bullets coming from a wooded area to the left. Sadlier’s path to his objective was blocked. The words of his commanding officer rang in his ears: “Nothing will stop you getting to your goal. Kill every bloody German you see. We don’t want any prisoners, and God bless you.” Sadlier’s second-in-command, Sergeant Charlie Stokes, crept up to Sadlier on his stomach. “What are we going to do?” he asked. “Carry out the order. Go straight to the objective,” Sadlier said.

“We can’t do it,” Stokes replied. “You’ll all be killed.”

“Well, what can we do?”

“Collect your bombers and go into the wood and bomb those guns out,” Stokes said.

And so they did. In what official World War I historian C.W. Bean described as “an extraordinarily bold move”, Sadlier ordered his men to rush the woods, which hid crack Prussian troops manning six machinegun emplacements.

“The Germans were not expecting it,” Bean wrote. “Before they recovered from their surprise the Australians were in among the trees, fighting wildly in the dark, advancing around bushes and trees, stumbling on unsuspected posts. Sadlier and Stokes, who had secured a bag of bombs grenades, were leaders. To suppress the first German machine gun they fired rifle grenades over the trees and when the gun stopped firing they rushed it.”

Two machine gun posts were taken out before Sadlier was shot in the thigh. He later recalled: “Felt a burning pain in the leg, a machine gun bullet point-blank through it.”

“It didn’t seem to give much trouble, so I kept going, hurling grenades and firing my pistol. I concentrated on one machine gun that seemed to be doing a lot of damage.”

As recorded in the official citation that came with his Victoria Cross, “By this time Lieut. Sadlier’s party were all casualties, and he alone attacked a third enemy machinegun with his revolver, killing a crew of four and taking the gun. In doing so he was again wounded and unable to go on.”

Night attack by 13th Brigade on Villers-Bretonneux
Stokes took over, soon running out of bombs. He grabbed some German stick bombs from one overwhelmed post and hurled them at the enemy to blow away another machine gun crew, then another, and another.

In all, six machine gun nests were taken out and the attack plan, aimed at wresting back the village of Villers-Bretonneux from the Germans, was able to proceed.

Sadlier, a travelling salesman, and Stokes, a former Cobb and Co. coach driver, both from Subiaco, Western Australia, were recommended for the Victoria Cross, but only Sadlier won it. Stokes had to make do with a distinguished conduct medal.

Stories of extraordinary bravery such as this fill the pages of history of World War I, when 180,000 Australian troops served on the Western Front, from Belgium through northern France. Fifty-two thousand of them died, far from home, but 11,000 were never accounted for and lie where they fell in the field.

Follow Up Task

**Web Links for Sadlier, Stokes and Villers-Bretonneux**

**Battle of Villers-Bretonneux**
- www.ww1battlefields.co.uk/somme/villbret.html
- www.anzacaday.org.au/history/ww1/overview/west.html

**Sadlier (in particular) and Stokes**
- www.aif.adfa.edu.au/showPerson?key=SADLIER/CWK/2858
- http://books.google.com.au/books?id=1ArO1Nnh7sAC&pg=PA613&lpg=PA613&dq=sadlier%26stokes&source=bl&ots=jD7owvxNsr&sig=BxOAPIQrAEPCZiPLUnLFj1kf52U&hl=en&sa=X&ei=vRTtUIO2K65SIAez24GIBA&ved=0CFYQ6AEwBg#v=onepage&q=sadlier%20%26%20stokes&f=false (has an excerpt from Les Carlyon’s book on the assault)
- http://cas.awm.gov.au/item/REL/03685.001

A photograph taken the day after of the German machine gun posts in Aquenne Wood

Sources for Teaching Usefulness

How the Australians Fought

A further instalment of Captain Bean’s account of the landing of the Australian troops on the Gallipoli peninsula has come to hand.


First to Land

It is impossible to say which battalion landed first, because several landed together...

The 3rd Brigade went over the hills with such dash that within three-quarters of an hour of landing some had charged over three successive ridges. Each ridge was higher than the last, and each party that reached the top went over it with a wild cheer. Since that day the Turks never attempted to face our bayonets. The officers led magnificently, but, of course, nothing like accurate control of attack was possible. Subordinate leaders had been trained at Mena to act on their own responsibility, and the benefit of this was enormously apparent in this attack. Companies and platoons and little crowds of 50 to 200 men were landed wherever the boats took them. Their leaders had a general idea of where they were intended to go, and once landed each subordinate commander made his way there by what seemed to him to be the shortest road. The consequence was the 3rd Brigade reached its advanced line in a medley of small fractions inextricably mixed. Several further lines of Turkish trenches were swept through on the further ridges.

Gallant Officers

During the whole of this trying time if one thing cheered the men more than another, it was the behaviour of their officers. I saw one officer in charge of a machine gun, who one knew for certain must be killed if the fight lasted. His men were crouching under the cover of a depression a few inches deep on the brow of a hill. He was sitting calmly on the top of the rise searching for targets through his glasses...

Gallant Dead

Australia has lost many of her best officers this way. The toll has been really heavy, but the British theory is, you cannot lead men from the rear, at any rate, in attack of this sort. It would be absurd to pretend that the life of an officer, like that one, was wasted. No one knows how long the example will live on amongst his men. There were others I will mention later on, when the casualties have all reached Australia, who died fighting like tigers. Some of them knew fully they would die. One was sometimes inclined to think that this sort of leading is useless; but none who heard the men talking next day could doubt its value.

“By God, our officers were splendid,” one Australian told me. Wherever I went I heard the same.
**Imperishable Tale**

There has been hard fighting since, which I will report later. I would have reported it before if I had been able to get leave from the Admiralty. But when all is said, the feat which will go down in history is that first Sunday’s fighting when three Australian Brigades stormed, in face of a heavy fire, tier after tier of cliffs and mountains, apparently as impregnable as Govett’s Leap. The sailors who saw the Third Brigade go up those heights and over successive summits like whirligig with wild cheers, and with bayonets flashing, speak of it with tears of enthusiasm in their eyes. New Zealanders are just as generous in their appreciation. It is hard to distinguish between the work of the brigades. They all fought fiercely and suffered heavily; but considering that performed last Sunday, it is a feat which is fit to rank beside the battle of the heights of Abraham.

I believe that the British at Cape Helles fought a tremendous fight. Of Australia it may be said that Australian infantry, and especially the Third Brigade, have made a name which will never die. Around me as I write, guns of half a dozen warships are shaking the hills. The evening is a quiet one. From the ridges above comes the continuous rattle of musketry. As no bullets are whistling overhead, the firing must be by our men. The issue cannot be in doubt, but one knows that even if it were, nothing would take away from the Australian and New Zealand infantry the fame of last Sunday’s fighting.

**Bathing Under Fire**

Almost all of them enjoyed a bathe during the warm hours of the afternoon, and for a time the beach in the midst of the fiercest battle ever fought in the Dardanelles look more like Manly on a holiday. Hundreds of men were bathing together out in the roadstead, while nine or ten warships were constantly firing salvos of huge guns ten miles away. Along the sunny shore were men diving, splashing, and enjoying a sunbath.

Occasionally shrapnel flicked up the water, but very few men were hit. Only one, as far as I know, was killed during the whole day whilst bathing. This accident had not the least effect on the bathers.

Practically all our men have now had a day’s rest and gone back to the trenches. They are attacked somewhere every night and most days. Last night, for example, in their attack the Turks did not reach the trenches, and their dead were lying thick on the ground this morning. Today they attacked another part of the line, and reached within 50 yards, but none got near. A machine-gun mowed them down. Twenty or so can be seen lying within a small space.
Over The Top

Extract from the memoirs of Arthur Empey who served with the British army in 1917 and experienced a gas attack.


“We had a new man at the periscope, on this afternoon in question; I was sitting on the fire step, cleaning my rifle, when he called out to me: ‘There’s a sort of greenish, yellow cloud rolling along the ground out in front, it’s coming—’

But I waited for no more, grabbing my bayonet, which was detached from the rifle, I gave the alarm by banging an empty shell case, which was hanging near the periscope. At the same instant, gongs started ringing down the trench, the signal for Tommy to don his respirator, or smoke helmet, as we call it. Gas travels quietly, so you must not lose any time; you generally have about eighteen or twenty seconds in which to adjust your gas helmet.

A gas helmet is made of cloth, treated with chemicals. There are two windows, or glass eyes, in it, through which you can see. Inside there is a rubber-covered tube, which goes in the mouth. You breathe through your nose; the gas, passing through the cloth helmet, is neutralized by the action of the chemicals. The foul air is exhaled through the tube in the mouth, this tube being so constructed that it prevents the inhaling of the outside air or gas. One helmet is good for five hours of the strongest gas. Each Tommy carries two of them slung around his shoulder in a waterproof canvas bag. He must wear this bag at all times, even while sleeping. To change a defective helmet, you take out the new one, hold your breath, pull the old one off, placing the new one over your head, tucking in the loose ends under the collar of your tunic. For a minute, pandemonium reigned in our trench, Tommies adjusting their helmets, bombers running here and there, and men turning out of the dugouts with fixed bayonets, to man the fire step. Reinforcements were pouring out of the communication trenches. Our gun’s crew was busy mounting the machine gun on the parapet and bringing up extra ammunition from the dugout.

German gas is heavier than air and soon fills the trenches and dugouts, where it has been known to lurk for two or three days, until the air is purified by means of large chemical sprayers. We had to work quickly, as Fritz generally follows the gas with an infantry attack. A company man on our right was too slow in getting on his helmet; he sank to the ground, clutching at his throat, and after a few spasmodic twistings, went West (died). It was horrible to see him die, but we were powerless to help him. In the corner of a traverse, a little, muddy cur dog, one of the company’s pets, was lying dead, with his two paws over his nose. It’s the animals that suffer the most, the horses, mules, cattle, dogs, cats, and rats, they having no helmets to save them. Tommy does not sympathize with rats in a gas attack.”
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Attachment 3: Resources for Week 7

Teaching Historical Interpretations and Perspectives

Gallipoli: Baptism of Fire or Well of Tears?

Source: www.convictcreations.com/history/gallipoli.htm

Whether as enemies they fought,
Or fought with us, or neither;
the sand joins them together,
Enlisted on the other front.
—Kenneth Slessor

On the 25th of April 1915, the British landed Australian soldiers at Gallipoli as part of an offensive against the Turkish control of the Dardanelles. Quite stupidly, they landed the Diggers not on an open plain but on scrub-covered hills. The Turks were dug in from elevated positions and mowed down the Diggers as they leapt from the boats. Of the 1500 men who landed in the first wave, only 755 remained in active service at the end of the day. Over the following nine months, more than 7,500 Australians lost their lives. The campaign was then aborted and victory handed to the Turks. However, for reasons many people find difficult to understand, Gallipoli went on to become one of the most immortal events in Australian history.

One of the people who had trouble understanding the importance of Gallipoli was ex-Prime Minister Paul Keating. In 2008, Keating announced that Gallipoli was a useless battle that was fought for British interests. Keating also declared that he had never set foot in Gallipoli and never would. According to Keating:

"Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia."

Other critics have included historians Robin Prior and Trevor Wilson. In 2002, the historians ran a campaign in the left-wing Sydney Morning Herald in which they criticised the Australian celebration of Gallipoli on the grounds it,

"excludes more than half the population: women, indigenous people and most ethnic groups."

The historians also argued that Australians today should have the maturity to realise that Gallipoli was a battle fought in vain. Ironically, the criticism of Gallipoli by Keating, Prior, and Wilson has ensured its immortality. The criticisms have kept Gallipoli in the public imagination and forced Australians to reflect upon its symbolic meaning. Because the Gallipoli campaign encompassed issues of nationalism, colonialism, invasion, loyalty, mateship, identity, slaughter, humanity, anguish, and glory, different Australians have got different symbolic meanings out of it. Discussing the diversity of meanings has kept Australians engaged almost a century later.
Some supporters have referred to Gallipoli as “Australia’s baptism of fire”. They have proudly declared that it was when a new nation of Convict stock first proved itself on the world stage. The main problem with the christening analogy is that Australian soldiers had already fought as one in the Bore War of 1901. Furthermore, the remembrance of Gallipoli is anything but glorious. The ANZAC traditions observed on the anniversary of the Gallipoli landing have developed in a very sombre way and made Gallipoli look more like Australia’s well of tears. These ANZAC traditions have been more about remembering the dead and the anguish of those who survived, instead of the glory of war or patriotic support for the empire. Although there is no doubt that many of the young Australians who volunteered to fight for Britain were governed by naive ideals about dying for the Crown, those who remembered their stories were guided by a completely different motivation entirely. While Australians like Paul Keating, Prior and Wilson may argue that Gallipoli should be forgotten because the young men needlessly died for a cause not in the national interest, for other Australians, that has been all the more reason to remember them.

**Gallipoli and the Nek**

One minor battle, that for the Nek, has come to symbolise the essence of the Gallipoli campaign. The Nek was a position of Turkish trenches 18 meters from those of the Australians that the British commandeers believed could be taken with four offensive raids. At 4.30 am on the 7th August 1915, the first wave of Diggers leapt from their trenches and were mown down by Turkish machine guns. The second, then third and then fourth shortly followed and met a similar fate. Within minutes, 800 Australians lay dead or wounded on a piece of ground no larger than two tennis courts. The charge was then called off. Why do Australians remember this failure?

With politicians having their own agendas in regards to the war, it comes as no surprise that the remembrance of Gallipoli was a Digger initiative. On the 25th April 1923 at Albany in Western Australia, the Reverend White led a party of friends in what was the first ever observance of an Anzac Day dawn service. As the light was coming up, the men looked to the ocean and said a paragraph from the poem, Ode for the Fallen:

> “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.”

The poem neither attributes right or wrong nor does it glorify war as the liberator of freedom. It simply articulates what the war meant to those who were involved in it. The ode was the perfect poem for positioning Gallipoli as a celebration of mateship. If Australians only remembered battles because they achieved a purpose, then those who died at the Gallipoli should be forgotten as they died for nothing. If Australians remembered a battle as a triumph of good over evil, then they would be imposing morality in war. In such scenarios, the fallen Diggers could be judged as dying for an immoral cause considering they were invading someone else’s country. By remembering a battle that was a failure, right or wrong becomes irrelevant. Because the story of Gallipoli cannot be used to glorify freedom or be seen as a triumph of truth, justice and the Australian way, the story forces Australians to remember exactly what the war meant to the Diggers who fought in it.
Planning Your Essay PowerPoint

Planning your essay

Introduction

- Hook (Why is your topic interesting? You can link your topic to the modern day here)
- Address the question (use the key words)
- Outline the topics you will cover (what your paragraphs will be on)
- Provide an evaluative statement (thesis)
- If possible, link to your first paragraph

Before discussing the impact of Darwinism on the modern world, it is first necessary to examine the life of Charles Darwin and the evolution of his groundbreaking ideas...

Conclusion

- This is when you sum up your argument. It doesn’t have to be very long, but you should be consistent. You can’t change your mind or introduce new ideas here. Make sure your conclusion is in line with your thesis statement in your introduction.
- You should re-cap your main points and return to the question—after looking at the historical evidence, what was the role of imperialism in causing the first world war?

How is the essay marked?

- See marking guide in J-drive.
- Remember to evaluate and provide examples.
- Bibliography and notes to be marked at teacher discretion. There will be some difference in this process between the two lines as one line is impacted by C3TP.

What to put in the main body paragraphs?

- There is more than one way to skin a cat.
- You can look at the topic chronologically—cause and consequences. This works well if you’re looking primarily at an event. It would also work if you’re looking at an invention.
- Alternatively, you could look at three ideas in three paragraphs that came out of the Industrial Revolution. Whatever you do, PLAN! See J-drive for basic planning sheet.
- Topic sentences should clearly explain what the paragraph is about and how it helps answer the question.
- Each paragraph should contain some historical detail that backs up your points.
- Remember the overarching frame for this assessment is ‘ideas that shaped the modern world’ so you must have some reference to ideas in your essay!

The usefulness (or otherwise) of historical sources: Week 6
What is usefulness (regarding historical sources)?

- To analyse an historical source, to be able to judge what information you can extract from it, and for what purposes, and on the other hand to be able to judge when a source may be unreliable, or of limited use, are very important historical skills indeed.
- In Upper School History (both Ancient and Modern) you will be asked to analyse sources for their utility (usefulness).
- This PowerPoint provides an introduction to this process.

Types of historical sources...

- With a partner you have 3 mins to think of as many types of historical sources as you can.
- Try to rank these sources in what you consider to be the most important to the least.
- Why have you made these decisions?
- The answer is that no historical source is automatically more important than another.
- What's the difference between a primary and a secondary source?

Let's look at a couple of historical sources...

- Before you do, imagine you and your partner (in a shocking break from protocol) have jointly been appointed Professors of Modern History at the new McDonalds University. You are jointly working on your first book to be published later this year, entitled ‘Perspectives on World War One: Fromelles and other tragedies’.
- As you empty the desk of your now deposed predecessor, Professor Spence, you come across an envelope with the following two sources.

Now over to you...

- Look at the two sources you will be given.
- In pairs discuss how useful these two sources are for learning about the Gallipoli landings.

(continued)

It is astounding that this situation did not give me any great concern before, as it has been very much in evidence during the past few weeks, for great numbers of our men have been dying away to the hospitals as a result of it, and what is more concerning though is the fact that as this is going on so also is the physical endurance of those left behind reduced daily though they do not seem to realize it, and there one feels rather indignant about our own Australian losses are continually greater than the number of reinforcements who come along to replace them.

One thing amounting to a positive certainty helps one to cast aside some of the unreasoning these thoughts. You know that the average Australian will stand up to his job and see it through or go down in the attempt and it is humanly impossible to do more. It is an inevitable thing to be found waiting by your mates when they require your help and this unwritten law among our troops is responsible for them standing up to the job so well, it certainly inspires them to do things that nothing else could, but this sickness proves to a man his limitations and how puny his physical powers, when all things are considered.”
With your partner...

- Think of the uses this photograph could be put to for your book?
- What additional information would you need to find out before you used the photograph?
- So how useful is the photograph to you?

How about this?

- Diary of HV Reynolds, 10th August, 1915, Gallipoli
  Reported in sick parade this morning and was put off duty and instructed to remain in bed and take only milk diet. Things seem to have been very quiet today, though it may have been forced on me by illness that gave me that impression. It has certainly been quiet for me, quite an unnatural sort of experience after the past few months which have been the most exciting and strenuous in my life, perhaps that is what is telling me. I do feel somewhat useless and worn out now though I cannot say that I noticed it or felt it till yesterday. What a day it has been, what a budget of experiences, if only I could put all my thoughts and recollections of the past four months on paper. The experiences and dangers have taken on a greater significance today, somewhat unsettling. Things not noticed when one is actively engaged in carrying out some definite duty, become rather unconscious of the disabilities of other while he himself is not suffering any of them, and it has come home to me today, through my own experiences, that we are here facing something that is present, very much more dangerous and powerful than the enemy. It has tended opposite that is sickness and disease.

Bibliography

- Photograph: Martin Argles/Collect
  Accessed Jan 2014 from:
- Diary of HV Reynolds, 10th August, 1915, Gallipoli.
  Accessed Jan 2014 from:

Some ideas & keywords to use/be aware of when dealing with historical sources...

- All sources are useful. Even if a source is inaccurate, or is one-sided or biased, it's still useful. How?
- What can this poster be useful for?
- What is it certainly not useful for?

Other keywords

- Motive
- Provenance (who produced the source, when and where was it produced?)
- Reliability
- Bias/Onesidedness
- Limitations (what additional information would you need to use the source, what are some of the problems with a particular source)
Historical Perspectives and Interpretations PowerPoint

Historical Perspectives & Interpretations

Week 7
An introduction to the concepts and some ideas as to how to answer questions on perspective

Work with a partner.
- What are some of the key points Howard is making about the Gallipoli landings?
- How would you describe his perspective when looking at the Gallipoli campaign?
- Why might Prime Minister John Howard have this perspective? (What do you think are the values and beliefs that underpin this perspective?)
- The perspective articulated by Howard was not formed in the immediate aftermath of Gallipoli. It evolved into what is now broadly described as the ANZAC tradition/legacy. Why do you think it took time to evolve?

Answering Perspective questions..
- Identify the perspective of the source concerning the Gallipoli landings.
- If you get a question like this you will have to explain the viewpoint of the source. It will likely be a 3 point question before this longer one.
- Identify and account for the differing perspectives in Sources 4 and 5. (Your answer could include comments on place, time, motivations, values and beliefs) (6 marks)
- Here you will have to compare the perspectives of two sources and then try to explain these differences. Attitudes and beliefs are good to mention if you can, as is comparing/contrasting the two sources. This question will be worth 6 marks.

You'll now read a longer article
- With a partner, read the article and discuss the following.
- What different perspectives are identified in the article concerning Gallipoli and the ANZAC tradition?
- Can you come up with any ideas as to why this event could be interpreted so differently?
- Why does the author think these different perspectives are important for Australians?
- What do you think are the values and beliefs of the author? Give evidence to back up your ideas.

Read this...
- John Howard, Anzac legend, defence minister (April 2001)
  - The Anzac legend has helped shape Australia and the world to honour the first Anzacs and those who fought, sacrificed or fell. By preserving our country’s heritage of conflict, Mr Howard said: “The Anzac legend is a powerful expression of what our country means, of what Australians and others in our country stand for - our spirit, our values, our identity.”
  - “The Anzac legend has helped to define who we are as Australians.” Mr Howard said: “In the Anzac Day service at Gallipoli, we are able to reflect on how the spirit of Anzac lives on. We are able to reflect on how the spirit of Anzac is a part of our identity. We are able to reflect on how the spirit of Anzac is a part of our culture.”
  - “Anzac Day is a day of remembrance for all Australians. It is a day when we remember those who gave their lives for our country. It is a day when we remember those who gave their lives for our country. It is a day when we remember those who gave their lives for our country.”

Australian Government
Department of Veterans’ Affairs

ITAS
Historical Perspectives

• The questions on the previous page are important when you start thinking about (historical) perspective. We all have them. In other words our viewpoint is our perspective.

• An event that may be big news now may in the future be seen to be unimportant, or on the other hand what was seen as a minor change now in the future may be seen to be hugely important. Our perspectives, and our interpretations of events, change over time.

• But what’s this got to do with Year 9 History and your forthcoming document study?

What perspectives on Gallipoli are evident from this source?

The moment of 1919 was a day of great celebrations in the small Turkish village near Antero where the Sile survivors of war from Gallipoli were being housed. They were being served with a splendid reception by the village leaders. The event was remembered by the Turks as a day of victory over the British. The British had been forced to withdraw from the Dardanelles. The Turks of the village had fought bravely against the British and had forced them to retreat.

The villagers gathered to celebrate the event. There were speeches, music, and dancing. The Turkish women were dressed in their finest clothing. The men were adorned in their traditional Turkish attire. Everyone was in high spirits, with a sense of pride and joy.

And this?

Those heroes that shed their blood and lost their lives... You are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Albanians and the Mehmetis to us where they lie side by side here in this country of ours...

"You, the mothers, who sent their sons from far away countries wipe away your tears; your sons are now lying in our bosom and are in peace. After having lost their lives on this land they have become our sons as well."

These powerful words were first spoken in 1934 by Mustafa Kemal Atatürk, founder and first president of the Turkish Republic, in a tribute to the fallen ANZACS of Gallipoli.
Assessment 1: Finding Out About Our Anzacs

You’ve learned about the school 100 years ago and how some of its students ended up on the battlefields of World War I with such tragic circumstances.

Your first task is to find out more about the individual Anzacs who fought in World War I. You have visited the war memorial at the school, and you could now choose a name from the memorial and discover the history behind that name. Alternatively, if you have a relative you know was involved, that would be a great topic to look at.

You can use the following sites:
- Mapping Our Anzacs [www.mappingouranzacs.naa.gov.au](http://www.mappingouranzacs.naa.gov.au) (you will be shown how to use this site), but also look at the Roll of Honour [www.awm.gov.au](http://www.awm.gov.au)
- the AIF database [www.aif.adfa.edu.au](http://www.aif.adfa.edu.au)
- for more information on WA soldiers [http://ww1wa.gravesecrets.net](http://ww1wa.gravesecrets.net)
- you will have had presentation on the Modernians but here is the website constructed by Mr Coy, a music teacher with (unbelievably good) data on the Modernians who fought in all wars [http://maps.google.com.au/maps/ms?msa=0&msid=205187234918457553833.0004bed0b35837275e8e&hl=en&ie=UTF8&t=m&z=2&vpsrc=3](http://maps.google.com.au/maps/ms?msa=0&msid=205187234918457553833.0004bed0b35837275e8e&hl=en&ie=UTF8&t=m&z=2&vpsrc=3).

Try to find out the following:
- Where were they born?
- What did they do prior to enlistment?
- Where did they embark from and which regiment did they join?
- What happened to them during the war?
- What happened to them after the war?
Assessment 2: Writing an Extended Answer

What Were Fox and Anderson Doing at Leane’s Trench in the First Place? (aka Why Was Australia Involved in World War I?)

Over the next two weeks you will look at the reasons why Fox and Anderson found themselves at Gallipoli, with such tragic circumstances. In essence, you’ll be answering the question:

**Why was Australia involved in World War I in general, and why were Australian troops in Gallipoli in 1915 in particular?**

You will have to write an extended answer to the above question. Note that this is not a full-blown essay – you won’t have to write full introductions or conclusions. The focus is on writing three well-structured paragraphs in the 60 minutes provided.

Your three paragraphs will be focused on the long-term, medium-term and short-term causes that explain why Fox and Anderson found themselves at the battle of Tasmania Post on 1 August 1915.

Long-term causes will look at why Australia became involved in World War I, medium-term causes will look at the reasons why Australian troops were sent to Turkey in 1915, and the short-term causes will look at the immediate events that led to the fateful battle on 1 August 1915.

Assessment 3: Document Booklet

Year 9 Document Study – World War I Depth Study

Sources

Source One

Australian soldiers in Villers-Bretonneux, April 1918
**Source Two**

Australian Campaigns in the Great War, Lt The Hon Stanisforth Smith.

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Casualties*</th>
<th>Total Embarkation</th>
<th>% Casualties of Embarked</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Isles</td>
<td>2,535,424</td>
<td>5,000,000</td>
<td>50.71</td>
</tr>
<tr>
<td>Canada</td>
<td>210,100</td>
<td>422,405</td>
<td>49.74</td>
</tr>
<tr>
<td>Australia</td>
<td>215,585</td>
<td>331,781</td>
<td>64.98</td>
</tr>
<tr>
<td>New Zealand</td>
<td>58,526</td>
<td>98,950</td>
<td>59.01</td>
</tr>
<tr>
<td>India (native)</td>
<td>140,015</td>
<td>1,096,013</td>
<td>12.77</td>
</tr>
</tbody>
</table>

*Casualty = captured, missing, wounded or killed

Source: [www.anzacday.org.au/history/ww1/anecdotes/stats01.html#Comparison%20of%20Casualties](http://www.anzacday.org.au/history/ww1/anecdotes/stats01.html#Comparison%20of%20Casualties)

**Source Three**

Extract from a letter Australian soldier John Raws wrote to his brother just before he was killed (12 August 1916).

*Letters Home by J Rams*

The Australian casualties have been very heavy – fully 50% in our brigade, for the ten or eleven days. I lost, in three days, my brother and my two best friends, and in all six out of seven of all my officer friends (perhaps a score in number) who went into the scrap – all killed. Not one was buried, and some died in great agony. It was impossible to help the wounded at all in some sectors. We could fetch them in, but could not get them away. And often we had to put them out on the parapet to permit movement in the shallow, narrow, crooked trenches. The dead were everywhere. There had been no burying in the sector I was in for a week before we went there.

The strain – you say you hope it has not been too great for me – was really bad. Only the men you would have trusted and believed in before, proved equal to it. One or two of my friends stood splendidly like granite rocks round which the seas stormed in vain. They were all junior officers. But many other fine men broke to pieces. Everyone called it shell shock. But shell shock is very rare. What 90% get is justifiable funk, due to the collapse of the helm – of self-control. I felt fearful that my nerve was going at the very last morning. I had been going – with far more responsibility than was right for one so inexperienced – for two days and two nights, for hours without another officer even to consult and with my men utterly broken, shelled to pieces.

Source: [www.spartacus.schoolnet.co.uk/FWWraws.htm](http://www.spartacus.schoolnet.co.uk/FWWraws.htm)
This photograph was taken in an Australian Advanced Dressing Station near Ypres in 1917. The wounded soldier in the lower left of the photo has a dazed, thousand-yard stare – a frequent symptom of “shell-shock”.

Source: Imperial War Museum Archive www.oucs.ox.ac.uk/ww1lit/collections/item/5297
Assessment 3 Test Paper

DOCUMENT STUDY

WORLD WAR I: DEPTH STUDY

Name: ________________________________

5 minutes reading time

45 minutes writing time

1) What is the historical context of Source 1? Your answer could include important people, events, places and dates. (5 marks)

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2) What can you learn from Source 2 about life in the trenches during World War I? (4 marks)

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3) How useful are Sources 2 and 3 for learning about the impact of shell shock on soldiers during World War I? Your answer could include comments on reliability, motive, one-sidedness, intended audience and the provenance of the source. (6 marks)

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Assessment 4: Document Booklet

Year 9 Document Study – World War I Depth Study

Sources

Source One

Watsons Pier, Gallipoli peninsula on 17 December 1915
Source Two

An extract from an article entitled: “Jack Buntine: Gallipoli veteran” from a local history website from Kingston, Victoria. Published in 2004.

Jack Buntine: Gallipoli Veteran

The odds against Anzac Gallipoli veteran Jack Buntine living to a ripe old age were high indeed. A born risk-taker, he always thought he would die young and with his boots on.

But when he died peacefully in December 1998 at the grand old age of 103 he would have been the first to admit that, despite great odds, he had enjoyed “a fortunate life”.

Like many Gallipoli Diggers, Buntine’s hair-raising and accident-prone life would also have made a gripping autobiography. His mother died when he was nine. His drunken father beat him until he was 10 before selling his unwanted son to German market gardeners at Victoria’s Lakes Entrance. When his new foster mother also began to beat him, Buntine escaped to the bush, living “on the run” with Aborigines “huntin’ for tucker” in Gippsland.

He heard about the call-up and enlisted. “I was never one of your ‘king and country’ blokes,” he said in a recent interview. “I only joined up for a bit of fun – and I heard you could get a square meal.”

“I was a good shot too,” he added, “and could knock a jam tin off a fence post at 100 yards, so I reckoned I could help out.”

Source 3

A recruitment poster published in Australia in late 1915.

Gallipoli recruitment poster
Ninety years ago, as dawn began to break, the first sons of a young nation assailed these shores. These young Australians, with their New Zealand comrades, had come to do their bit in a maelstrom not of their making.

Over eight impossible months, they forged a legend whose grip on us grows tighter with each passing year. In the hills, ridges and gullies above us the Anzacs fought, died, dug in and hung on. Here they won a compelling place in the Australian story. Today we remember the 50,000 Australians who served in the Gallipoli campaign. And the more than 26,000 who fell or were wounded here. We remember, too, the sons of New Zealand who died and suffered. And let us not forget the sons of Britain, France, India, Newfoundland and of course Turkey, who died in their countless thousands on this peninsula.

Gallipoli began our involvement in a cataclysm that would cut down the youth not only of Australia but also of many countries across the world. Nearly two thirds of the 330,000 Australians who served abroad in the Great War would become casualties. Sixty thousand would never see Australia again. We remember today a century of Australian sacrifice, the more than 100,000 Australians who have died in war and for peace in our name. From Villers-Bretonneux to Tobruk, Kokoda to Long Tan and Afghanistan.

Those who fought here in places like Quinn’s Post, Pope’s Hill and the Nek changed forever the way we saw our world and ourselves. They bequeathed Australia a lasting sense of national identity. They sharpened our democratic temper and our questioning eye towards authority. We used to say that the ranks of the original Anzacs were thinning with each passing year. They are all gone now. Now what swells with each Anzac season is a hunger for their stories. Now we remember them not as old soldiers but as young Australians, often from the same suburbs, streets, districts and towns that we come from. Just as many of you have come here today with your brothers and your mates, so it was 90 years ago that the young of Australia surged forward to enlist along with their brothers and their mates...

History helps us to remember but the spirit of Anzac is greater than a debt to past deeds. It lives on in the valour and the sacrifice of young men and women that ennoble Australia in our time, in scrub in the Solomons, in the villages of Timor, in the deserts of Iraq and the coast of Nias. It lives on through a nation’s easy familiarity, through Australians looking out for each other, through courage and compassion in the face of adversity.

Source: http://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=(id:media/pressrel/cbuf6);rec=0
Source 5
Former Prime Minister Paul Keating speaking in 2008.

Paul Keating’s Speech

In some respects we are still at it; not at the suffering and the dying, but still turning up at Gallipoli, the place where Australia was needily redeemed?

The truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched.

And none of it in the defence of Australia. Without seeking to simplify the then bonds of empire and the implicit sense of obligation, or to diminish the bravery of our own men, we still go on as though the nation was born again or even, was redeemed there. An utter and complete nonsense.

For these reasons I have never been to Gallipoli and I never will.

Source: www.theage.com.au/national/paul-keatings-speech-20081031-5f1h.html#ixzz2no5hc5RI
Assessment 4 Test Paper

DOCUMENT STUDY

WORLD WAR I: DEPTH STUDY

Name: __________________________

5 minutes reading time

45 minutes writing time

1) What is the historical context of Source 1? Your answer could include important people, events, places and dates. (5 marks)

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2) How useful are Sources 2 and 3 for learning about the reasons why Australians enlisted during World War I? Your answer could include comments on reliability, motive, one-sidedness, intended audience and the provenance of the source. (6 marks)

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3) Identify the perspective of Source 4 concerning the importance and legacy of the Gallipoli campaign for Australia. (3 marks)

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4) Identify and account for the differing perspectives in Sources 4 and 5 concerning the Gallipoli campaign. Your answer could include comments on place, time, motivations values and beliefs. (6 marks)
Assessment 5: Research Task

YEAR 9: SOSE – Research Task Semester 1, 2012

It was God that brought us to the New World!

No it was the wind!

No it was colonialism mate!
**Task Instructions**

You have 500 years of world history to choose either:

A **big idea and explain how it has shaped the modern world**

or

An **important event/change and discuss the role ideas played in bringing this about.**

or

**Something combining the two (such as the Russian Revolution)**

**Further Details**

- You should have an idea of what you’d like to research by the end of this term. You can make a start on it over the holidays if you wish.
- You will have the first two weeks of Term 2 to finalise your research.
- During this time there will be a teacher conference where you will discuss your progress and what else needs to be done.
- This conference will be assessed along with your notes and bibliography (if you don’t know how to compile one, see your teacher).
- In total the assessment will constitute 40% of the semester, with 10% for the aforementioned research methodology, and 30% for the in-class essay you will do in Week 3, Term 2.
- You will be allowed one side of notes and will have 60 minutes to complete the essay. The question will be generic so you can write on the topic you have researched.
- Any research should cover the following topics:
  - a definition and explanation of the big ideas and events you’ll be discussing
  - a historical explanation of how the ideas you’re focusing on emerged
  - a discussion (with examples) of the impact of these ideas – this is where you can link an idea to a major event or development (again it’s important to use good historical examples here)
  - for higher marks some form of evaluation – how important the big idea was in causing the event or shaping the modern world (this should be based on the evidence you’ve provided above).
Assessment 5 Test Paper

YEAR 9 SOCIAL SCIENCES COMMON ASSESSMENT

RESEARCH TASK: THE SHAPING OF THE MODERN WORLD

Week 3, Term 2
40% of Semester Mark

Name: _________________________
Form: _________________________

Answer either Question (a) or (b) on the paper provided.

You have 60 minutes. You are allowed one side of notes, which will be handed in at the end of the assessment along with your bibliography.

Question

(a) Examine in detail an idea/individual/event/development you have studied and assess its impact on shaping the modern world.

or

(b) With reference to the specific event/development you have studied that shaped the modern world, assess the role of ideas in helping to cause it.
**Assessment 5 Checklist and Timeline**

### Year 9 SOSE CAT: Ideas That Have Shaped the Modern World

- As you are aware, you are to write a 60-minute in-class essay in the Thursday/Friday double period in Week 3.
- You will be allowed one side of notes (in the form of an annotated essay plan), which you will construct in class time in the Tuesday double period of Week 3. You will hand in that side of notes and it will be given back to you for the assessment. You won’t be allowed any additional notes.
- The exact wording of the question will be revealed on assessment day; however, it will be a generic question and your teacher will have checked to see whether the topic you have chosen is appropriate.
- Remember you need to provide the history surrounding the idea/event you have studied. Top papers will have details and (ideally) quotes. You should also look to evaluate, to make a judgement as to how and how much the topic you’ve studied has influenced the modern world.
- The modern world doesn’t mean specifically the world of now, it refers in general to how societies have developed over the past 200 years or so – although the effects of most significant ideas or events you’re studying can easily be traced to the modern day.
- You will also need to hand in a bibliography and the rest of your notes on the day of the assessment. The essay will be marked out of 25 and will go to your History (TCC) grade. Your notes, bibliography and the teacher interview in Week 2 will go towards your research skills (ICP) grade.
- The teacher interviews will take place on the Thursday/Friday of Week 2. You will need to present (in hard copy) a piece of evidence (picture, quote, etc.) that explains something about the topic you’ve chosen and why it’s important. You will then be asked some follow up questions – the whole thing will take around 5 minutes.
- Below is a rough timeline for the next two weeks. Obviously your homework time should be devoted to researching, making notes and planning your essay.

<table>
<thead>
<tr>
<th>Week 2 (Class time)</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday/Tuesday</strong></td>
<td><strong>Monday/Tuesday</strong></td>
</tr>
<tr>
<td>General overview of how to construct bibliography</td>
<td></td>
</tr>
<tr>
<td>Note making skills</td>
<td></td>
</tr>
<tr>
<td>Research time</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday/Friday</strong></td>
<td><strong>Thursday/Friday</strong></td>
</tr>
<tr>
<td>Teacher conferences (rest of class research time)</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
</tbody>
</table>

I have an idea that will shape History! Yes but where’s your bibliography?
## Checklist and Timeline Rubric

### Guide to Marking Responses

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory paragraph comprising some context relevant to the area/topic of the essay, a proposition/thesis statement and an outline of the narrative/thematic structure of essay. May include a definition of terms in the question.</td>
<td>3</td>
</tr>
<tr>
<td>A few sentences outlining the theme of the essay and including a simple proposition.</td>
<td>2</td>
</tr>
<tr>
<td>A sentence or two outlining the “who” or “what” to be discussed in the essay.</td>
<td>1</td>
</tr>
<tr>
<td>No introduction to essay provided.</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of Historical Narrative</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of the emergence, development and impact of the topic being discussed (i.e. the historical narrative) for example the relationship between events, people and ideas; and continuity and change.</td>
<td>3–4</td>
</tr>
<tr>
<td>A chronological narrative with some content about, for example, events, people and ideas; and continuity and change.</td>
<td>2</td>
</tr>
<tr>
<td>A simple narrative, not always showing correct chronology, with minimal reference to events, people and ideas.</td>
<td>1</td>
</tr>
<tr>
<td>Response suggests no understanding of the topic and/or the historical narrative.</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complexity of Analysis/Argument</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains a sustained argument throughout the essay that demonstrates a high level of analytical skill and an understanding of the complexity of the issue being discussed.</td>
<td>5–6</td>
</tr>
<tr>
<td>Develops an argument, shows some analytical skill but lacks high level linkage of ideas common in top responses.</td>
<td>3–4</td>
</tr>
<tr>
<td>Demonstrates an understanding of the narrative (the events that underpin their topic) but the argument has limited development with minimal analysis.</td>
<td>2</td>
</tr>
<tr>
<td>A simple chronological narrative with minimal analysis.</td>
<td>1</td>
</tr>
<tr>
<td>Discussion/argument suggests no understanding of the topic and/or historic analysis.</td>
<td>0</td>
</tr>
<tr>
<td>Evidence Used to Support Historical Narrative and Analysis/Argument</td>
<td>/8</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Use of detailed, accurate and relevant evidence. This evidence is used in a manner that assists the proposition/thesis of the argument/analysis or the narrative/theme. Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen arguments.</td>
<td>7–8</td>
</tr>
<tr>
<td>Use of accurate evidence throughout the essay to support the narrative and argument/analysis. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.</td>
<td>5–6</td>
</tr>
<tr>
<td>Mainly accurate evidence is used to support some lines of the narrative and argument.</td>
<td>4</td>
</tr>
<tr>
<td>Evidence is used, some is accurate but there are generalisations in the essay.</td>
<td>3</td>
</tr>
<tr>
<td>Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence.</td>
<td>2</td>
</tr>
<tr>
<td>Very limited use of evidence and the response is mainly a series of generalisations.</td>
<td>1</td>
</tr>
<tr>
<td>No supporting evidence, or all evidence is incorrect.</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively draws essay’s argument or point of view together.</td>
<td>2</td>
</tr>
<tr>
<td>Very superficial conclusion, or vaguely summarises with use of clichés such as “In conclusion...” or one that just repeats the proposition stated in the introduction.</td>
<td>1</td>
</tr>
<tr>
<td>No conclusion given.</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher discretion on how the essay flows and the way language is used to communicate ideas effectively.</td>
<td>2</td>
</tr>
</tbody>
</table>