

# World War I: Anzac legend

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Assessment description	Category
Students research Australia's involvement in World War I and the significance of the ANZAC legend, using relevant historical sources. They synthesise evidence and information to develop a persuasive text to support a hypothesis.	Written <b>Technique</b> Research
Context for assessment	Alignment
	<i>Australian Curriculum v 4.0</i> , <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> , ACARA — Australian Curriculum, Assessment and Reporting Authority
Connections	
	This assessment can be used with the QSA Australian Curriculum resource titled <b>Year 9 unit overview — History exemplar (World War I)</b> available at: <a href="http://www.qsa.qld.edu.au/13659.html#overview">www.qsa.qld.edu.au/13659.html#overview</a> .
Definitions	
	<b>Persuasive text:</b> A text that puts forward a point of view using reasoned arguments to persuade a reader, viewer or listener.
In this assessment	
Teacher guidelines	
Student booklet	
Task-specific standards: Continua	
Task-specific standards: Matrix	
Assessment resource: Historical inquiry process	
Assessment resource: Using graphic organisers	
Assessment resource: Sample research questions for inquiry	
Assessment resource: Evaluating historical sources	
Assessment resource: Model of a persuasive essay	

# Teacher guidelines

## Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p><b>World War I</b> The commemoration of World War I, including debates about the nature and significance of the Anzac legend <a href="#">ACDSEH097</a></p>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"><li>Identify and select different kinds of questions about the past to inform historical inquiry <a href="#">ACHHS166</a></li><li>Evaluate and enhance these questions <a href="#">ACHHS167</a></li><li>Identify and locate relevant sources, using ICT and other methods <a href="#">ACHHS168</a></li></ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"><li>Identify the origin, purpose and context of primary and secondary sources <a href="#">ACHHS169</a></li><li>Process and synthesise information from a range of sources for use as evidence in an historical argument <a href="#">ACHHS170</a></li></ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"><li>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced <a href="#">ACHHS174</a></li></ul>
General capabilities and cross-curriculum priorities	
<p> <b>Literacy</b></p> <p> <b>ICT capability</b></p> <p> <b>Critical and creative thinking</b></p> <p> <b>Ethical behaviour</b></p> <p> <b>Intercultural understanding</b></p> <p> <b>Aboriginal and Torres Strait Islander histories and cultures</b></p>	
Achievement standard	

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Source: ACARA, The Australian Curriculum v 4.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

## Sequence learning

### Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 9 unit overview — History exemplar. The knowledge, understanding and skills developed in the exemplar unit will prepare students to engage in this assessment. See:

- Unit overview — History exemplar (Depth study: World War I)  
[www.qsa.qld.edu.au/downloads/aust\\_curric/ac\\_history\\_yr9\\_unit\\_overview.doc](http://www.qsa.qld.edu.au/downloads/aust_curric/ac_history_yr9_unit_overview.doc)

### Adjustments for needs of learners

Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from [www.ag.gov.au](http://www.ag.gov.au).

### Resources

#### Books

- Anderson, M, Low, A, Conroy, J & Keese, I 2005, *Retro active 2*, "Stage 5: Australian History", John Wiley & Sons, Milton, Qld.
- Anzac Day Commemoration Committee of Queensland 1999, *The Anzac Experience: Investigating Australians' Battlefields Experiences in World War I*, Ryebuck Media, Malvern, Vic.
- Bereson, I & Rosenblat, S 1985, *Inquiry Australia*, 2nd edn, Heinemann Educational Australia, Richmond, Vic.
- Cannon, M 1996, *Chronicles of Australian Contemporary History*, Addison Wesley Longman, Melbourne.
- Carrodus, G, Delaney, T, Howitt, B 2012, *Oxford Big Ideas, History 9: Australian Curriculum*, Oxford University Press, South Melbourne, Vic.
- Dennis, L 1996, *Australia since 1890*, Addison Wesley Longman, Melbourne, Vic.
- Engwerda, R & Cotter, R 1998, *Jacaranda SOSE: Australian History to 1975*, Jacaranda Wiley Ltd, Milton, Qld.
- Mackay, H, et al. 2002, *Longman History 9*, Pearson Education, Melbourne, Vic.

#### Online

- Australian War Memorial: [www.awm.gov.au](http://www.awm.gov.au)
- Anzac Day: [www.anzacday.org.au/education/tff/anzacday.html](http://www.anzacday.org.au/education/tff/anzacday.html)
- Australia Army archives: [www.army.gov.au/Our-history/Primary-Materials/World-War-One-1914-to-1918](http://www.army.gov.au/Our-history/Primary-Materials/World-War-One-1914-to-1918)

- Australian War Memorial: <http://www.awm.gov.au/encyclopedia/gallipoli/>
- Department of Veterans' Affairs: [www.dva.gov.au](http://www.dva.gov.au)
- First World War diaries: [www.awm.gov.au/collection/records/awm4](http://www.awm.gov.au/collection/records/awm4)
- National Library of Australia, Pictorial Collection: [www.nla.gov.au/catalogue/pictures](http://www.nla.gov.au/catalogue/pictures)
- National Library of Australia, Resource search: [www.nla.gov.au](http://www.nla.gov.au)
- Australian War Memorial, Opinion, views and commentaries:  
[www.awm.gov.au/blog/category/opinion](http://www.awm.gov.au/blog/category/opinion)
- Library of Congress: Using primary sources [www.loc.gov/teachers/usingprimarysources](http://www.loc.gov/teachers/usingprimarysources)
- Skwirk.com.au Interactive schooling, The Anzac legend: [www.skwirk.com.au/p-c\\_s-14\\_u-42\\_t-46\\_c-136/the-anzac-legend/nsw/history/australia-and-world-war-i/gallipoli-and-the-anzacs](http://www.skwirk.com.au/p-c_s-14_u-42_t-46_c-136/the-anzac-legend/nsw/history/australia-and-world-war-i/gallipoli-and-the-anzacs)

# Develop assessment

Implementing	
Preparing for the assessment	
Student role	Teacher role
<ul style="list-style-type: none"><li>Share ideas about the significance of Australia's participation in war in shaping its national identity.</li><li>Read and reflect with others on the task requirements, asking questions to clarify understanding.</li><li>Read widely on the inquiry topics to help develop a hypothesis.</li></ul>	<ul style="list-style-type: none"><li>Review the impact of nationalism, imperialism and militarism on the relationships between European powers leading up to 1914.</li><li>Review an annotated timeline of events leading up to 1914.</li><li>Prompt students to think about what they know already about Australian's participation in war, and our commemoration of World War I.</li><li>Lead students through the <i>Student booklet</i> and explain the requirements of the task.</li><li>Work through the Task-specific standard (continua or matrix) with students to highlight the valued features of the task.</li><li>Make connections between the task requirements and prior learning experiences.</li><li>Use <i>Assessment resource: Historical inquiry process</i> to model the recursive nature of inquiry that requires reflection on earlier steps, to monitor progress and adapt questions or a hypothesis in relation to new information.</li></ul>

Implementing	
Section 1. Framing a hypothesis	
Student role	Teacher role
<ul style="list-style-type: none"><li>Choose one of the inquiry questions and develop a hypothesis to frame their research.</li><li>Define the key historical terms and historical concepts in Section 1 to be used in their inquiry.</li></ul>	<ul style="list-style-type: none"><li>Explain the historical inquiry process and the role of inquiry questions.</li><li>Make connections between the inquiry questions and prior learning experiences.</li><li>Use <i>Assessment resource: Using graphic organisers</i> as required.</li><li>Provide examples to support students to write a hypothesis.</li></ul>
Section 2. Developing questions	
Student role	Teacher role
<ul style="list-style-type: none"><li>Develop questions to provide a focus for their research.</li><li>Add additional research areas to develop their questions as required.</li><li>Use a graphic organiser to help organise their ideas to develop questions.</li></ul>	<ul style="list-style-type: none"><li>Support students to develop questions to provide a focus for research.</li><li>Use the advice in <i>Assessment resource: Sample research questions for inquiry</i> to support students to develop questions.</li></ul>

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<b>Section 3. Locating, organising and evaluating sources</b>	
<b>Student role</b>	<b>Teacher role</b>
<ul style="list-style-type: none"> <li>Locate a selection of primary and secondary sources using ICT and other methods.</li> <li>Record notes about sources in the table to evaluate their usefulness in answering the inquiry questions.</li> <li>Use the questions in <i>Assessment resource: Evaluating historical sources</i> to help to draw conclusions about the selection of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorm a list of different perspectives and how to locate them in different sources.</li> <li>Support students to find a range of primary and secondary sources from different modes.</li> <li>Use the questions in <i>Assessment resource: Evaluating historical sources</i> to model how to assess the usefulness of a historical source.</li> </ul>
<b>Section 4. Answering questions</b>	
<b>Student role</b>	<b>Teacher role</b>
<ul style="list-style-type: none"> <li>Identify the main ideas and evidence to respond to the research questions.</li> <li>Record notes, quotes and ideas from sources to help answer the research questions.</li> <li>Use a different graphic organiser to represent ideas if required.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with guidance and feedback to ensure they are on track with their responses.</li> <li>Provide a different graphic organiser to represent ideas as required.</li> </ul>
<b>Section 5. Reflecting on your research</b>	
<b>Student role</b>	<b>Teacher role</b>
<ul style="list-style-type: none"> <li>Use the checklist to reflect on the research process before proceeding to plan a persuasive text, e.g. essay.</li> <li>Complete revisions or refinements as required.</li> <li>Seek feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback on the research process.</li> </ul>
<b>Section 6. Developing a persuasive text</b>	
<b>Student role</b>	<b>Teacher role</b>
<ul style="list-style-type: none"> <li>Use the format provided to plan and develop a persuasive text (e.g. essay) using historical arguments.</li> <li>Adapt the planning format as required.</li> </ul>	<ul style="list-style-type: none"> <li>Provide feedback during the planning process.</li> <li>Use the <i>Assessment resource: Model of a persuasive essay</i> as a teacher reference.</li> </ul>
<b>Section 7. Preparing a bibliography</b>	
<b>Student role</b>	<b>Teacher role</b>
<ul style="list-style-type: none"> <li>Record the details about your sources in the table using the examples provided. Add additional rows as required.</li> <li>Prepare a bibliography that follows the guidelines provided by your school.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with a guide for consistent referencing and acknowledgment conventions.</li> </ul>

## Make judgments

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum Achievement Standard and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standard is provided for this assessment using the same valued features. Each model of a task-specific standard uses task-specific descriptors to identify the discernable differences in student work for A–E standards.

Dimensions	Valued features		Task-specific valued features
Understanding	<b>Historical Knowledge and Understanding</b>		<b>World War I</b> Identifies the Australian experience in World War I, the impact of World War I on Australian society and the nature and the significance of the ANZAC legend.
Skills	<b>Historical Skills</b>	<b>Questioning and researching</b>	<b>Historical questions and research</b> Selects and develops questions to frame an inquiry. Locates, organises and evaluates sources to answer inquiry questions.
		<b>Analysing and interpreting</b>	<b>Analysis and use of sources</b> Analyses, synthesises and draws conclusions information from historical sources to answer inquiry questions.
		<b>Communicating</b>	<b>Explanation and communication</b> Develops a persuasive text to support a hypothesis using historical terms and concepts and evidence from historical sources.

## Use feedback

<b>Feedback to students</b>	Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the student's personal progress and the next steps in the learning journey. Offer feedback that: <ul style="list-style-type: none"><li>• feeds forward and back using the Task-specific standard</li><li>• clarifies the goals and the evidence required to demonstrate the different standards with students</li><li>• during the assessment, helps students to assess their progress. Inquiry involves a recursive and reflective return to earlier steps, either to monitor progress or to adapt and adjust the questions in relation to new information</li><li>• models the process of evaluating a historical source to identify origin and purpose using the questions in <i>Assessment resource: Evaluating historical sources as guide</i></li><li>• guides students to write a persuasive essay, using <i>Assessment</i></li></ul>
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	<i>resource: Sample persuasive essay as a teacher reference.</i>
<b>Resources</b>	For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i> : <a href="http://www.qsa.qld.edu.au/18076.html">www.qsa.qld.edu.au/18076.html</a> .

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# World War I: Anzac legend

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Image: Australian Field Ambulance officers sheltering in trench, circa 1915. Photographer unknown, State Library of Queensland's photostream, Creative Commons Attribution 2.0, [www.flickr.com/photos/statelibraryqueensland/4041507306](http://www.flickr.com/photos/statelibraryqueensland/4041507306)

## Research Australia’s involvement in World War I to establish the significance of the Anzac Legend. Write a persuasive essay to support a hypothesis.

### You will:

- frame a hypothesis about the significance of the Anzac legend
- use key questions to guide your research about World War I
- locate, organise and evaluate historical sources to answer your key questions
- analyse and synthesise evidence and information from a range of sources
- develop a persuasive text (e.g. essay) of 600–800 words to support a hypothesis.

## Section 1. Framing a hypothesis

Choose **one** of the following inquiry questions to frame a hypothesis for investigation.

### Inquiry questions:

1. When talking about the Anzac legend, is there enough attention given to the experience of Australian soldiers on the Western Front?
2. How did the Gallipoli campaign impact on Australian society and contribute to the development of the Anzac legend?

In responding to either of these questions, make reference to:

- causes of World War I
- reasons Australians went to war
- places where Australians fought
- experiences of soldiers
- impact of World War I on Australian society
- development of the Anzac legend.

Read a range of historical sources to develop your position on this issue. Share your ideas with others.

Write a **hypothesis** in response to this question.

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.....

Be familiar with the following key historical terms and concepts when completing your research.

Historical terms	Historical concepts
conscription diplomacy theatres of war propaganda alliance militarism imperialism nationalism	evidence continuity and change cause and effect significance perspectives contestability

## Section 2. Developing questions

Develop questions to provide a focus for your research and consider different perspectives about your inquiry question. These key questions and their answers will guide your arguments in response to your hypothesis.

**Write a question for each research area in the table below. Add additional research areas to respond to your hypothesis if required.**

Research area	Research question
Reasons Australians went to war	
Places where Australians fought	
The experiences of soldiers (Gallipoli or Western Front)	
The development of the Anzac legend	
The impact of World War I on Australian society	

### Section 3. Locating, organising and evaluating sources

Locate at least six historical sources (primary and secondary) that present the perspectives of different people in response to your questions. Identify and evaluate each in the table below. Use the questions in Assessment resource: *Evaluating historical sources* to help you draw conclusions about the usefulness of the sources.

You may choose to represent this table as a mind map or as a table for each individual source.

Name, origin and purpose of source	Detail for bibliography	Type of source (Primary/secondary)	Identify whose perspective is represented in the source. Is there any bias by the author?	Identify the inquiry question/s this source will help you to answer. How will this source help you answer the questions?
		Mode of source (Written/visual/spoken)		

## Section 4. Answering questions

Use the sources to respond to your research questions.

Research question	Summary notes	Quotes and evidence from the source to support the answer	Answer to the research question

## Section 5. Reflecting on your research

Use the questions below to reflect on your research. Record the changes that you make.

### Ask yourself:

- Is there sufficient information in my notes to support my hypothesis?
- Have I included ideas that may challenge my hypothesis? Do I need to revise my notes?
- Have I reflected on the original inquiry question? Is a change to my hypothesis needed?
- Did my research questions help me to answer the chosen inquiry question? What changes to my questions do I need to make, if any?
- Have I used a range of relevant and reliable sources, including primary sources?
- Have I considered a range of perspectives when researching?

## Section 6. Developing a persuasive text

Plan your essay using the guide below. The length of the essay should be around 600–800 words.

**Your focus questions will provide the starting points for your arguments.**

<b>Introduction</b> Include: <ul style="list-style-type: none"><li>• hypothesis</li><li>• background information about World War I</li><li>• key dates of the events.</li></ul>	
<b>Answer to research question</b> Include: <ul style="list-style-type: none"><li>• topic sentence</li><li>• evidence and quotes from sources</li><li>• evaluation and discussion</li><li>• link to hypothesis.</li></ul>	
<b>Answer to research question</b> Include: <ul style="list-style-type: none"><li>• topic sentence</li><li>• evidence and quotes from sources</li><li>• evaluation and discussion</li><li>• link to hypothesis.</li></ul>	

<p><b>Answer to research question</b></p> <p>Include:</p> <ul style="list-style-type: none"> <li>• topic sentence</li> <li>• evidence and quotes from sources</li> <li>• evaluation and discussion</li> <li>• link to hypothesis.</li> </ul>	
<p><b>Answer to research question</b></p> <p>Include:</p> <ul style="list-style-type: none"> <li>• topic sentence</li> <li>• evidence and quotes from sources</li> <li>• evaluation and discussion</li> <li>• link to hypothesis.</li> </ul>	
<p><b>Answer to research question</b></p> <p>Include:</p> <ul style="list-style-type: none"> <li>• topic sentence</li> <li>• quotes and evidence from sources</li> <li>• evaluation</li> <li>• link to hypothesis.</li> </ul>	
<p><b>Conclusion</b></p> <p>Include:</p> <ul style="list-style-type: none"> <li>• link to the hypothesis.</li> </ul>	

## Section 7. Preparing a bibliography

Prepare a **bibliography** of your reference sources to submit with your essay. Use the following tables as a guide.

### Print source

Name of author	Year of publication	Name of text	Publisher	Place of publication
Triolo, R	1996	<i>The Australian Experience</i>	Cambridge University	Melbourne

### Web-based source

Name of website	Name of page	Internet address	Date of access
Australian War Memorial	Gallipoli	<a href="http://www.awm.gov.au/gallipoli">www.awm.gov.au/gallipoli</a>	20 August 2012

# World War I: Anzac legend

Name .....

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**Purpose of assessment:** To develop a persuasive essay about the significance of the Anzac legend in World War I, using historical sources.

Historical Knowledge and Understanding	Historical Skills			
	Questioning and researching	Analysing and interpreting	Communicating	
Identifies the Australian experience in World War I, the impact of World War I on Australian society and the nature and the significance of the Anzac legend <b>(Section 6)</b>	Selects and develops questions to frame an inquiry; locates, organises and evaluates sources to respond to an inquiry <b>(Sections 2, 3 &amp; 5)</b>	Analyses, synthesises and draws conclusions about information from historical sources to answer inquiry questions <b>(Sections 4 &amp; 6)</b>	Develops a persuasive essay to support a hypothesis using historical terms and concepts and referenced information identified in sources <b>(Sections 6 &amp; 7)</b>	
Explains the impact of World War I on Australian society, and the nature and significance of the Anzac legend from different perspectives.	Develops and enhances a range of questions to frame a historical inquiry in response to a hypothesis. Identifies, organises and evaluates the usefulness of a range of primary and secondary sources from different perspectives to determine origins, purpose and accuracy.	Analyses, synthesises and draws conclusions from a range of historical sources, including the identification of different perspectives to answer inquiry questions.	Effectively communicates reasoned historical arguments from different perspectives, using evidence from a range of historical sources to support a hypothesis, and using appropriate historical terms and concepts.	A
Explains the impact of World War I on Australian society and identifies the characteristics and the significance of the Anzac legend.	Develops and modifies questions to frame a historical inquiry in response to a hypothesis. Identifies, organises and evaluates the usefulness of primary and secondary sources.	Identifies meanings, perspectives and patterns from historical sources to answer inquiry questions.	Communicates historical arguments using evidence from historical sources to support a hypothesis, and uses historical terms and concepts.	B
Identifies the Australian experiences in World War I with reference to the Anzac legend.	Uses obvious questions to respond to historical inquiry and identifies information from some supplied sources.	Uses information from supplied historical sources.	Communicates information and personal views about the Anzac legend, and uses historical terms.	C
				D
				E

# World War I: Anzac legend

Name .....

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**Purpose of assessment:** To develop a persuasive essay about World War I and the significance of the Anzac legend, using historical sources.

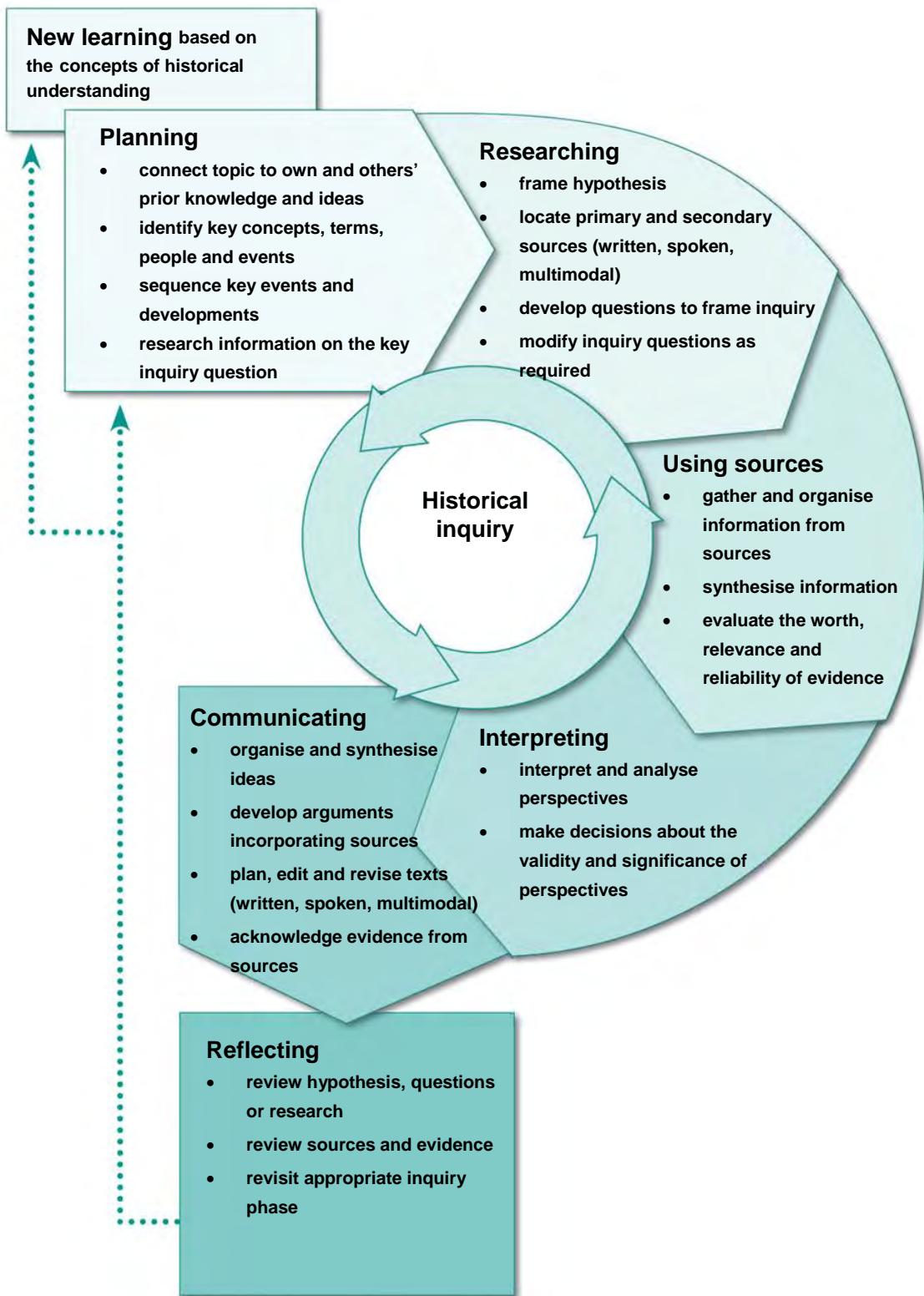
		Task-specific valued features					
		A	B	C	D	E	
Understanding and Skills	Historical Knowledge and Understanding	Identifies the Australian experience in World War I, the impact of World War I on Australian society and the nature and the significance of the Anzac legend. <b>(Section 6)</b>	Explains the impact of World War I on Australian society and the nature and the significance of the Anzac legend from different perspectives.	Explains the impact of World War I on Australian society and the nature and the significance of the Anzac legend.	Explains the impact of World War I on Australian society and identifies the characteristics and significance of the Anzac legend.	Describes the impact of World War I on Australian society and the aspects of the Anzac legend.	Identifies the Australian experiences in World War I with reference to the Anzac legend.
	Historical Skills	Selects and develops questions to frame an inquiry.	Develops and enhances a range of questions to frame a historical inquiry in response to a hypothesis.	Develops and modifies a range of questions to frame a historical inquiry in response to a hypothesis.	Develops and modifies questions to frame a historical inquiry in response to a hypothesis.	Develops questions to frame a historical inquiry.	Uses obvious questions to respond to a historical inquiry.
	Analysing and interpreting	Locates, organises and evaluates sources to answer inquiry questions. <b>Sections 2, 3 &amp; 5</b>	Identifies, organises and evaluates the usefulness of a range of primary and secondary sources from different perspectives to determine origins, purpose and accuracy.	Identifies, organises and evaluates the usefulness of a range of primary and secondary sources to determine origins and purpose.	Identifies, organises and evaluates the usefulness of primary and secondary sources.	Identifies the usefulness of some historical sources. Uses information from some relevant historical sources.	Identifies information from supplied historical sources.
Understanding and Skills	Analysing and interpreting	Analyses, synthesises and draws conclusions about information from historical sources to answer inquiry questions. <b>Sections 4 &amp; 6</b>	Analyses, synthesises and draws conclusions from a range of historical sources, including the identification of different perspectives to answer inquiry questions.	Analyses, synthesises and draws conclusions from historical sources, including the identification of perspectives to answer inquiry questions.	Identifies meanings, perspectives and patterns from historical sources to answer inquiry questions.	Identifies some perspectives to answer inquiry questions.	Uses information from supplied historical sources.

		<b>Communicating</b>	<p>Develops a persuasive essay to support a hypothesis using historical terms and concepts and referenced information identified in sources.</p> <p><b>Sections 6 &amp; 7</b></p>	<p>Effectively communicates reasoned historical arguments from different perspectives to support a hypothesis.</p> <p>Uses evidence that acknowledges a range of historical sources and uses appropriate historical terms and concepts.</p>	<p>Effectively communicates historical arguments to support a hypothesis.</p> <p>Uses evidence that acknowledges historical sources and uses appropriate historical terms and concepts.</p>	<p>Communicates historical arguments to support a hypothesis.</p> <p>Uses and acknowledges historical sources of evidence and uses historical terms and concepts.</p>	<p>Communicates some historical arguments.</p> <p>Uses historical sources and appropriate historical terms and concepts.</p>	<p>Communicates information and personal views about the Anzac legend.</p> <p>Uses historical terms.</p>
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## Historical inquiry process

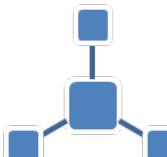
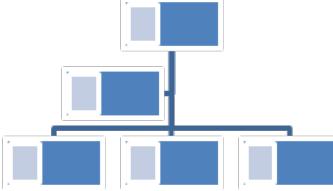
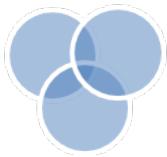
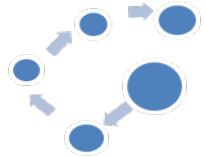
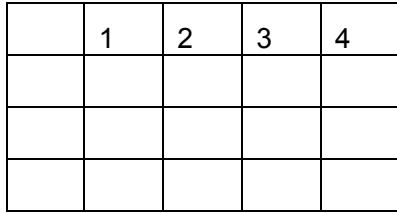


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## Using graphic organisers

Graphic organisers can be used early in a learning sequence to help students identify prior knowledge and later to show changes in thinking and ideas. They are useful tools to plan and organise ideas during an inquiry process. This table provides some examples of graphic organisers.

Graphic organiser	How	Why
<b>Cluster web</b> 	Brainstorm ideas about the topic. Place the ones that are similar together in groups.	To recall and organise information into different topics. Useful for identifying prior knowledge and content learnt.
<b>Concept map</b> 	Brainstorm and group similar ideas together. Label groups and make connections between the groups with labelled arrows.	To identify and show relationships between key ideas. This is more complex than a cluster web.
<b>Venn diagram</b> 	Show factors or characteristics of a concept (i.e. topic or idea) in one circle, and factors of characteristics of the others in the other circles. Any common factors are shown in the middle space where the circles intersect.	To compare and contrast information and make connections between it.
<b>Cause-and-effect wheel</b> 	Start with an action in the middle circle. Link by arrows to the possible effects and further consequences. Each effect can lead to multiple effects and go in different directions.	To explore the range of possible positive and negative consequences of an action.
<b>Data chart</b> 	Use the grid headings to summarise key ideas. When completed, the information can be used to make connections between big ideas and/or sources.	To summarise information succinctly according to selected criteria/headings. To make connections between information or compare and contrast ideas and information.

# World War I: Anzac legend

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## Sample research questions for inquiry

- What is the **key question** that will guide this inquiry?
- What **primary and secondary sources** might be valuable in this study?
- Whose **perspectives** might be useful in this study?
- What is the **historical background**?
- What were the **causal factors** related to this development?
- What were the **changes and continuities** associated with this event?
- What **roles** did individuals and groups play?
- What was the **historical significance** of the event or development?
- Who **benefited** in both the short and the long term?
- Who was **disadvantaged**?
- What are the possible and probable **effects** in the future?
- **What have you learned** about this historical event or development?

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## Evaluating historical sources

**Questions to ask when evaluating the usefulness, relevance and reliability of evidence in sources:**

<b>Useful</b>	<ul style="list-style-type: none"><li>• What are the key ideas here?</li><li>• Which ideas are facts?</li><li>• Which ideas are opinions?</li><li>• How does this source help you respond to your investigation?</li></ul>
<b>Relevant</b>	<ul style="list-style-type: none"><li>• What is the purpose of this source?</li><li>• When was this source created?</li><li>• Who is the audience?</li><li>• What perspective is presented?</li></ul>
<b>Reliable</b>	<ul style="list-style-type: none"><li>• Who has created this source?</li><li>• Where was this source created?</li><li>• Why was this source created?</li><li>• Whose point of view is given? Whose point of view is missing? Why?</li><li>• Is there any bias in the point of view presented by the author?</li><li>• What bias, attitude and values might affect this source?</li><li>• Can I trust the author of this source?</li><li>• What supported details are offered as examples? Can I trust this information?</li><li>• Is this information similar to or different from other sources?</li></ul>

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## Model of a persuasive essay

### The Anzac legend and the Western Front

Rivalry between the nations of Europe, fuelled by nationalism, led to the outbreak of World War I in 1914. Australia, as a former British colony, still had close ties to Britain. When Britain declared war on Germany in August 1914, there was no doubt that Australia would immediately support "the mother country". Many young Australian men joined the army to support the Gallipoli campaign in Turkey from 1915. Although the Gallipoli Campaign was deemed a disaster in terms of loss of life and the failure to achieve a military victory, the Anzacs created a legend. However, the experience of the Australian soldiers on the Western Front in Europe was equally heroic, yet seems to receive less attention. While the events of Gallipoli should continue to be commemorated, there needs to be more focus on the significant events of Australia's involvement on the Western Front.

Cause of World War I

The growing sense of new national identity was further developed through the experience of Australian soldiers in theatres of war. The first major battle for Australian soldiers took place on the Gallipoli Peninsula in Turkey. Image 1 in the appendix provides a glimpse of the destruction caused by the campaign which lasted from April to December 1915. This included difficult weather conditions, a lack of drinking water and health issues such as trench foot and dysentery. Lieutenant Frank Boyes writes of this hardship in a letter to his mother. "We got only sufficient fresh water, in fact, on some days barely enough to drink ... there were parasites which caused an abominable itch, they lived and bred mainly in the seams of the inner garments". These images of self-sacrifice and bravery helped develop the Anzac legend.

Hypothesis

Uses evidence identified in sources and references these sources

The overall aim of the campaign to knock Turkey out of the war and open up a supply line for Britain and France to support Russia failed. More than 600 Australians were killed on the first day and 8709 by the end of the campaigns. An effect of this was to create a sense of solidarity on the home front where families came to terms with the news of significant Australian casualties. Ironically, the withdrawal ordered in December 1915, has come to be recognised as one of the most successful parts of the campaign.

Use of quote as supporting evidence

Unfortunately, one effect of this "success" was to provide survivors to fight in a different theatre, the Western Front. "In a military sense, the Western Front, which stretched 750 kilometres from the Belgian coast, through France to the Swiss border, was a baptism of fire for the new nation of Australia, who for the first time "engaged the main army of the main enemy in the main theatre of war" (Dennis & Grey, p. 667).

Analyse the effects of events

There was a terrible loss of life on the Western Front where the war was

Acknowledgment of sources

bogged down in trenches and mud. The battles at Fromelles and at Bullecourt in France were the most significant in terms of loss of Australian lives. Life on the front line was extremely difficult.

Make judgments about the importance of events; explain the significance of these events

In proportion to forces fielded, Australia's casualty rate was almost 65 per cent — the highest in the British Empire. One of the reasons for this was that Australians were exposed to the front line in massive numbers. During the course of the war, almost 60 000 Australians (nearly all men) died after sustaining injuries or illness. Most of these deaths (45 000) were on the Western Front. A further 124 000 were wounded (sometimes multiple times) and as a result, these men endured years of ill health, disfigurement or disability.

Examines sources to compare different points of view about different battles in World War I

Millions of rats that fed on the remains of dead soldiers spread disease and terrible weather turned trenches into canals. The savagery of conditions on the Western Front are perhaps best summed up where an Australian soldier writes to his family complaining that "... we are lousy, stinking, ragged, unshaven, sleepless ... my tunic is rotten with other men's blood ..." (Davidson, L 2010, p. 50). Clearly then, conditions on the Western Front could be said to be equal to those at Gallipoli and as such were equally important in the development of the Anzac legend.

Make judgments about the importance of events

Adversity at Gallipoli and on the Western Front brought out qualities of bravery and perseverance in Australian soldiers. Bravery at Lone Pine in Gallipoli resulted in the awarding of seven Victoria Crosses while, under the leadership of General Sir John Monash on the Western Front, more than fifty Victoria Crosses were awarded for bravery. Yet another similarity between the two theatres was the relative lack of success of the campaigns. While Australian soldiers distinguished themselves in battles at Pozières, Ypres, Passchendaele and Villers-Bretonneux, the overall conflict on the Western Front nevertheless dragged on into 1918. These aspects of the conflict on the Western Front deserve to be commemorated as much as similar difficulties at Gallipoli.

Analyse the causes and effects of events

Refer to the action of individuals and the significance of the events

There is no doubt that Australians made a significant contribution to the fighting on the Western Front. Though the war was a long way from Australia, society was greatly affected. By far the greatest impact of the war was the conscription debate. However, the Home Front experienced many other changes. The government assumed greater powers over security and economic matters; women tried to become involved in the war effort (despite the government's reluctance to use them); German "aliens" were mistrusted and many were locked up; and Australian industry expanded. The war created a demand for manufactured goods during a time of workforce shortages.

Explain patterns of change and continuity over time

Impact on Australian society

In conclusion, Australia's experiences in World War I have had a major influence in forming the Anzac legend and more broadly as a sense of Australian identity. Given that experiences on the Western Front were equally heroic and destructive for Australian soldiers, it seems fair that it should be commemorated as much as Gallipoli is. Gallipoli may always symbolise the Anzac legend but that does not mean that experiences on the Western Front should be commemorated any less.

Draws conclusions

Restatement of hypothesis

## Appendix



**Image 1:** Australian wounded infantrymen at the first battle of Passchendaele, near Zonnebeke railway station (Australian War Memorial E01202. Downloaded on 2/8/2012 from [www.awm.gov.au](http://www.awm.gov.au)).

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