World War I – Year 9

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

Written by Sarah Day
Esperance High School, Western Australia
This Unit has twelve lessons taught over a four-week period.
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Aims and Objectives

Knowledge and Understanding/Skills

Students will:

• understand there were a number of causes working together to start WWI
• have a good understanding of where soldiers fought and the conditions there
• realise that enemy soldiers also suffered
• realise that support back home was complicated by the conscription debate
• understand the origins of the Anzac legend
• enhance and improve their historic skills during the course.
# Course Overview

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<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Causes of WWI</td>
<td>- An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021) &lt;br&gt; - Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)</td>
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<td><strong>Learning Activities</strong></td>
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<td>• Students to look at the MAIN causes of WWI. &lt;br&gt; • Begin with the overview worksheet, which explains what the acronym stands for. &lt;br&gt; • Students then begin to collect information from the four information sheets that correspond to the MAIN causes. &lt;br&gt; • Students to jot down pieces of evidence for each MAIN point and reference their work as they go. &lt;br&gt; • This activity could also be done as a jigsaw activity – one group militarism, one group alliances, etc.</td>
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<td>2</td>
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<td>Causes of WWI – Assassination to War</td>
<td>- An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021) &lt;br&gt; - Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)</td>
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<td><strong>Learning Activities</strong></td>
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<td><strong>Task 1</strong> &lt;br&gt; • Students begin the lesson by looking at the Assassination of Franz Ferdinand in more detail. &lt;br&gt; • Students to watch the three the drama-documentary clips from YouTube and complete the worksheet as they go.</td>
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<td><strong>Task 2</strong> &lt;br&gt; • Students given the silent card shuffle on the assassination of Franz Ferdinand – in groups arrange the cards in sequence. &lt;br&gt; • Once completed, the students can write/stick the boxes in the correct order.</td>
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<td><strong>Task 3</strong> &lt;br&gt; • Teacher explains to the students the quick succession of events after the assassination that brought war. &lt;br&gt; • Students given Schools History worksheet and blank sheet to complete the events of the first few days of war in detail.</td>
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| 3    | Causes of WWI Assessment Essay | Learning Activities  
- Students now combine all the information from Lessons 1 and 2 to write an extended piece of writing on the causes of WWI.  
- Students are given an essay stencil to help structure their essay. This will indicate the detail and depth needed.  
- An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)  
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)  
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)  
- Assessment – short essay on Causes of World War I  
- Stencil attached along with teacher marking grid |                                                                                                                                         |                                                      |
| 2    | 4 Enlistment Where the Soldiers Fought | Learning Activities  
- Students to create a mind map on why they think soldiers enlisted to fight in WWI.  
- Students are given five propaganda enlistment posters and complete an evaluation table.  
- Students given two worksheets on “Locations of Anzac soldiers” with blanks. In groups of three, give each student one of the “Locations of Anzac soldiers” jigsaw sheet.  
  - Each student completes their boxes that correspond with the one sheet they were given – they can do this with other students who are answering the same questions.  
  - Then all students return to their “home” groups and “tell” their answers to the their fellow group members. In the end they will all have complete sheets.  
- Students to watch clips from the film Gallipoli, exploring why the main characters “joined up” and how eager Archie was enlisting underage.  
- Clip of soldier in Egypt viewed. Students to consider the different perspectives of Australian views of British, and Egyptians soldiers.  
- An overview of the reasons why men enlisted to fight in the war (ACDSEH021)  
- The places where Australians fought during World War I (ACDSEH095)  
- Identify and analyse different historical interpretations (including their own) (ACHHS173) |                                                                                                                                         |                                                      |
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| 5    | Gallipoli Campaign | **Learning Activities**  
- Students need to be in an information and communications technology (ICT) suite or have access to iPads.  
- Students complete “Gallipoli 1915 timeline” worksheet using the ABC website.  
- (Extension activity using the AE2 simulation website and “AE2” worksheet and/or “Military hardware” worksheet using the ABC website.) |  
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)  
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) | |
| 6    | Australians Fighting in Mainland Europe Nature of Warfare | **Learning Activities**  
- Students to complete map of France with details.  

**Nature of warfare**  
A number of activities can be combined/chosen from the tasks below.  

**Task 1**  
- Students to play the Canadian trench simulation animation game.  

**Task 2**  
- Students play the board game in groups using the worksheet to record what happened to their character during the game.  

**Task 3**  
- Students to censor the letter from the trench using the key on the letter.  

**Task 4**  
- Picture from memory – print an A3 version of the trench cross-section and stick it on the wall just outside the classroom door.  
- Students in teams of about four are given blank A3 paper and will go out one at a time and look at the picture, then come back and draw and label it. This activity will work better if you have a point system (e.g. marks for labels and accuracy of the picture).  
- Students are then given their own copy of the trench cross section to label. You could put the original labelled picture on the board (projector) at this point also. |  
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)  
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095) | |
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<td>7</td>
<td><strong>Learning Activities</strong>&lt;br&gt;A number of activities can be combined/chosen from the tasks below.</td>
<td>• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign <em>(ACDSEH095)</em>&lt;br&gt;• Identify the origin, purpose and context of primary and secondary sources <em>(ACHHS169)</em></td>
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<td><strong>Task 1</strong>&lt;br&gt;• Watch clips from <em>All Quiet on the Western Front</em>, which illustrates trench warfare and considers the perspectives of German soldiers. Worksheet to go with the clips.</td>
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<td><strong>Task 2</strong>&lt;br&gt;• “Quiz-Quiz-Share” activity on conditions in the trenches. Students circulate around the room collecting information until their sheets are complete.</td>
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<td><strong>Task 3</strong>&lt;br&gt;• Students are given the slang “Gallipoli letter” worksheet and using the Slang Dictionary website they “translate” the letter.</td>
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<td><strong>Learning Activities</strong>&lt;br&gt;An introduction to WWI at home can be given by watching the Click View program “World War I, The Home Front – Australia” (Duration 26 minutes).&lt;br&gt;• Students to complete worksheet as they watch the program, which is a good introduction to censorship and the conscription debate.&lt;br&gt;• An alternative to this is to play <em>Australians at War</em>. Worksheet for students to complete – first a focus on Gallipoli and then back home.&lt;br&gt;• Students will need access to the internet to complete “The Conscription Debate” worksheet.&lt;br&gt;– If students have time they can produce a conscription poster of their own using the software on the website.</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) <em>(ACDSEH096)</em></td>
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<td><strong>Conscription Debate</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Students to complete the “Conscription Posters” worksheet and/or are given source work cards to analyse the purpose of the poster and the message presented.&lt;br&gt;• Students given the worksheet with the conscription argument boxes (activity requires students to categorise and rank the arguments around WWI conscription).</td>
<td>• The impact of World War I – conscription debate (ACDSEH096)&lt;br&gt;• Identify the origin, purpose and context of primary and secondary sources (ACHHS169)&lt;br&gt;• Identify and analyses different historical interpretations (including their own) (ACHHS173)</td>
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<td>4</td>
<td>10</td>
<td><strong>End of World War I</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• “Impact of World War I” worksheet – students to categorise and rank the impacts of World War I upon Australia.&lt;br&gt;• “Peace Treaty negotiations” worksheet – considers Hughes’ role at Versailles.</td>
<td>• The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)</td>
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<td><strong>Anzac Legend</strong>&lt;br&gt;<strong>Indigenous Soldiers</strong>&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Students to match event/feature to the description. They can then write the complete description on the blank mind map worksheet.&lt;br&gt;&lt;br&gt;<strong>Simpson</strong>&lt;br&gt;• Students given retrieval grid and a copy of the source evidence.&lt;br&gt;  – Students to complete the grid.&lt;br&gt;  – Students could decide if they think Simpson should be awarded the VC medal, using evidence to support their view.&lt;br&gt;&lt;br&gt;<strong>Indigenous Soldiers</strong>&lt;br&gt;• Were all soldiers treated as heroes on their return?&lt;br&gt;  – Worksheet explores evidence on the treatment of Indigenous soldiers.&lt;br&gt;  – <em>The Forgotten</em> ABC DVD explores this subject (first 10 minutes).</td>
<td>• The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)&lt;br&gt;• Use historical terms and concepts (ACHHS165)</td>
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| 12   | Assessment | • Students complete in-class assessment on World War I topic.  
      • Teachers will need a copy of *Revealing Gallipoli* DVD as circulated to secondary schools by the Australian War Memorial. | • Use historical terms and concepts *(ACHHS165)*  
      • Identify and select different kinds of questions about the past to inform historical inquiry *(ACHHS166)*  
      • Identify the origin, purpose and context of primary and secondary sources *(ACHHS169)*  
      • Identify and analyses different historical interpretations (including their own) *(ACHHS173)* | • Assessment on World War I |
## Resources List

<table>
<thead>
<tr>
<th>Week</th>
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</table>
| 1    | 1 Causes of WWI | **Worksheets**  
*Causes of World War I*  
**Websites**  
Website for MAIN worksheet from Schools History UK site – basis for my own Causes of World War I worksheet  
[www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/maincauseswwi.pdf](http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/maincauseswwi.pdf) |
| 2    | 2 Causes of WWI – Assassination to War | **Worksheets**  
FFclipworksheet (goes with Franz Ferdinand Assassination clips)  
FranzFerdShuffle (cut out the boxes for a silent card shuffle)  
FranzFerdShuffleAns (the boxes in the correct order top left and across the row then next row etc.)  
"Beginning of World War I" (blank worksheet)  
**Websites**  
Franz Ferdinand Assassination Part I  
[www.youtube.com/watch?v=6e8BW0l-E](http://www.youtube.com/watch?v=6e8BW0l-E)  
Franz Ferdinand Assassination Part II  
[www.youtube.com/watch?v=K_tNXFbx0VY](http://www.youtube.com/watch?v=K_tNXFbx0VY)  
Franz Ferdinand Assassination Part III  
[www.youtube.com/watch?v=VC_26YXMZd4](http://www.youtube.com/watch?v=VC_26YXMZd4)  
Link to worksheet from School History UK – needed for Task 3  
[www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/beginningofwwi.pdf](http://www.schoolhistory.co.uk/gcselinks/wars/firstwwlinks/worksheets/beginningofwwi.pdf) |
| 3    | 3 Causes of WWI Assessment Essay | **Worksheets**  
EssayStencil  
*Causes of World War I Mark* (for teachers) |
<table>
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<th>Week</th>
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<td>2</td>
<td>4 Enlistment Where the Soldiers Fought</td>
<td><strong>Worksheets</strong>&lt;br&gt;Enlistment and Enlistmentans (has answers typed on it when checking over with students)&lt;br&gt;Location of Anzac Soldiers Jigsaw (one sheet to each student – groups of three)&lt;br&gt;LocationsmapCloze and Frenchmap (blank sheets for students to complete)&lt;br&gt;&lt;br&gt;<strong>Videos</strong>&lt;br&gt;Gallipoli (1981). Certificate PG.</td>
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<td>5</td>
<td>Gallipoli Campaign</td>
<td><strong>Worksheets</strong>&lt;br&gt;Abcanimation (timeline worksheet to go with 3D Gallipoli website)&lt;br&gt;AE2animation (to go with the full version AE2 website)&lt;br&gt;Military Hardwareabcsite (to go with ABC Gallipoli website)&lt;br&gt;Letterslang worksheet (can be completed by students using the link above)&lt;br&gt;&lt;br&gt;<strong>Websites</strong>&lt;br&gt;3D Gallipoli The First Day&lt;br&gt;www.abc.net.au/innovation/gallipoli&lt;br&gt;AE2 simulation&lt;br&gt;www.anzacsite.gov.au/5environment/submarines/ae2-story&lt;br&gt;Gallipoli letter can be translated using this website link&lt;br&gt;<a href="http://user.online.be/~snelders/slang.html">http://user.online.be/~snelders/slang.html</a></td>
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| 6    |     | **Books**  
**Note:** The school would have to buy this book in order to get copyright.  
**Worksheets**  
*Where the soldiers fought* (fact sheets – France)  
*French Map* worksheet (blank sheet for students to input details on)  
*Game1, Game2 and GameSpinner* (worksheet needed for board game – game taken from the Folens World War I worksheet book reference above)  
*Lettercensor* and *Lettercensorans* (taken from Folens book and key added by me)  
*Trench Cross SectionA3* (to be increased to A3 and stuck on the wall)  
*Trench Cross SectionStudentsheets x2* (each sheet can be cut to produce two student copies)  
**Websites**  
Canadian War Museum trench interactive site  
[www.civilization.ca/cwm/games/overtop/index_e.shtml](http://www.civilization.ca/cwm/games/overtop/index_e.shtml)  
Used for trench cross section  
| 3    | 7    | **Worksheets**  
*AllQuiet* (or *AllQuietChoiceWSheet* for lower-ability students)  
*AllQuietAns* (worksheet for white board (projector) when going over the answers)  
*TrenchCondQSQAns* (to be cut/laminated and one box each distributed to students)  
*TrenchCondQSQBlank* (for students to fill in)  
**Websites**  
Information for “Quiz-Quiz Share” worksheet  
[http://www.spartacus.schoolnet.co.uk/FWWtrench.htm](http://www.spartacus.schoolnet.co.uk/FWWtrench.htm)  
**Videos**  
*All Quiet on the Western Front* (1979). PG rating 123 min (USA). |
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| 8    | War at Home | **Worksheets**  
*WaratHome* (worksheet to go with Click View)  
*WaratHomeAns* (answers for white board use)  
*AustraliansatWar* and *AustraliansWarAns* answer sheet (worksheet for Australians at War)  
*ConscriptionGrid* (conscription worksheets)  

**Websites**  
For use with *ConscriptionGrid* worksheet  
Make your own poster on Conscription link  

**Videos**  
Click View program – *World War One, The Home Front – Australia*, Duration 26 minutes, produced by Classroom Video (99), email orders@classroomvideo.com.au.  
| 9    | Conscription Debate | **Worksheets**  
*ConscriptionPosters*  
*ConsDebate* (Conscription debate worksheet)  

**Websites**  
Link to Conscription posters – click on small version to get a bigger version of the poster  
| 4    | 10 End of World War I | **Worksheets**  
*Peace T* (worksheet about Treaty negotiations)  
*WarImpacts* (vennImpacts can be used with WarImpacts worksheet)  

**Websites**  
Reference for Peace T worksheet  
| 11 Anzac Legend | **Worksheets**  
|                 | ANZACSERVICE (definitions mixed)  
|                 | ANZACSERVICEAns (answers)  
|                 | Anzacsheet (blank for students to put definitions on)  
|                 | Simpsonsgrid (blank for students)  
|                 | Simpsonsgridans (for checking on white board)  
|                 | Simpson’sDonkeyEvid (source sheet for students – can cut out boxes and put in a source envelope)  
|                 | Lovett Article  
|                 | Indigenous Soldiers  
| **Websites**     | Lovett Family link  
|                 | Reference for Indigenous Soldiers’ worksheet  
|                 | www.awm.gov.au/encyclopedia/aborigines/indigenous  
|                 | http://www.abc.net.au/tv/messagestick/stories/s820390.htm |
| 12 Assessment    | **Worksheets**  
|                 | War Assessment  
|                 | War Assessment Mark Scheme  
|                 | Please note the question matrix used for the assessment was modified from Chuck Widerhold’s matrix by P Reading, Esperance Senior High School.  
|                 | https://shop.abc.net.au/products/revealing-gallipoli-dvd |
Enlistment

At first, the enthusiasm to join up for the war was big, but as the war continued, it was necessary for the government to use propaganda in order to encourage more men to enlist.

Enlistment Sources

Source A

Source B


Source: http://theinspirationroom.com/daily/2006/world-war-one-australia
Enlistment Questions

1) Construct a table like the one below in your book and fill in all the details using the posters supplied.

<table>
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<th>Australian Icons</th>
<th>Responsibility/Guilt</th>
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<tr>
<td>A</td>
<td>50,000 more men are needed to help Britain in the war</td>
<td>Use of kangaroo</td>
<td>That Australia had “promised” Britain – and that promises should not be broken so join up</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
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2) Which of the five posters do you think is the most effective? Explain your answer.
Answers

1) Construct a table like the one below in your book and fill in all the details using the posters supplied.

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<td>B</td>
<td>Help out even if it’s not fighting</td>
<td>NO</td>
<td>Do your thing – help them in any way possible</td>
</tr>
<tr>
<td>C</td>
<td>Go fight and help your mates – don’t ignore the war</td>
<td>Surfing</td>
<td>Help out – don’t be selfish</td>
</tr>
<tr>
<td>D</td>
<td>Come and help</td>
<td>Coo-ee! Aussie slang</td>
<td>Help at the front – YOU</td>
</tr>
<tr>
<td>E</td>
<td>Help out – you wouldn’t leave fire and not help – so help your fellow Aussies at war</td>
<td>Bush fire</td>
<td>YOU – GET BUSY</td>
</tr>
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</table>
Locations of Australians During World War I

**Ypres**

What happened during the 27-hour attack by the Australians?

What was the order from the British High Command?

What does the Australian response tell you about their values?

**Villers-Bretonneux**

What evidence is there still today of the Australians role in WWI?

**Bullecourt**

Which line did the Australians break through?

Why was this a big feat?

How many Australians gave their lives defending this small French village?

**The Somme**

Where was Pozieres built?

How many casualties did the British lose in just one day?

How long did the ANZAC attack last in this area?

Was this attack successful? Explain your answer.
Indigenous Australians at War

Joining Up

When war broke out in 1914, many Aboriginal people who tried to enlist were rejected on the grounds of race; others slipped through the net. By October 1917, when recruits were harder to find and one conscription referendum had already been lost, the government issued a military order that stated:

“Half-castes may be enlisted in the Australian Imperial Force provided that the examining medical officers are satisfied that one of the parents is of European origin.”

Why Did Indigenous Australians Join Up?

At the time, Aboriginal people and Torres Strait Islanders were not officially classified as citizens of Australia. Under the Protectors’ Acts they could not enter a public bar, vote, marry non-Aboriginal partners or buy property. Some Aboriginal people saw it as a chance to prove themselves the equal of Europeans, or to push for better treatment after the war. The offer of 6 shillings per day for a trip overseas was simply too good to miss as average wages were far lower for Aboriginal people than white Australians. But for most Indigenous recruits, joining the military meant a chance to escape the discrimination of everyday life in Australia.

At War

Over 400 Indigenous Australians fought in World War I. They came from a section of society with few rights, low wages, and poor living conditions. Most Aboriginal people could not vote and none were counted in the census. But once in the AIF, they were treated as equals. They were paid the same as other soldiers and generally accepted without prejudice.

After the War

When they came back home to Australia the Aboriginal soldiers were shunned. Their sacrifices were ignored and their families oppressed even further as State and Federal governments failed to look after them. The “Soldier Settlement Scheme”, which gave returning soldiers land, was not available to Indigenous soldiers.

Returned soldiers were not allowed to have a drink with their comrades at their local pub, there was no Government support for the wounded or mentally scarred Indigenous veterans, and their children were being removed.

The lack of rights led to a momentum of growth to the Aboriginal Rights Movement. They provided hard evidence that they, as a people, were willing to serve Australia for the better, but at the time, white Australia was not willing to help them get on with life.

Grieving families were often forgotten. In the tiny town of Goombungee a memorial was unveiled to the war dead. Standing at the back of the crowd, stood an Aboriginal woman on her own. Her son had also been killed. She stood weeping throughout the whole ceremony, with not one person comforting her.
Surviving soldiers might have been granted an exemption certificate, under the *Aborigines Protection Act*, because of their war service. The certificate, which was not granted automatically to all Aboriginal returned servicemen, meant the ex-soldier would receive white award wages for their labour instead of two-thirds of the rate, which was struck for Aboriginal pastoral workers.

Concerning political rights, the vote wasn’t given to Aboriginal returned servicemen until 1949.

Returning Australian troops unintentionally brought home with them a severe strain of the influenza virus in 1919. Many Aboriginal communities of southeast Australia were not in a strong position to resist the virulent attack because of the substandard accommodation available to them and the low-income levels of most Aboriginal families during an era when Commonwealth social security payments were denied to them.

The Aboriginal community of Barambah saw 87 residents die as a result of the epidemic and 31 at the Taroom Settlement. The population of Taroom at the time of the explosive outbreak of the epidemic was 400 people and within 24 hours more than half had contracted pneumonic influenza. All the buildings, including the school and outbuildings, were pressed into service as wards for the sick.

Indigenous Australians at War Questions

Complete the following in your books:
- Were Indigenous soldiers always welcome to join up? Explain your answer.
- Write a list of least four reasons why Aboriginal Australians joined the army.
- How were the soldiers treated at war?
- Copy and complete the following table into your book.

<table>
<thead>
<tr>
<th>Impact After War</th>
<th>Details</th>
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<tbody>
<tr>
<td>State Benefits</td>
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<td>Social Status</td>
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<td>Memorials</td>
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<td>Rights Movement</td>
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<td>Political Rights</td>
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<tr>
<td>Influenza Outbreak</td>
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</tbody>
</table>

- Are you surprised at how the Indigenous soldiers were treated upon their return? Explain your answer.

Locations of Anzac Soldiers – World War I

**Setting Sail**

**Muster Point – Albany 1 November 1914**
- Over 18,000 soldiers set sail from Albany in 1914. They were heading for Europe, but England didn’t have enough room to train all the soldiers so they were redirected to Egypt.
- Town folk of Albany lined the shores and climbed to the peak of Mount Clarence, overlooking the sound to farewell the convoy of volunteers.


**Gallipoli, Active Service Begins**
- In the morning of 25th April 1915 Australian troops made a landing on a hostile shore along the Gallipoli peninsula in Turkey.
- Severe casualties were suffered in the landing and the fighting. From the moment they stepped on the beach the Australians and New Zealanders were raked with gunfire from the heights of Gaba Tepe.


**Egypt, 1915**
- Training occurred whilst in Egypt.
- Supplies labelled with ANZAC – gave the soldiers their name of Anzacs.
- Many went to Cairo on leave.


**Gallipoli, Evacuation**
- The withdrawal from the Gallipoli Peninsular was well planned and executed.
- By the 20th December the frontline trenches had been vacated and 80,000 men, 5,000 horses and 200 artillery pieces were withdrawn without the Turks realising.

**Egypt**

**A Quick Rest**
- Gallipoli veterans were rested in Egypt, and had been strengthened by the “fair dinkums” from Australia. They were sent to France to fight Germany.
- In March 1916 the Anzac Mounted Division was formed in Egypt – they stayed and fought in the Middle East.

**Middle East**

**Against the Turkish Again**
- The Middle East campaign began in 1916 with Australian troops participating in the defence of the Suez Canal and reconquest of the Sinai Peninsula.
- 1917 – Troops advanced into Palestine and captured Gaza and Jerusalem.
- In 1918 they had occupied Lebanon and Syria.

**To the Western Front**

- The British High Command needed troops urgently.
- Australian troops would fight in many crucial battles on the Western Front.
- They managed to break the Hindenburg line.

**The Western Front**

**Ypres**
- Twenty-seven hours after the Australians first attacked, 5,533 soldiers had been killed or wounded.
- British High Command did not allow the rescue of wounded men in the open. The Australians disobeyed. They could not leave their mates stranded and calling for help.
The Western Front

The Somme
- Pozieres was built on one of the few high points in the area.
- British tried to capture it and suffered 60,000 casualties in one day.
- Australians launched attacks over six weeks.
- 4 August 1916, the ANZACs finally captured the ridgeline.
- They lost more than 22,000 men.

![Image of Pozieres Village after the ANZACs finally captured the town.](www.awm.gov.au/collection/E00532)


The Western Front

Villers-Bretonneux
- Anzacs entered the village and fighting from house to house.
- Australian and French flags were raised.
- Australian flag is still flying there on top the Australian National Memorial.
- French have called the main road Rue de Melbourne.

Source: www.inmemories.com/Cemeteries/australian.htm

The Western Front

Bullecourt
- Australians were the first soldiers to break through the Hindenburg line.
- 10,000 Australians had been killed or wounded trying to save the small French village.

Brave Family Spurned by Land They Served

Task Instructions


Write a letter to the government explaining why the Lovett family should have been allowed land after their service fighting for Australia. Try and make the writing a persuasive piece and include hard evidence to support your points.

Digger Alfred Lovett with his family. He fought at Pozieres and Mouquet Farm.
Source: www.awm.gov.au/collection/P01651.001