The Great War: Conflict, Chaos and Courage

Applicable for use in Australian Curriculum: Year 9 History

Written by Katrina Makings
Bray Park State High School, Queensland
This Unit has fifteen lessons taught over a five-week period.
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS AND OBJECTIVES</td>
<td>5</td>
</tr>
<tr>
<td>COURSE OVERVIEW</td>
<td>6</td>
</tr>
<tr>
<td>RESOURCES LIST</td>
<td>17</td>
</tr>
<tr>
<td>RESOURCE 1: KWL CHART</td>
<td>21</td>
</tr>
<tr>
<td>RESOURCE 2: AUSTRALIA IN THE FIRST WORLD WAR – AN OVERVIEW</td>
<td>22</td>
</tr>
<tr>
<td>RESOURCE 4: ROLE-PLAY ACTIVITY – TENSIONS BEFORE 1914</td>
<td>23</td>
</tr>
<tr>
<td>RESOURCE 5: MAP OF EUROPE PRE-1914</td>
<td>24</td>
</tr>
<tr>
<td>RESOURCE 7: QUOTES FROM THE ELECTION CAMPAIGN</td>
<td>25</td>
</tr>
<tr>
<td>RESOURCE 9: RECRUITMENT – WE WANT YOU!</td>
<td>26</td>
</tr>
<tr>
<td>RESOURCE 10: THE “TYPICAL” WWI SOLDIER</td>
<td>27</td>
</tr>
<tr>
<td>RESOURCE 11: INDIGENOUS SOLDIERS</td>
<td>28</td>
</tr>
<tr>
<td>THE ELEMENTS OF THIEVES (A PRE-READING STRATEGY)</td>
<td>28</td>
</tr>
<tr>
<td>“LITTLE AUSSIE BATTLERS: ‘SECRET SERVICE’ OF INDIGENOUS SOLDIERS” ARTICLE</td>
<td>29</td>
</tr>
<tr>
<td>Questions</td>
<td>29</td>
</tr>
<tr>
<td>RESOURCE 16: DAILY LIFE AT GALLIPOLI</td>
<td>31</td>
</tr>
<tr>
<td>RESOURCE 18: WHAT HAPPENED TO THE WOUNDED ON THE WESTERN FRONT?</td>
<td>32</td>
</tr>
<tr>
<td>RESOURCE 20: STIMULUS MATERIAL</td>
<td>33</td>
</tr>
<tr>
<td>EXPERIENCES IN WORLD WAR I – NURSES</td>
<td>33</td>
</tr>
<tr>
<td>EXPERIENCES ON THE WESTERN FRONT</td>
<td>34</td>
</tr>
</tbody>
</table>
Aims and Objectives

Knowledge and Understanding

Students will understand:

- that since colonisation Australia has been involved in numerous conflicts and peacekeeping efforts
- what ANZAC stands for and how World War I contributed to the growth and of the Anzac spirit
- the causes and contributing factors that lead to the Great War
- the variety of reasons why young people enlisted and the power of propaganda posters
- the statistics (height, weight, background, etc.) of the typical Australian soldier, their uniform and weapons
- that not all soldiers fit this model (many women and Indigenous Australians also joined, their contribution is acknowledged)
- what the Schlieffen Plan aimed to do and what went wrong
- why Anzacs fought at Gallipoli and what happened throughout the campaign
- what was the daily life like for soldiers at Gallipoli
- “What was warfare like on the Western Front?” – the theory and reality of trench warfare
- how World War I changed Australia and how the Anzac legend was born.

Skills

Students will be able to:

- create a glossary of key terms and specialised language
- create a timeline of key dates in World War I
- participate in a role-play to illustrate the tensions pre-1914
- analyse a map of Europe and identify which countries would be feeling particularly vulnerable pre-1914
- analyse cartoons (to illustrate the causes of World War I)
- analyse enlistment posters and evaluate which are the most effective and why
- use the reading strategy THIEVES to be able to complete a three level guide comprehension activity (similar to Naplan questions)
- predict potential threats, create battle strategies and analyse the pros and cons of these strategies
- note take and summarise information and write a well-constructed paragraph
- empathise with the experiences of soldiers and nurses in World War I by participating in online interactives and reading primary accounts
- process and synthesise a range of sources to use as evidence to prove a historical argument
- sketch and label a cross-section of a trench
- create a Venn diagram showing the similarities and differences between fighting in Gallipoli and the Western Front
- create a soldier’s or nurse’s journal consisting of a series of diary entries (assessment)
- effectively be able to identify and use writing techniques (e.g. similes, metaphors and onomatopoeia) in their journal
- communicate and present their journal in an authentic fashion
- design key research and sub-questions to direct and refine their historical inquiry
- locate sources of information and record details in a systematic record of research.
# Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
</table>
| 1    | 1      | **Overview/Introduction:** What Do Students Know About World War I and the Broader History of Australia’s Involvement in Conflicts and Peacekeeping? | - An overview of the causes of World War I and the reasons why men enlisted to fight in the war (**ACDSEH021**)  
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend (**ACDSEH097**)  
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (**ACHHS164**)  
- Use historical terms and concepts (**ACHHS165**)  
- Comprehending texts through listening, viewing and reading  
- Word knowledge | **Resource 1:** KWL chart  
**Resource 2:** Overview of Australian’s involvement in WWI.  
**Resource 3:** Video – *Spirit of Anzac* (2001) |

**Learning Activities**
- Brainstorm or complete a KWL chart to determine what students know about WWI and the Anzacs (see Resource 1).  
- Discuss “values” incorporated in the Anzac spirit. What does ANZAC stand for and what does it mean to you?  
- Overview of Australia’s involvement in WWI. Students discuss and/or copy notes (see Resource 2).  
- Create a timeline of Australia’s involvement in World War I – students will add more dates in as they learn about events in class.  
- Watch the film *The Spirit of Anzac* (2001) to reinforce (see Resource 3).

**Homework**
- Create a glossary of key terms that students could add to as they progress through the unit (ANZAC, AIF, etc.).

**Extension**
- Visit your local war memorial. There is at least one in every town across Australia. Read the names on the memorial and see if you can relate this information to local street names, park names, bridges, etc. What does this indicate about the importance of Anzacs?
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
</table>
| 2    | **What Were the Causes of World War I?** | **Learning Activities**  
- Discuss what all nations wanted:  
  - power  
  - more land  
  - better army  
  - more friends (allies).  
- Role-play tensions of nations before 1914 using role-play cards (see Resource 4).  
- Map of Europe – identify the alliances. Discuss what countries would feel particularly vulnerable? Explain. Students colour in Triple Alliance or Central Powers and Triple Entente on student map (see Resources 5 and 6). Discuss/explain: Imperialism, Nationalism, Arms Race, etc.  
- Brainstorm: What sort of things could lead these tensions to all out war? What was the “Straw that broke the camel’s back”?  
- Analyse cartoons in Resource 6. PowerPoint – “Causes of World War I”. Students can take notes as required.  

**Key Terms**  
Allies, Alliance, Nationalism, Arms race, Balkans, Imperialism. | **• An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)**  
**• The emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)**  
**• Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)**  
**• Process and synthesise information from sources (ACHHS170)**  
**• Comprehending texts through listening, viewing and reading** | **• Resource 4: Role-Play activity**  
**• Resource 5: “Map of Europe” student handout**  
**• Resource 6: “Causes of World War I” PowerPoint** |
### Week 3

#### Why Did Australians Become Involved in WWI?
#### Why Did Young Men (and Women) Want To Enlist?

<table>
<thead>
<tr>
<th>Content/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activities</strong></td>
</tr>
<tr>
<td>• Discuss the Australian Prime Minister and Opposition Leader’s quote about joining the Great War (see Resource 7). There were dissenting voices but these were definitely in the minority. When Britain declared war on Germany most Australians did not question that Australia was also at war.</td>
</tr>
<tr>
<td>• Discuss why young men in particular would want to be involved in World War I? Create a list on the board. Reinforce concepts such as patriotism by showing the YouTube video “For King and Country” (see Resource 8).</td>
</tr>
<tr>
<td>• Analyse enlistment posters in small groups using the handout from Resource 9. This activity gets students to identify the emotions and methods that different recruitment posters used to get the same result – more soldiers to enlist.</td>
</tr>
<tr>
<td>• Evaluate the posters and students choose five posters that they believe are the most effective and provide reasons to justify their decision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a draft diary entry. Why did you enlist in the war?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Propaganda, enlist, recruit, patriotism.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Territory and ACARA curriculum links</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)</td>
</tr>
<tr>
<td>• Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</td>
</tr>
<tr>
<td>• Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</td>
</tr>
<tr>
<td>• Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</td>
</tr>
<tr>
<td>• Comprehending texts through listening, viewing and reading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Resource 7:</strong> Prime Minister and Opposition leader quotes</td>
</tr>
<tr>
<td>• <strong>Resource 8:</strong> <a href="https://www.youtube.com/watch?v=UYHKdmUQHeC">www.youtube.com/watch?v=UYHKdmUQHeC</a> Australian History documentary “For King and Country” (8 minutes)</td>
</tr>
<tr>
<td>• <strong>Resource 9:</strong> Analysis of “Recruitment posters” handout and website “Propaganda Posters – Australia” from FirstWorldWar.com – a multimedia history of World War I, <a href="http://www.firstworldwar.com/posters/australia.htm">www.firstworldwar.com/posters/australia.htm</a>, 2013</td>
</tr>
<tr>
<td>Week</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 2    | 4      | **Learning Activities**<br>- Students read and discuss facts about the “average” Australian soldier (including uniform and weapons) and use PowerPoint to fill in details on handout (see Resource 10).  
- Who else enlisted? Discuss women’s involvement in WWI (see Resource 10 PowerPoint).  
- Discuss Aboriginal Australians’ and Torres Strait Islanders’ involvement, even though they were not considered Australian citizens at the time (see Resource 10 PowerPoint).  
- Students read the article “Little Aussie Battlers” about Indigenous soldiers (Resource 11) and complete a three level literacy guide using pre-reading strategy THIEVES (included in Resource 11 for teacher reference). | • Identify and analyse different historical interpretations (including their own) *(ACHHS173)*<br>• Identify and analyse the perspectives of people from the past *(ACHHS172)*<br>• Comprehending texts through listening, viewing and reading | • **Resource 10**: “Typical soldier” PowerPoint and handout  
• **Resource 11**: Indigenous Soldiers – three level guide and THIEVES pre-reading strategy |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
</table>
| 5    | The Schlieffen Plan | **Learning Activities**  
• Students go through a step-by-step interactive activity of the Schlieffen Plan. They will need to predict potential threats, create battle strategies and analyse the pros and cons of any strategies they create.  
• Write a paragraph outlining the Schlieffen Plan. What was the intention, and what went wrong and why?  
• Discuss the decision to defeat Germany by taking the Dardanelles and attempting to knock Turkey (one of Germany’s allies) out of the war now that the British government was worried about getting bogged down in the Western front and was looking for other ways to defeat Germany (Gallipoli).  
• If time permits, review content covered so far. A fun way to do this is to create a game of bingo where the teacher writes key terms on the board. Students draw up a nine-square grid with one word/term in each square. The teacher then reads out a clue (e.g. What year did WWI start?) If students have the answer (1914) they cross this off their bingo chart. First to get a row or full table wins.  
**Key Terms**  
Mobilise, trench. |  
• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)  
• Use historical terms and concepts (ACHHS165)  
• Comprehending texts through listening, viewing and reading |  
• **Resource 12:** Schlieffen Plan game and teacher instructions  
• **Resource 12:** “The Schlieffen Plan” PowerPoint |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
</table>
| 6    | 6      | **Why Did Australians Fight at Gallipoli and What Happened Throughout the Campaign?** | • The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign **(ACDSEH095)**  
• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places **(ACHHS164)**  
• Use historical terms and concepts **(ACHHS165)**  
• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced **(ACHHS174)**  
• Comprehending texts through listening, viewing and reading | • **Resource 13:** “Gallipoli” PowerPoint  
• **Resource 14:** Gallipoli the First Day – 3D Interactive Site, [www.abc.net.au/innovation/gallipoli](http://www.abc.net.au/innovation/gallipoli)  
• **Resource 15:** Gallipoli (1981) movie |

**Learning Activities**
- Recap why the Schlieffen Plan did not succeed, then the Western Front (which was getting bogged down in fighting) and England looking for other ways to defeat Germany.
- Using the “Gallipoli” PowerPoint (see Resource 13), teacher goes through the aims of fighting in Gallipoli, what happened at the landing, the major battles and the evacuation. Students take notes as necessary and add dates to timeline.
- 3D interactive innovation at Gallipoli. Go through step-by-step what happened at the Gallipoli landing (see Resource 14). Students can do this individually on computers or it can be set up on a data projector for the whole class.
- Write a diary entry about the landing at Gallipoli. Complete for homework if necessary.

**Optional Activity**
- For a class who learns more visually, show a segment of Gallipoli from when they start training in Egypt till the end. Explain that even though this is a movie it does give us some valuable information about what Gallipoli was like for soldiers (but it does not show the initial landing) (see Resource 15).

**Extension**

**Key Terms**
Dardanelles, peninsula, strait, amphibious landing, sniper, artillery, terrain.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• Using stimulus material on website <a href="http://www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html">www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html</a> and Resource 16, students analyse daily life for soldiers at Gallipoli (food, water, shelter, hygiene, activities to relieve boredom, etc.). Students need to provide evidence and examples from the sources of information to prove historical arguments (see Resource 16 handout).&lt;br&gt;• Write one or two diary entries describing the conditions at Gallipoli.</td>
<td>• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (<a href="http://www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html">ACDSEH095</a>)&lt;br&gt;• Process and synthesise information from a range of sources for use as evidence in an historical argument (<a href="http://www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html">ACHHS170</a>)&lt;br&gt;• Comprehending texts through listening, viewing and reading&lt;br&gt;• Composing texts through speaking, writing and creating&lt;br&gt;• Inquiring – identifying, exploring and clarifying information&lt;br&gt;• Analysing, synthesising and evaluating information&lt;br&gt;• Word knowledge</td>
<td>• <strong>Resource 15</strong>: <em>Gallipoli</em> (1981) movie&lt;br&gt;• <strong>Resource 16</strong>: “Daily Life at Gallipoli” handout and <a href="http://www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html">www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html</a></td>
</tr>
</tbody>
</table>

**Key Terms**<br>Bully beef, mess tin, dug-out, shrapnel.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>8–9</td>
<td>8–9</td>
<td><strong>What Was Warfare Like on the Western Front?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td><strong>Learning Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• What was the theory of trench warfare? What was the reality of trench warfare? Discuss. Students know how trenches were set up and draw and label a cross section of a trench (see Resource 17).</td>
<td>• The places where Australians fought and the nature of warfare during World War I (ACDSEH095)</td>
<td><strong>Resource 17</strong>: “Western Front” PowerPoint and handout</td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• What weapons were used and how did they differ from those used at Gallipoli? (See Resource 17 handout.)</td>
<td>• Identify and analyse different historical interpretations (including their own) (ACHHS173)</td>
<td><strong>Resource 18</strong>: “What Happened to the Wounded on the Western Front?”</td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• Resource 18: What happened to the wounded on the Western Front? Copy flow diagram.</td>
<td>• Recognising and using patterns and relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• Interactive online activities/games (see Resource 19).</td>
<td>• Visual knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• Students write diary entries regarding their experiences as either a nurse or a soldier on the Western Front.</td>
<td>• Composing texts through speaking, writing and creating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td><strong>Homework</strong></td>
<td>• Word knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>• Add dates to timeline. Complete diary entries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td><strong>Key Terms</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8–9</td>
<td>Trench foot, trench warfare, no man’s land, parapet, duckboard, front line, barbed wire, flares.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Content/Activities</td>
<td>State/Territory and ACARA curriculum links</td>
<td>Resources Summary</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td><strong>Stimulus Material – Deconstruction</strong></td>
<td>• Identify and analyse different historical interpretations (including their own) (ACHHS173) &lt;br&gt; • Identify and analyse the perspectives of people from the past (ACHHS172) &lt;br&gt; • Text knowledge &lt;br&gt; • Grammar knowledge &lt;br&gt; • Word knowledge &lt;br&gt; • Visual knowledge &lt;br&gt; • Comprehending texts through listening, viewing and reading &lt;br&gt; • Composing texts through writing.</td>
<td>• <strong>Resource 20</strong>: Stimulus Material &lt;br&gt; • <strong>Resource 21</strong>: Soldier’s Journal Example</td>
</tr>
</tbody>
</table>

**Lesson Overview**
Deconstruction of primary sources and introduction to the literacy requirements needed to successfully complete their journal – in this case, how to create imagery and emotion in their writing.

**Learning Activities**
- Students draw table in their books (see below). Using Resource 20 “Stimulus Material” handout, students highlight examples that appeal to them and record them in their table.

<table>
<thead>
<tr>
<th>Descriptive Language</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similes</td>
<td>Worked like fury, shaking like a leaf.</td>
</tr>
<tr>
<td>Metaphors</td>
<td>Faces streaming with blood.</td>
</tr>
<tr>
<td>Onomatopoeia (sound words)</td>
<td>Bursting shells, Roar of the planes.</td>
</tr>
<tr>
<td>Feelings</td>
<td>I see no chance of a better tomorrow.</td>
</tr>
<tr>
<td>Verbs and Adverbs (to convey action)</td>
<td>Frantically, struggling.</td>
</tr>
</tbody>
</table>

- Soldier’s journal example. Series of journal entries primarily describing the Gallipoli campaign. Students use the Resource 21 example to read and highlight techniques listed above.  
- Students will need to use these writing techniques in order to create an effective and authentic journal. They should use the rest of the lesson to edit and improve their existing diary entries by adding in the techniques learnt during the lesson (e.g. instead of saying that the guns were really loud. They could write: “The rifles cracked through the air.”).
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
</table>
| 11   |        | • Research for assignment using Resource 22 assignment sheet with criteria and scaffolding to assist in developing key questions and note taking. | • Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)  
• Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)  
• Evaluate and enhance these questions (ACHHS167)  
• Identify and locate relevant sources, using ICT and other methods (ACHHS168)  
• Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)  
• Perspectives and interpretations  
• Composing texts through speaking, writing and creating  
• Text knowledge  
• Grammar knowledge  
• Word knowledge  
• Visual knowledge  
• Inquiring – identifying, exploring and clarifying information  
• Reflecting on thinking, actions and processes  
• Analysing, synthesising and evaluating information  
• Investigating with ICT  
  – Creating with ICT  
  – Managing and operating with ICT | • Resource 22: Assignment with key questions and note taking sheet |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Resources Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>Research for assignment.</td>
<td>See Lesson 11.</td>
<td>See Lesson 11.</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>Research for assignment.</td>
<td>See Lesson 11.</td>
<td>See Lesson 11.</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>Writing and editing of assignment – talk about presentation of journal and show examples if possible. Many Year 9s like to stain their journal’s pages or burn the edges and obviously this needs to be done at home.</td>
<td>See Lesson 11.</td>
<td>See Lesson 11.</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• How did World War I change Australia? (National identity, Anzac legend, debate on conscription, returned serviceman – white, Aboriginal and women.) Discussion.&lt;br&gt;• Evaluation:&lt;br&gt;  – What did you learn throughout the unit? (Think content as well as skills.)&lt;br&gt;  – What does ANZAC now mean to you? Has your view changed? If so, how?&lt;br&gt;  – What did you like about the unit? What did you dislike? What would you like to see changed? etc.&lt;br&gt;• Journals collected.</td>
<td>• The impact of World War I, 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])&lt;br&gt;• The commemoration of World War I, including debates about the nature and significance of the Anzac legend ([ACDSEH097])&lt;br&gt;• Reflecting on thinking, actions and processes</td>
<td></td>
</tr>
</tbody>
</table>
## Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 5    | Schlieffen Plan | **Books**  

**Worksheets**  
Resource 12: Schlieffen Plan game and teacher instructions  
Resource 12: “The Schlieffen Plan” PowerPoint  

**Websites**  
Department of Employment Education and Training, Qld Government, “The Schlieffen Plan 1914”, ACARA PowerPoint, [http://learningplace.eq.edu.au/cx/resources/items/5f4b9e47-c7fb-46c6-9b76-62408027c427/0/his_y09_ds3_ss_schlieffenplan.pptx](http://learningplace.eq.edu.au/cx/resources/items/5f4b9e47-c7fb-46c6-9b76-62408027c427/0/his_y09_ds3_ss_schlieffenplan.pptx) |
| 6    | Why Did Australians Fight at Gallipoli and What Happened Throughout the Campaign? | **Books**  

**Worksheets**  
Resource 13: “Gallipoli” PowerPoint  

**Websites**  

**Videos**  
Resource 15: *Gallipoli* (1981). Directed by Peter Weir, Village Roadshow. (1 hour, 41 minutes) |
| 3    | 7 What Were Conditions Like at Gallipoli? | **Worksheets**  
Resource 16: “Daily Life at Gallipoli” student handout  

**Websites**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
**Worksheets**<br>Resource 17: “Western Front” PowerPoint<br>Resource 17: “Western Front” handout<br>Resource 18: What happened to the Wounded on the Western Front?  
| 4    | 10     | **Stimulus Material – Deconstruction** |
| 11–14| **Work on Assignment – Soldier’s Journal** |
| 5    | 13–14  | **Work on Assignment – Soldier’s Journal** |
**Worksheets**<br>Resource 20: “Stimulus Material” handout<br>Resource 21: Soldier’s Journal Example  
**Worksheets**<br>Resource 21: Soldier’s Journal Example<br>Resource 22: Assessment and research guidelines |
## Resource 1: KWL Chart

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What students know)</td>
<td>(What they want to know)</td>
<td>(What they have learnt or how they will find the information they need)</td>
</tr>
</tbody>
</table>
# Resource 2: Australia in the First World War – An Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 July 1914</td>
<td>Austro-Hungary declared war on Serbia.</td>
</tr>
<tr>
<td>1 August 1914</td>
<td>Germany declared war on Russia.</td>
</tr>
<tr>
<td>3 August 1914</td>
<td>Germany invaded France through Belgium.</td>
</tr>
<tr>
<td>4 August 1914</td>
<td>Britain (and therefore Australia) declared war on Germany. War was fought on many fronts – Russia, Turkey, Middle East and many on “Western Front” – French/German/Swiss border.</td>
</tr>
<tr>
<td>1915</td>
<td>Australian and New Zealand Army Corps (ANZACs) landed at Gallipoli in attempt to knock out Turkey from the war – mission failed and led to eventual withdrawal. The Australian Imperial Force (AIF) regrouped and retrained in Egypt.</td>
</tr>
<tr>
<td>March/April 1916</td>
<td>Fighting moved to the Western Front in France. Learned about trench warfare, etc.</td>
</tr>
<tr>
<td>23 July – 3 Sept 1916</td>
<td>Battle of the Somme. AIF launched a series of attacks (successful in their objectives but at a frightful cost – 23,000 casualties in 6 weeks, which is about equal to casualties suffered in Gallipoli over 8 months).</td>
</tr>
<tr>
<td>11 November 1918</td>
<td>War finally ended – Allied victory (now Remembrance Day).</td>
</tr>
</tbody>
</table>

---

**Australian Government**  
Department of Veterans’ Affairs
Resource 4: Role-Play Activity – Tensions Before 1914

What Were Conditions Like Before WWI Broke Out?

All nations want power:
- more land
- more wealth
- better army
- most allies.

This role-play illustrates the tensions between countries before the outbreak of war in 1914.

Task Instructions

An analogy to use with students is that it is like a group of classmates where someone or a group is getting on your nerves. You might ignore a horrible comment they made or a snide remark but it does really annoy you. Then one day, everything is going wrong for you – before school you had a fight with your Mum because she won’t let you go to an unsupervised party this weekend, you missed your bus, forgot your homework, received a detention, accidently broke your favourite pencil case and then the last straw was when one of your so-called “friends” made a comment about your lack of fashion sense – you lose control and all hell breaks loose. It is all out war.

Select students to represent the following countries. Each student reads out his or her part.
1) **Great Britain:** We have a large empire and many colonies. We have a superior navy to all other nations.
2) **Germany:** We are jealous of Great Britain’s power and strong navy. We are building our own army and stockpiling weapons so we can enforce our superiority in the region.
3) **France:** We are a neighbour of Germany. Why are they building up a great army? Do they want to invade us and take more of our land, just like they did in 1871? It is just not on! It is about time we took revenge and put Germany in its place!
4) **Russia:** We are also a neighbour of Germany. We are worried about their intentions and their strong army. We also want to control the Balkans and ensure we have access to the Mediterranean Sea.
5) **Austria-Hungary:** We also want control over the Balkans and therefore resent Russia trying to take control. We fear Russia’s power if it enlarges its territory by taking the Balkans.
6) **Smaller Nations:** We feel we need to take sides so we can have protection if larger and more powerful nations attack us. These are dangerous times!
7) **Serbia:** We hate Austria-Hungary. We always have and always will!
Resource 5: Map of Europe pre-1914

Alliances in Europe, 1914

Adapted from: http://news.bbc.co.uk/nol/shared/spl/hi/europe/04/changing_borders/img/maps/1914.gif
Resource 7: Quotes from the Election Campaign

Speech by Prime Minister Joseph Cook

“Whatever happens, Australia is part of the Empire right to the full. Remember that when the Empire is at war, so is Australia at war…. I want to make it clear that all our resources in Australia are in the Empire and for the Empire, and the preservation and security of the Empire.”
—Argus, Melbourne, 3 August 1914.

Speech by Opposition Labor Leader Andrew Fisher (soon to be Prime Minister)

“We are strongly opposed to the present Government in our Australian politics; but, as I have stated frequently in Parliament, in a time of emergency there are no parties at all. We stand united against the common foe...our last man and our last shilling will be offered and supplied to the mother country in maintaining her honour and our honour, if we should happen to come into conflict.”
—Argus, Melbourne, 1 August 1914.
Resource 9: Recruitment – We Want You!

All recruitment posters are designed to recruit soldiers but they use different emotions and methods to achieve their result. Analyse 19 different World War I posters and complete the table below. Go to [www.firstworldwar.com/posters/australia.htm](http://www.firstworldwar.com/posters/australia.htm)

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Visuals (How do the picture and colours illustrate the emotion?)</th>
<th>Language (How does the language illustrate the emotion?)</th>
<th>Effectiveness (How effective are they?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty to Britain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationalism (Pride in your country)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear (Australia will attacked if we don’t get involved)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pride (To make people proud of you)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mateship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bravery (Active and brave rather than being idle and a “coward”)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resource 10: The “Typical” WWI Soldier

Recruits

The “typical” recruit:
- was 167 cm tall
- had chest measurement no less than 86cm
- did not have flat feet or false teeth
- was, on average, aged 28 years old
- had to be at least 19 years old and no older than 38 (but some boys as young as 14 and men as old as 50 were able to fool recruiters)
- were unmarried (90 per cent of men)
- had worked as tradesmen or labourers before the war (more than half)
- had worked on farms (one in seven).

Equipment

Webbing
- Webbing was worn over the shoulders and around the waist
- It was used to carry ammunition and certain gear in secure pouches.
- It could be taken off and put on in one piece to prevent loss of equipment.
Resource 11: Indigenous Soldiers

The Elements of THIEVES (A Pre-Reading Strategy)

Title
- What is the title?
- What do I already know about this topic?
- What does this topic have to do with the preceding chapter?
- Does the title express a point of view?
- What do I think I will be reading about?

Headings
- What does this heading tell me I will be reading about?
- What is the topic of the paragraph beneath it?
- How can I turn this heading into a question that is likely to be answered in the text?

Introduction
- Is there an opening paragraph, perhaps italicised?
- Does the first paragraph introduce the chapter?
- What does the introduction tell me I will be reading about?
- Do I know anything about this topic already?

Every First Sentence in a Paragraph
- What do I think this chapter is going to be about based on the first sentence in each paragraph?

Visuals and Vocabulary
- Does the chapter include photographs, drawings, maps, charts, or graphs?
- What can I learn from the visuals in a chapter?
- How do captions help me better understand the meaning?
- Is there a list of key vocabulary terms and definitions?
- Are there important words in bold type throughout the chapter?
- Do I know what the bold words mean?
- Can I tell the meaning of the bold words from the sentences in which they are embedded?

End-of-Chapter Questions
- What do the questions ask?
- What information do they earmark as important?
- What information do I learn from the questions?
- Let me keep in mind the end-of-chapter questions so that I may annotate my text where pertinent information is located.

Summary
- What do I understand and recall about the topics covered in the summary?

ReadWriteThink materials may be reproduced for educational purposes.
VIETNAM vet Gary Oakley is not surprised few people know about a “secret service” of Indigenous Australians who fought in wars dating back to colonial times.

As many as 1,000 indigenous people fought for Australia during World War I.

While there is not a single photo to prove it, some were part of the Gallipoli military legend.

Now a curator at the Australian War Memorial, Mr Oakley is researching the involvement of Indigenous Australians in all major battles in which Australia has participated, from the Boer War (1899–1902) to modern times.


Questions

Use THIEVES strategy to read the above article and then reread the whole article and answer the questions that follow.

1) Aboriginal men probably wanted to enlist in the defence forces because:
   a) they were treated as equals for the first time
   b) they wanted adventure
   c) they wanted money
   d) they wanted to fight for their country.

2) The author states that many recruiters turned a “blind eye” when Aborigines signed up. What does the term “turning a blind eye” mean?
   a) to close one eye when you are making a decision.
   b) to knowingly refuse to acknowledge something which you know to be real.
   c) to treat everyone like equals.
   d) to be tricked or deceived into believing that something is true.

3) Why is it difficult to know the exact number of Aborigines who fought in World War I?
   a) Inaccurate records were kept.
   b) There are few photos to provide proof.
   c) Enlistment forms did not record the ethnicity or race of the person.
   d) They were employed in the secret service.
4) What is the most likely reason why Aboriginal returned servicemen after 1918 did not participate in Anzac Day marches?
   a) They were ashamed of their contribution.
   b) They went back to their traditional way of life.
   c) The change in their status and treatment was too difficult to cope with.
   d) They would not have been allowed to: they were not considered citizens.

5) The purpose of this news article is:
   a) to inform all Australians of the contribution of Aboriginal soldiers in all wars since the Boer war
   b) to compare joining the defence forces to being a member of a tribal group
   c) to inform all Australians of how unfairly Aborigines have been treated
   d) to ask the public for information regarding Aborigines who may have served in any of the wars since the Boer war
Resource 16: Daily Life at Gallipoli

Go to: www.anzacsofgallipoli.com/daily-life-at-gallipoli1.html.

1) What was life like for soldiers at Gallipoli? Complete the table below.

<table>
<thead>
<tr>
<th>Aspect of Life</th>
<th>Evidence and Information from Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
</tr>
<tr>
<td>Daily Tasks When Not Fighting</td>
<td></td>
</tr>
<tr>
<td>To Relieve Boredom</td>
<td></td>
</tr>
</tbody>
</table>

2) Define each of the following terms:
   a) mess tins
   b) dug-outs
   c) bivvies
   d) fatigue work
   e) shrapnel

3) Find evidence in the sources to support the following statements.
   a) The soldier’s diet lacked variety.
   b) The soldiers would have been affected by diseases.
   c) Soldiers washed and shaved irregularly.
   d) Soldiers lacked comfortable accommodation.
Resource 18: What Happened to the Wounded on the Western Front?

Stretcher bearers bring the wounded in

The serious injuries are moved to a Casualty Clearing Station (CCS)

Some patients are sent to a hospital in the rear lines

The wounded are then allocated to specialist hospitals in Britain, e.g.:

- Blind
- Amputees
- Shell shock
- Convalescent

Source: Unit 2 from Australian Women in War, Department of Veteran Affairs, March 2008.
Resource 20: Stimulus Material

Experiences in World War I – Nurses

Sister Aileen Lucas writing from 1 Australian General Hospital tent hospital in France, 1917

The river was frozen … The water pipes burst, and we could not get any water for some time, not even to wash the patients … Here we received the casualties straight from the field, some very severely wounded, and feeling the cold very greatly. A great number of them had trench feet and frost-bite. Several patients were frozen to death in the ambulances coming down to us.

Jan Bassett, Guns and Brooches, Oxford University Press, Melbourne, 1992, p56

Sister Alice Ross King writing about experiencing an artillery barrage at a Casualty Clearing Station at Messines in 1917

(During this attack four sisters received Military Medals for their bravery during the night.) … I could hear nothing for the roar of the planes and the artillery. I seemed to be the only living thing about … I kept calling for the orderly to help me and thought he was funkimg, but the poor boy had been blown to bits … I had my right arm under a leg which I thought was [a patient’s she was trying to help] but when I lifted I found to my horror that it was a loose leg with a boot … on it. One of the orderly’s legs which had been blown off and had landed on the patient’s bed. Next day they found the trunk up a tree about twenty yards away.

Jan Bassett, Guns and Brooches, Oxford University Press, Melbourne, 1992 p63 - 64

Sunday 25 April 1915 off Gallipoli

… About 9am my first patients from battlefield commenced to pour in (We had gone in during night & anchored outside Dardanelles). We wakened up & could plainly hear sounds of guns. They came in an endless stream, some walking holding arms, hands covered with blood, some on stretchers with broken legs, some shivering & collapsed through loss of blood & some with faces streaming with blood … we went for the worst cases first & worked like fury while all the sound of firing was going on … we took on board 570 wounded … we filled every space, mattresses lying everywhere on deck … in my ward I had 118 patients (one Turk badly wounded) … we got to bed between 2 & 3 am.

Melanie Oppenheimer, Australian Women and War, Department of Veterans’ Affairs, Canberra, 2008 p28
Experiences on the Western Front

“I shall never forget the mad intoxication one seems to be in [during battle] ... you see absolutely no danger and will do almost anything, for the roar of the guns are ringing in your ears, and you can smell the salty fumes from the powder stinging your nostrils, and ... the shouts of the boys and the ... ghostly lights of the many coloured flares ... these are moments when I reckon a man lives 10 minutes of this seems to be at the time worth a year of ordinary life, but the reaction sets in afterwards and nearly all men feel a faintness come over them ... but this don’t last long either and you are soon itching for another smack at the rotten Hun.

All day long the ground rocked and swayed backwards and forwards from the concussion ... men were driven stark staring mad and more than one of them rushed out of the trench over towards the Germans ... Any amount of them could be seen crying and sobbing like children their nerves completely gone ... We were nearly all in a state of silliness and half dazed but still the Australians refused to give ground ... Men were buried by the dozen, but were frantically dug out again some dead and some alive.

There were dead and wounded everywhere ... I had to sit on top of a dead man as there was no picking and choosing ... I saw a shell lob about twelve yards away and it ... lifted [two men] clean up in the air for about 6 feet and they simply dropped back dead ... one or two of the chaps got shell shock and others got really frightened it was piteous to see them ... One great big chap got away as soon as he reached the firing line and could not be found ... I saw him in the morning in a dug out and he was white with fear and shaking like a leaf.”

I can’t sleep now because –
Six shells are bursting around here every minute
Guns are belching out shells, with a thunderous sound each time
The ground is shaking with each explosion
I am wet and the ground on which I rest is wet
My feet are cold, in fact I’m all cold with my two skimpy blankets
I am covered with dirt
I am hungry
I see no chance for a better tomorrow.

Extract from the letters of John A Raws
Source: AWM (2DRL/0481)
### Resource 21: Soldiers Journal Example

**Generic Structure**

| Date:       |       |       |
| Purpose:    |       |       |
| Audience:   |       |       |
| First person is used. |       |       |
| Personal pronouns (e.g. I wonder, I know I am) |       |       |

**Anzac Journal**

**22 April 1915**

After training in Egypt for the last few months, it is finally time to see what our boys are made of! Soon we will join the British allied troops at Gallipoli, Turkey. On the one hand, I am looking forward in anticipation to the battle after the long months of waiting and waiting. After all, this is why I signed up, the action and adventure. On the other hand, I look around at my mates and wonder if we will all still be here tomorrow night. Oh some of them are so full of bravado: “Let’s stick it to the Turks!” but I am sure deep down that even the cockiest of men, are at least a little apprehensive. I know I am!

**24/25 April 1915**

Although it is night, the thunder of shells is deafening. We are anchored just off the coast outside the Dardanelles. Every so often the battlefield is illuminated by ghostly coloured flares and then you can just make out the rugged terrain of the coast edged by a thin strip of beach. One boy, and I say boy because he looks about twelve, is white with fear. With every burst of fire, he shakes like a tree blown by a strong gust of wind. I think his name is Matthew. I wonder fleetingly how he will go in battle, as he silently vomits on the deck.

We have just been given the command. I need to get ready.

**27 April 1915**

I don’t think any training can prepare you for the reality of battle. This is the first chance in two days that I have had to write in this diary. I have hardly slept; my limbs and joints are tired and sore. My mind aches. My ears ring with the incessant crack of gunfire. I am hungry, thirsty and scared. But at least I am alive.

We disembarked the rowboats at dawn on the 25th. We were under enemy fire straight away. There was panic as bullets whistled past us. Two soldiers were shot right beside me – their lives ending abruptly like candles snuffed out. As soon as this happened, we all but fell out of the boat; the water would surely be the safer option! But I was wrong. I could not touch; the pack was too heavy. I scrambled wildly but sank further and further under the cold waves. My lungs burnt. My eyes stung. My arms flailed. My feet kicked erratically trying vainly to find traction on the ocean floor. Suddenly I felt something under my feet and I pushed down hard to get my head above water. To my surprise what I thought was ground moved with the touch of my feet. I glanced down and was alarmed to see a body drifting away, his blue eyes open. It was the young kid Matt; I didn’t have a chance to save him!

One minute I was gasping for air on the shore, the next, I was running. Pure adrenalin kept me going. Men fell all around me. The sand exploded to the left of me and men flew through the air. There was utter chaos. It is a miracle that anyone survived the landing at all!

We just completed roll call. Out of our original battalion less than half survived. The beach is littered with the dead and wounded. And what did we gain? It has only been a few days but I cannot see us gaining any advantage in our current position. Now that I look more closely, I can see numerous trenches carved precariously into a sheer cliff face. It seems an impossible situation already. Truly hopeless.
Resource 22: Assessment

Soldier’s Journal Assessment

Task Outline

Task Instructions

Imagine you are an Australian soldier or nurse, serving in World War I. You will keep a journal of your experiences.

Your journal must be authentic in presentation and include:

- a paragraph (50–100 words) giving your name, rank and explaining why you joined up to fight
- a map that shows the areas in which you and your fellow Anzacs fought (you may also like to include a map that shows your journey from Australia to the war zone)
- at least three diary entries of your war experience (minimum 150 words each).

You could write about:

- kitting up for war – uniforms and other equipment used
- the types of weapons that the soldiers in this war use
- what the living conditions are like in the war zone
- what kind of tactics your commanders use
- some of the major battles you have experienced (e.g. First landing, Lone Pine, Battle of the Nek)
- personal reactions and feelings on your involvement in this war
- the Anzac spirit (e.g. courage, loyalty, sacrifice, determination, mateship).

Task Conditions

- Research time in the library and/or computer room. Worked on in class and at home.
- 500–600 words.
- Rough drafts must be provided.
- Development of key questions to organise research and use of prescribed note-taking system.
- Must include a bibliography.
Assessable Elements

- Knowledge and Understanding.
- Questioning and Researching.
- Analysing and Interpreting.
- Communication.

Literacy Focus
The literacy focus will be on ensuring students write responses in journal format using correct sentence structure, grammar and spelling. Note taking and research skills will be taught as well as acknowledging sources through a correct bibliography. Focus will also be on character portrayal and the use of visual imagery through devices such as onomatopoeia, similes and metaphors.

Numeracy Focus
Appropriate and historically accurate dates are used chronologically.
Research Questions

Key Questions

Refine your research by developing key questions. These questions will focus your research (e.g. Why did soldiers enlist? When did training start and what was it like? What were conditions like for a soldier at Gallipoli?).

1)  

2)  

3)  

4)  

5)  

Teacher review of questions:  
Comment and date:  
Revised or additional questions if necessary: 
**Note Taking**

You will need to set up your note taking like this – you can either draw this table into your notebook or some people like to purchase a little book for all of their notes. The person below has decided that one key question will be “What were the conditions like for a soldier in Gallipoli?” This information will be used in a specific journal entry.

<table>
<thead>
<tr>
<th>Key Question: What were the conditions like for a soldier in Gallipoli?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every time the soldiers opened their mouth flies would come in. We are continually itchy due to the numerous lice.</td>
</tr>
<tr>
<td>There was no proper sanitation. Soldiers did not bath very often. Smell would have been unpleasant. But you get used to it.</td>
</tr>
</tbody>
</table>

**Bibliography (The Sources You Use)**

<table>
<thead>
<tr>
<th>Source</th>
<th>Bibliographic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Books**

Author(s), Title, Publisher, Where it was published: Date.

(e.g. Jones, P. and Smith, L., *Life in the Trenches*, Macmillan Pty Ltd, Sydney: 1999.)

**Internet Sites**

You need to include the title and the full web site address.

See your student diary for more information.
Year 9 History Anzacs Guide to Making Judgments Marking Rubric

Name: ____________________________  Teacher: ____________________________

Purpose: To produce a journal that assesses the experiences and emotions of a soldier or nurse in World War I and to maintain a record of research.

<table>
<thead>
<tr>
<th>Assessable Elements</th>
<th>Task Specific Assessable Elements</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Identifies and explains information on World War I and the experiences of someone involved.</td>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures relating to WWI.</td>
<td>Thorough knowledge and understanding of concepts, facts and procedures relating to WWI.</td>
<td>Satisfactory knowledge and understanding of concepts, facts and procedures.</td>
<td>Variable knowledge and understanding of concepts, facts and procedures.</td>
<td>Rudimentary knowledge and understanding of concepts, facts and procedures</td>
</tr>
<tr>
<td>Questioning and Researching</td>
<td>Develops questions and locates sources in a record of research.</td>
<td>Evaluates and enhances research questions (key and sub) to frame and direct a historical inquiry, and identifies and locates a range of relevant and reliable primary and secondary sources in a record of research.</td>
<td>Refines research questions (key and sub) to frame and inform a historical inquiry, and identifies and locates relevant and mostly reliable primary and secondary sources in a record of research.</td>
<td>Develops research questions (key and sub) at the start of a historical inquiry and makes some mention of these throughout, and identifies and locates useful secondary sources in a record of research.</td>
<td>Poses a research question at the start of a historical inquiry, and identifies and locates sources with assistance and/or locates some general non-credentialed internet sources.</td>
<td>Identifies a focus for research and locates a general source in a record of research.</td>
</tr>
<tr>
<td>Analysing and Interpreting</td>
<td>Analyses and interprets information from sources.</td>
<td>Synthesises detailed and relevant information from a range of primary and secondary sources to create a perceptive and insightful account of the experiences and emotions of a WWI soldier or nurse.</td>
<td>Organises and analyses information from a range of primary and secondary sources to create a credible account of the experiences and emotions of a WWI soldier or nurse.</td>
<td>Orders and processes information from a range of sources to create a satisfactory account of the experiences and emotions of a WWI soldier or nurse.</td>
<td>Records and recounts information from sources to create a basic but superficial account of a soldier’s or nurse’s experience.</td>
<td>Lists information.</td>
</tr>
<tr>
<td>Assessable Elements</td>
<td>Task Specific Assessable Elements</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Communicating</td>
<td>Communicates findings in a journal format, uses historical terms and concepts, and references sources.</td>
<td>Communicates clearly and purposefully through a logically structured and authentically presented journal that meaningfully incorporates historical terms and concepts. References sources fully and accurately in end-text bibliography using a recognised referencing system.</td>
<td>Communicates effectively through a logically structured and well-presented journal that incorporates historical terms and concepts. References sources in end-text bibliography using a recognised referencing system.</td>
<td>Communicates through a journal that identifies some historical terms or concepts and makes informal references to sources.</td>
<td>Presents a journal that mentions a historical term or concept and makes fragmented or suggested reference to sources.</td>
<td></td>
</tr>
</tbody>
</table>