

# Anzac Cove to Anzac Day: Australian international relations

## Strand

Time, Continuity and Change  
Culture and Identity

## Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 5.2</b>	Students represent situations before and after a period of rapid change.
	<b>TCC 5.3</b>	Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.
	<b>TCC 5.4</b>	Students explain the consequences of Australia's international relations on the development of a cohesive society.
	<b>TCC 5.5</b>	Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.
<i>Culture and Identity</i>	<b>CI 5.2</b>	Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community.

## Purpose and overview

Activities assist students to work towards demonstrating the core learning outcomes through investigations of dominant Australian images and their association with the emergence of an Anzac legend during World War I. Students evaluate this legend and reflect on the contributions of veterans. They learn about the period of rapid change represented by World War I and about situations before and after this change. In the process they learn about the impact of community perceptions on cultural groups that were viewed as alien at the time. They may encounter other events in the history of Australian international relations, but the overall emphasis is on World War I and the consequences of Australia's involvement in this international event. The activities are sequenced to systematically assist students to work towards demonstrations of learning outcomes. This sequence may be altered but should still ensure that by the completion of these activities students know about Australia's Anzac heritage and are capable of using a variety of perspectives to make acute assessments of this heritage.

The activities are sequenced into four broad conceptual phases. The first phase clusters activities concerning general explorations of an Australian identity. The second phase activities focus on the impact of World War I, Gallipoli and how modern Australians remember these events. In the third phase the concept of a home front is introduced and the war is explored from some other perspectives. The final phase in some ways returns students to where the module began. There are explorations of Australian identity but this time they are informed by the knowledge gained from the activities of this module.



Phases (Minimum time recommended: 12 hours)	Activities	Core learning outcomes	Assessment opportunities
<b>1. Exploring the Australian identity</b>  (approximately 3 hours)	1. Creating Australian images 2. Detecting true representations 3. Reporting conclusions (Activities 2 and 3 optional)	TCC 5.2 TCC 5.5	Group task (Resource 2): Study of Australian images  Writing a newspaper report (Activity 3)
<b>2. Investigating World War I</b>  (approximately 3 hours)	4. Anzac Day: A public holiday 5. Mapping possible causes of World War I 6. Justifying hypotheses 7. Investigating: Why Australia? 8. <i>Gallipoli</i> : The movie 9. Gallipoli: The real story 10. Our heritage in words and music 11. Participating in Anzac Day today (Activities 4, 5 and 6 optional)	TCC 5.2 TCC 5.3 TCC 5.4 TCC 5.5 CI 5.2	Resource 4: An assessment task sheet for students could be distributed in this phase. Students could begin work on their 'creations' which are submitted at times determined by the teacher. Submissions could be staggered – that is, submitted by some students in Phase 1 and by others in Phase 3. Alternatively, the whole class could submit work, but only upon its completion in Activity 18.  Student–teacher consultations/observation checklist, peer assessment and written self-assessment are particularly useful for demonstrations of TCC 5.3.  Designing a patriotic recruiting poster (Activity 7) provides opportunity for demonstrations of CI 5.2.  Oral report (Activity 9) (TCC 5.3) Anzac Day speech (Activity 11)
<b>3. Looking deeper: The home front</b>  (approximately 3 hours)	12. Reconsidering community reactions 13. Aliens in Australia: A dialogue 14. Conscripted 15. Women at war: An analysis 16. Judging our Anzac heritage (Activities 14 and 16 optional)	TCC 5.2 TCC 5.3 TCC 5.4 TCC 5.5 CI 5.2	Focused analysis (Activity 13): Writing a letter to the editor (TCC 5.5)  Group electronic or OHT summaries (TCC 5.2)  Focused analysis could occur in Activity 16 in the form of planning a community awareness campaign, an argumentative essay, an oral presentation (speech, debate or role-play) or designing advertisements. (TCC 5.4, TCC 5.5 and CI 5.2)
<b>4. Valuing our heritage</b>  (approximately 3 hours)	17. One day of the year: A reflection 18. What have we learnt and what can we do? 19. Assessment time (Activity 17 optional)	TCC 5.3 TCC 5.4 TCC 5.5 CI 5.2	Focused analysis: A class test (Resource 4) can be completed and administered in this phase.  Debate or forum  Action — for example, organising school events, restoring a local monument (CI 5.2 and TCC 5.3)

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Two assessment opportunities, such as those described in Resource 4, could provide necessary evidence of students' demonstrations of learning outcomes. Students should be aware in advance of the nature of the assessment, any requirements and the learning outcomes. Other opportunities to gather evidence of students' demonstrations of learning outcomes are listed in the overview table. Most assessment opportunities could occur in class time.

Opportunities exist to assess the learning outcomes of many students simultaneously. If focusing assessment on small groups or individual students and/or one or two learning outcomes, then selections from the overview table may be more appropriate. The table provides *examples* of assessment opportunities. They need not all be used. Those in Resource 4 would be sufficient to make decisions about students' demonstrations of the intended learning outcomes. Time permitting, the others may be useful for formative assessment purposes. As the assessment techniques, tasks and instruments described involve authentic experiences, contact with adult communities and different learning outcomes, they usually constitute rich assessment tasks. Other Queensland School Curriculum Council modules provide further opportunities for students to demonstrate these learning outcomes. These can be found on the Queensland School Curriculum Council website ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)).

### **Assessing learning outcomes at different levels**

Activities are designed primarily for students working towards demonstrations of Level 5 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 5. To guide judgments about student demonstrations of learning outcomes consider whether students are:

- working towards demonstration of Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes and working towards Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 4 and Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised in rows so that within a strand there is a progression in terms of concepts and processes. For example, the progression from TCC 4.5 to TCC 5.5, then TCC 6.5 involves increasing sophistication and complexity particularly related to the concept of *heritage* and the process of *reflecting*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Level 1 to 6. See the sourcebook guidelines on the website for more information.

### **Resource 4**

In the class test (Resource 4), for example, the extent to which an argument is 'corroborated' (TCC 6.4) as compared to 'explained' (TCC 5.4) may be relevant. Similarly, if a student makes an attempt to use criteria (TCC 6.5) in an explanation, this may help differentiate it from another demonstration, that may identify (TCC 5.5) but not use criteria.

## Using this module

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The activities in this module are ideally suited for use in Term 1, culminating on a day of national significance in Australia — Anzac Day. The time needed for this module will vary according to the number of sequenced activities used. Optional activities are identified in the overview table.

## Background information

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### Terminology

Students will need to understand these terms in the context of the activities in this module:

alliance	image	myth
conscription	imperialism	nationalism
diplomacy	internationalism	propaganda
foreign policy	legend	stereotype
identity	militarism	veteran

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module.

### Equity considerations

Activities in this module take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- appreciate the sacrifices that previous generations made on their behalf
- question all legends as to the extent to which they are inclusive.

Some students with disabilities may need assistance for activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

### Links

#### *Studies of Society and Environment*

This module is one of a suite of modules for Levels 1 to 6. For more information, see [www.qscq.qld.edu.au](http://www.qscq.qld.edu.au).

This module develops concepts associated with changes and continuities, people and contributions, causes and effects, heritage and cultural perceptions. It also develops processes associated with creating, participating, communicating and reflecting. As such, it is linked to learning outcomes at Level 4 (TCC 4.2, 4.3, 4.4, 4.5 and CI 4.2) as well as Level 6 (TCC 6.2, 6.3, 6.4, 6.5 and CI 6.2).

#### *Other key learning areas*

Activities offer opportunities for cross-key learning area planning. However, it is important that the integrity of the processes and concepts within key learning areas is not compromised. The module also relates to learning outcomes for *English* and *The Arts*. For more information see [www.qscq.qld.edu.au](http://www.qscq.qld.edu.au).

#### *Discovering Democracy*

The *Discovering Democracy* materials (Curriculum Corporation 1998) have been sent to all schools. The middle secondary units include a unit titled 'What sort of nation?'. The lower secondary readers include 'Stories we tell about ourselves: The Anzac legend'. Both of these resources include some photocopiable images and texts on Australia's national identity. These are particularly suited for Phase 1 activities. 'Stories we tell about ourselves: The Anzac legend' in the lower secondary readers will be very useful for Phase 2, Activity 10 or as a supplement to Activity 8.

### **Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes and in the cross-curricular priority areas
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Exploring the Australian identity

*Core learning outcomes emphasis: TCC 5.2, TCC 5.5*

Students explore images and stereotypes associated with Australia's national identities.

*Focus questions:*

- What are the major images of Australia and Australians today?
- What are the most common Australian images of the past?
- What group or groups are dominant in these images? Which groups are excluded?
- How has the natural environment and relationships with this environment shaped the Australian identity?

#### Activity 1 Creating Australian images

**Resource 4** To introduce the activities and the assessment requirements, distribute and discuss Resource 4.

In response to the focus questions, students individually brainstorm contemporary Australian images. They consider how Australia is portrayed and, in small groups, group and classify their images.

Explain various ways of representing the classifications, including using symbols, photographs, a table of words or a concept map then have groups report their classifications using different methods of representation.

**Resource 1** Provide feedback on the classifications and methods of representation used. Comment, for example, on whether images of people as well as the environment were included. A concept map like that in Resource 1 could be presented to the class. Involve students in discussions of some of this feedback.

**Resource 2** Supply undated images of Australia from the 1900–1914 era related to classification headings already used. Images could be of the federation era and include advertisements and photographs, World War I recruiting posters, anti-Chinese posters and paintings. Students complete the group task on Resource 2.

Reveal dates of the images and discuss how the image of Australia and Australians has changed, emphasising that from 1900 to the present has been a period of rapid change.

In small groups, students create visual summaries in electronic, OHT or paper format (chart) that represent the situation before and after this period of rapid change. (This is an opportunity for formative assessment of demonstrations of TCC 5.2.)

#### Activity 2 Detecting true representations

**Support materials and references**

Building on Activity 1, students study stimulus materials of other existing Australian images and sort them according to the manner in which they represent males, the bush, mateship, and relationships between Europeans and non-Europeans. See Pyne et al. (1995) for possible images.

Students revisit the task and add the following categories: women, ethnic groups, Aboriginal people and Torres Strait Islander people.

Demonstrate to students how they can assess the frequency of dominant images in the stimulus materials and present their findings as a table of statistics. Have students create two graphs comparing occurrences of certain images in modern and older examples.

Explain that there are certain images of Australia that may not necessarily give a true picture of Australia or present the broad scope of what it means to be Australian. Much of Australia's imagery contains the common themes of the outback/bush, outdoor work and activities, sport, masculinity, mateship, hardship, natural courage and determination. Use some of the following examples and introduce the term 'stereotype' in this context. Note the relationship of this activity to TCC 5.5. Build on the concept of dominant imagery in the Australian identity by emphasising the close link between this imagery and Australia's natural environment.

Students analyse some of the values inherent in various sources of imagery. Examples of imagery could include:

- cartoons (*The Bulletin*)
- artworks (colonial artists, Heidelberg School) — for example *Shearing the Rams* or *The Breakaway* by Tom Roberts, but consider adding some Jeffrey Smart for interest
- literature (H. Lawson, B. Paterson, J. Furphy, D. Mackellar, J. Wright)
- advertisements (beer, cars, lifestyle)
- television (*Blue Heelers* and other current Australian TV shows)
- film (*Crocodile Dundee*)
- songs (bush ballads).

These activities will work best with a wide range of images.

### Activity 3 Reporting conclusions

Students write a newspaper report on Australian imagery and identity. This should use the key elements of the newspaper report genre as used in the *English* key learning area. The report builds on previous work and should refer to the occurrence of various images, the groups that feature prominently, the sections of the community that have rarely appeared, the manner in which certain groups are portrayed and the accuracy of the imagery.

## Phase 2 Investigating World War I

**Core learning outcome emphasis:** TCC 5.2, TCC 5.3, TCC 5.4, TCC 5.5, CI 5.2

Students investigate the outbreak of World War I, the reasons for Australia's involvement in this conflict, the experiences of Australians in World War I and the beginnings of the Anzac legend.

**Focus questions:**

- Why do Australians have a public holiday on 25 April?
- Why is it considered important to have this day of commemoration?
- Why was Australia involved in World War I?
- How did Gallipoli and other World War I campaigns contribute to the birth and development of the Anzac legend?
- How has the Anzac legend contributed to the development of an Australian stereotype?
- Is it important that the Anzac legend continue to be celebrated? Why?
- Why is it important that Anzac Day continue to be celebrated?
- Are there any reasons why Anzac Day should not continue to be celebrated?

### Activity 4 Anzac Day: A public holiday

**Teaching considerations**

This activity allows students to consider different perspectives on an issue. It can be structured as a group task where each group is allocated a position to present. After some preparation time, each group presents a summary of their discussion. Key points needing further investigation can be highlighted. Links can be made to the previous investigation of Australian images. Much of the discussion of Anzac Day may focus on the perception of 25 April as a national day during which individual sacrifices made for the nation are remembered.

Discuss the Phase 2 focus questions and ask students to develop a summary from the discussion. The summary could be a series of dot points under the heading: 'Anzac Day is commemorated with a public holiday because...'

Students consider the summary and tick those reasons they recognise in their community or agree with personally.

Students prepare an argument to debate one of the following propositions.

- Anzac Day should remain a public holiday.
- Anzac Day must continue to be celebrated into the future.

As a debate, teams present in favour of the proposition and against the proposition.

### Activity 5 Mapping possible causes of World War I

#### Teaching considerations

Some exposition of the manner in which national boundaries are drawn may help students to realise that the war was primarily a result of conflicts in Europe. Historical maps can be found in many texts including Bereson & Rosenblat (1985). Causes are only introduced here. They are explored further in Activity 6.

**Support materials and references**

Provide students with maps of modern Europe and compare these with maps of Europe prior to World War I. Students create a folio of maps that include:

- world map (pre-1914)
- map of Europe (pre-1914)
- world map (modern)
- map of Europe (modern).

Students list the major differences in national borders and groupings as a result of comparing the maps.

### Activity 6 Justifying hypotheses

Briefly explain the main causes of World War I, including:

- militarism
- the alliance system
- economic and colonial rivalry
- nationalism.

Encourage active listening by asking students to write a hierarchical list of the most important events leading up to the outbreak of war. Explain that, at this stage, this list is an hypothesis. Students then justify their decisions (their hypotheses) in a class discussion or a short written piece using evidence from the maps, and elsewhere, if possible.

### Activity 7 Investigating: Why Australia?

**Resource 3**

Students explore the focus question: Why was Australia involved in World War I? They consider possible explanations in selected primary and secondary source material including the speeches of the Prime Minister and Opposition Leader at the time (Resource 3). Introduce students to notions of loyalty to the 'mother country', service to the British Empire, the baptism of fire, protection against aggressive nations and the war to end all wars.

Students collaboratively design a patriotic World War I recruiting poster that uses primary sources as models of language and layout. This activity could focus on learning outcome CI 5.2 and possibly be used for assessment purposes.



### Activity 8 Gallipoli: The movie

#### Teaching considerations

This activity progresses from the broad inquiry of Australian involvement in World War I to a specific investigation of the Gallipoli campaign and the birth of the Anzac legend. The film *Gallipoli* can be adapted to accommodate time limitations by using relevant extracts of the film rather than viewing it in its entirety.

Students view the film *Gallipoli* and respond to the following questions and statements:

- What is the image of Australia portrayed in the film?
- What was the attitude of most Australians towards the war at the beginning of the film?
- At the athletics carnival and fair at the beginning of the film the Union Jack is prominently displayed. Which country's flag is the Union Jack? Why was it being flown in Australia?
- Does the presence of the Union Jack give some indication about Australian feelings and Australian relationships with other countries?
- What was the relationship between Australian and British troops?
- Describe the battlefield at Gallipoli.
- Do you think the attitudes of some Australians towards the war changed during the Gallipoli campaign? Why?
- What contributions to Australia's future did Australian soldiers make at Gallipoli?

### Activity 9 Gallipoli: The real story

Tell a 'story' which incorporates:

- the landing and the way it was reported in Australia
- the extraordinary egalitarian mateship which, when seen on the world stage, reminded Australians back home of how distinctive they were as Australians
- stories of individuals like John Simpson and his donkey
- ingenuity shown in the evacuation — for example, jam tins tied to gun triggers.

#### Support materials and references

Provide some short primary source evidence about Gallipoli from texts such as *The Anzac Experience* (Anzac Day Commemoration Committee of Queensland 1999).

Students collaborate to assess the accuracy of some aspect of the film version of the Gallipoli campaign. They could also systematically locate and record information about the contribution of particular individuals. Assessments and information could be presented orally as a group but the focus is on students' ability to 'collaborate to locate and systematically record information about the contributions of people'.

This activity provides an assessment opportunity for demonstrations of (TCC 5.3).

### Activity 10 Our heritage in words and music

Students listen to the lyrics of songs such as 'And the Band Played Waltzing Matilda' or 'The Green Fields of France', both by Eric Bogle, and consider the message of each of the songs and the songwriter's attitude to war.

In 'And the Band Played Waltzing Matilda' the songwriter states, on viewing an Anzac Day parade, 'And the young people ask; 'What are they marching for?', And I ask myself the same question'. Students answer this question.

Students analyse a paragraph from an Australian newspaper report of the time or from a local World War I memorial plaque and identify the *values* inherent in such sources — for example, values associated with honour, respect, loyalty, peace, democracy and equality. They discuss which of these values became associated with the Anzac legend and, finally, in small groups they create representations, electronically, as an OHT or on butcher's paper, of who may have benefited from and who may have been disadvantaged by these particular heritages (TCC 5.5, TCC 5.2).

### Activity 11 Participating in Anzac Day today

#### Teaching considerations

If the activities in this module have been followed, remind students that by now they have investigated the causes of World War I, explored the Anzac legend from various perspectives and tested the historical accuracy of a movie about Gallipoli. Perhaps they have also listened empathetically to some music about the war and its lasting impact on Australian society. If this module is used before Anzac Day, have students consider how they could begin to apply what they have learnt. Allow time for them to encounter both the need for more content knowledge and the need for practical information, like the phone number of the local RSL.

#### Support materials and references

Use the strategies outlined in the booklet 'Valuing our veterans' to involve students in gathering Australia's war memories. The booklet is part of the kit *Their Service — Our Heritage* (Department of Veterans' Affairs 1998). It was distributed to all schools.

Involve students in planning the school's Anzac Day events. This will assist with demonstrations of learning outcomes TCC 5.3 and TCC 5.4. Include some discussions with veterans from any of the conflicts that have involved Australia.

As part of some authentic and possibly assessable experiences with adult members of the school community, some students could write a short speech to be delivered at an Anzac Day ceremony. Others may create an Anzac Day awareness kit to publicise Anzac Day and the school's Anzac Day ceremony. The kit could advise students organising future Anzac Day ceremonies how to launch a media campaign, invite dignitaries and so on. There could also be advice about how to make Anzac Day as inclusive as possible.

### Phase 3 Looking deeper: The home front

**Core learning outcome emphasis:** TCC 5.2, TCC 5.4, TCC 5.5, CI 5.2 (TCC 5.3 is also revisited for some students.)

This phase requires students to revisit previous phases and form general impressions about the reactions within Australian society to the outbreak of war. Previously listed resources can be used but students should be provided with some primary source material that offers a range of perspectives. Students may also gather their own primary source evidence including patriotic propaganda.

#### Focus questions:

- What was Australian society like during wartime?
- What were the experiences of people on the home front?
- How are the rights and responsibilities of citizens affected when the nation is at war?
- How did World War I change the ideas of people at home about Australia and the role of immigrants and women within Australian society?

### Activity 12 Reconsidering community reactions

In small groups, students revisit previous learning experiences and complete some brief research to identify evidence of how the community reacted to the outbreak of World War I. Students organise their findings as notes.

Groups report their findings which are developed into a class response presented as three paragraphs based on categories of responses — for example, reactions by politicians, citizens, pacifists.

### Activity 13 Aliens in Australia: A dialogue

Assist students to develop their communication skills through an explanation of the reaction of the Australian public towards various ethnic groups during wartime. Provide students with information on government policies and the experiences of ethnic groups. Ask students to answer the following questions:

- What is meant by the phrase ‘the enemy within’?
- What government policies were implemented to deal with the enemy within?
- How was propaganda used to develop a sense of fear? What other use did patriotic propaganda have?
- What happened to people of ‘enemy’ backgrounds during wartime?

Organise a class debate based on the internment of various ethnic groups in Australia during wartime. This activity could be organised as a forum with students allocated a certain perspective to present or it may take the role of a structured debate with students organised in teams.

Alternatively, or in addition to a debate, ask students to identify values inherent in historical sources to reveal who benefits from or who is disadvantaged by particular heritages (TCC 5.5) by:

- writing a letter to the editor highlighting the experiences of ethnic groups labelled as ‘the enemy within’ in wartime Australia
- photographing street and placenames that may have changed due to Australia’s war experience and presenting them as a collage
- drawing a diagram incorporating cartoon elements which explains how the consequences of World War I contributed to the development of a cohesive society.

While completing these tasks, students may also be asked to demonstrate TCC 5.4.

### Activity 14 Conscripted

If three or four students have not yet demonstrated TCC 5.3, ask them to use a computer and/or library and collaboratively locate and systematically record information about the contributions of Billy Hughes and Archbishop Mannix to the 1916 and 1917 referendums. Remind them of previous attempts to demonstrate TCC 5.3, and ask them to recall the feedback they received at that those times. Other students could be provided with the referendum question of 1916:

Are you in favour of the Government having, in this grave emergency, the same compulsory powers over citizens in regard to requiring their military service, for the term of this War, outside the Commonwealth, as it now has in regard to military service within the Commonwealth?

Ask students to reconsider the reasons for Australian involvement in the war and the huge losses of life which had occurred by 1916. Explain how to vote in a referendum then ask them to vote on the 1916 question. Count the results and express as percentages. Have several students explain why they voted as they did.

Ask the ‘conscripted’ group which researched Hughes and Mannix to provide an oral report and submit their systematic records for assessment.

Reveal the results of the national poll held on 28 October 1916, which recorded 1 087 557 votes for and 1 160 033 against. This was a ‘no’ majority of just 72 476 votes. The troops in Europe voted 72 399 for conscription and 58 894 against. (For more information see the National Archives of Australia website.)

Ask students to record short answers to the following:

- Why did a majority of Australians vote against conscription in 1916 and again in 1917?
- What were the possible consequences of Australia’s involvement in World War I on the development of a cohesive society? (TCC 5.4)

**Support  
materials and  
references**

These answers could be collected with students using pseudonyms, then redistributed around the class for correcting and comment. Then re-collect, check overnight and, to ensure anonymity, allow students to collect their own the next day via a box.

### Activity 15 Women at war: An analysis

Students could research the various roles of women during wartime. They could use print and audiovisual sources, including statistics and records. This could assist them to demonstrate all of the learning outcomes listed previously. Areas to research could include nurses, activists, volunteers, housewives and, though few in World War I, industrial workers and service women.

Use the following questions as a focus for the research:

- How were women portrayed in the media?
- How were women characterised by propaganda during wartime?
- How did the conscription debate increase the public voice of Australian women?
- What areas of the workforce witnessed the largest increase of participation by women?
- What roles did women play in the armed services?
- How did the war influence the home life of women?

Students draw conclusions about the contributions of women during wartime and suggest how these experiences may have changed the role of women permanently.

#### Support materials and references

Provide a brief interpretation of the relevance of the Anzac heritage for women. Students could then join a class discussion about this interpretation where a requirement for participation is that some evidence be mentioned. *What Did You Do in the War, Mummy?* (Gurry et al. 1987) is an excellent resource.

Students could then create a drawing, flow chart and/or collage, electronically or on an OHT, to represent the situation for women before and after this period of rapid change (TCC 5.2). It may be, of course, that following their experiences in this activity, students' representations depict very little change in the situations of most Australian women after World War I.

### Activity 16 Judging our Anzac heritage

Students identify learning outcomes they have yet to demonstrate and negotiate to select *one* of the following activities:

- Plan a community awareness campaign to emphasise the important roles played by Australians on the home front. (CI 5.2)
- Write an argumentative essay about whether the Anzac legend has produced more advantages or disadvantages for Australians. (TCC 5.5, TCC 5.4)
- Design a series of print or audiovisual advertisements to inform young people about the contributions of Australians on the home front during World War I and the effect of their efforts on Australian society. (CI 5.2)
- Write a speech to be delivered on Anzac Day that details the achievements of Australians on the home front during World War I. (CI 5.2)
- Create a visual representation that represents the Australian identity before and after World War I. (TCC 5.2)
- Form groups to identify contributions of people on the battlefields and on the home front during World War I. Collaborate to locate and systematically record information. Provide evidence of this collaboration. (TCC 5.3)

## Phase 4 Valuing our heritage

**Core learning outcome emphasis: TCC 5.3, TCC 5.4, TCC 5.5, CI 5.2**

In this phase students use one or two of the focus questions to consider what they have learnt during the module. They use these considerations to decide how they and their community might participate in public activities to value Australian heritages. Students complete assessment and revise for a class test.

**Focus questions:**

- Did Australia's involvement in World War I assist in the development of a cohesive society?
- According to historical sources, who has benefited from and who has been disadvantaged by the Anzac heritage?
- How should Australian society acknowledge the contributions of veterans and citizens during wartime?
- How can Australia modify its national images and identity to create more accurate representations?

### Activity 17 One day of the year: A reflection

**Support materials and references**

Distribute different historical sources among the class. It is not necessary for every student to see all sources. The sources could include:

- taped extracts from interviews with older Australians regarding what they think about Anzac Day
- photocopied extracts from textbooks or websites concerning the Anzac legend
- a segment from a video of a production of the play *The One Day of the Year* by Alan Seymour
- pertinent documents already encountered in class
- *Harry's War*, a short movie about Indigenous soldiers in World War II.

Remind students of Activity 10 and what it means to 'identify values inherent in historical sources' (TCC 5.5). In groups, students analyse their sources to reveal the values as listed in Activity 10 and who, according to the source, may have been advantaged or disadvantaged by the Anzac heritage.

Groups report their findings (orally or in writing), acknowledging whether, for the purposes of this inquiry, their source was a primary or secondary source.

Conduct a class debate or forum on what parts of this heritage are worth valuing.

### Activity 18 What have we learnt and what can we do?

Remind students of activities that dealt with the contributions of Australians during wartime and brainstorm a class concept map listing these contributions (TCC 5.3).

While this is occurring, give a small group of students a different task sheet requiring them to consider whether anyone may be left out of the concept map. This group:

- reflects on earlier discussions of the Australian image and develops a list of members of the Australian community who may still be left out of the images
- develops a concept map that is inclusive of many Australian images, including Aborigines and Torres Strait Islanders.

Most students continue to develop the concept map, adding reasons why the contributions were important.

The small group of students share their findings with the rest of the class. Students discuss the inclusivity of concept maps created so far and what modifications may be needed. Add to the 'story' to ensure that Aborigines and Torres Strait Islanders as well as women are included among the combat and home-front veterans. Other potentially marginalised groups, including ethnic groups, children and teenagers, could also be included.

**Support materials and references**

Students discuss how veterans of combat and the home front are currently recognised by the Australian community. Stained-glass images from the Australian War Memorial are shown in a video from the kit *What Did You Do in the War, Mummy?* (Gurry et al. 1987). Other images may be found in local memorials. Students suggest ways in which this recognition could be improved or altered (CI 5.2). They explain the consequences of Australia's involvement in World War I for the development of a cohesive society (TCC 5.4).

Students form small groups and develop an action plan for one of the strategies suggested in class or group discussion. These plans may have already begun in Activity 11 and can now be refined. Examples of strategies include:

- planning a school Anzac Day ceremony
- organising participation in a community ceremony for Anzac Day, Remembrance Day or VP Day
- designing posters, electronic presentations or other artwork to inform other students about the contributions of veterans
- participating in gathering oral histories related to wartime to improve the resources of the school library
- restoring or maintaining the local war memorial
- developing a website related to veterans and the home front
- creating a photographic essay of significant wartime people and locations in the local area
- developing an information brochure on the contributions of local residents in wartime
- creating a display for the school foyer or local shopping centre to inform visitors or the public about the contributions of veterans
- writing a letter to the Minister for Veterans' Affairs outlining some of the wartime contributions of Aborigines and Torres Strait Islanders and offering suggestions of ways to increase public knowledge of their service and contributions.

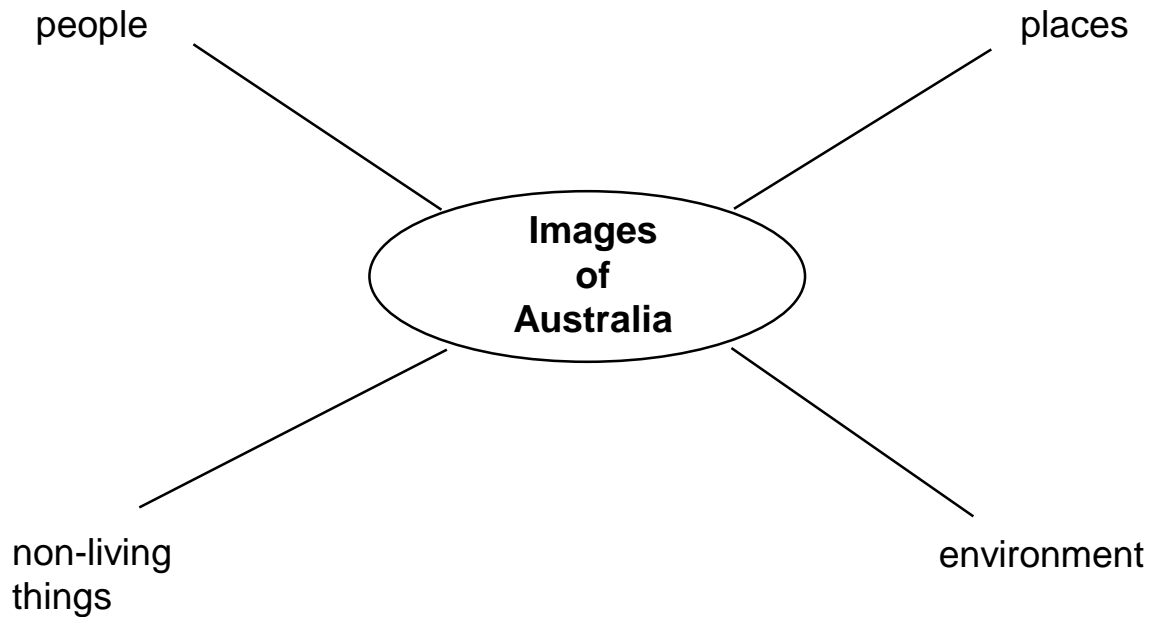
**Support materials and references****Teaching considerations**

Useful resources include the booklet 'Valuing our veterans' from the Commonwealth Department of Veterans' Affairs kit *Their Service — Our Heritage*. Demonstrations of TCC 5.4 can occur throughout this module. The remaining activity of this module could be incorporated here.

### Activity 19 Assessment time

**Resource 4**

Provide class time to allow students to complete assessment tasks. As explained to students in Resource 4, much of their assessment will already have occurred. However, additional time may be provided to allow some or all students to complete task 1. Students could also revise for the class test (task 2 on Resource 4) during this time.

**Australian images: Concept map****Resource 1****Australian images: Group task****Resource 2****Instructions**

In small groups, study the material presented in the stimulus materials and respond to the following questions for each of them. You will need to nominate one member of the group as the recorder and another member to report back to the class.

**Questions**

1. Is this image of present-day Australia or the past?
2. What evidence can you use to place this material in a particular time period?
3. What is the image of Australia given by the material?
4. Does this material present an Australian image that is accurate? Give reasons for your answer.
5. What are some of the common elements of images of Australia's past?

**Australian speeches from August 1914****Resource 3**

As the situation in Europe worsened, it looked as if Britain would declare war on Germany. In Australia a federal election was due in September 1914. In election speeches the Prime Minister and the Leader of the Opposition mentioned the possibility of war in the following ways:

**Prime Minister Joseph Cook**

I hope that the negotiations going on will result in peace ... but if it is to be war ... you and I shall be in it ... if the old country is at war so are we.

*Argus*, 3 August 1914, quoted in Crowley, F. 1973, *Australia in Documents*, vol. 2, Wren Publishing, Melbourne, p. 215.

**Leader of the Opposition Andrew Fisher**

Turn your eyes to the European situation, and give the kindest feelings towards the mother country at this time ... should the worst happen after everything has been done that honour will permit, Australians will stand beside our own to help and defend her to our last man and our last shilling.

*Argus*, 1 August 1914, quoted in Crowley, F. 1973, *Australia in Documents*, vol. 2, Wren Publishing, Melbourne, p. 214.

According to the *Argus* newspaper, both of these speeches received loud applause from members of the public. On 4 August, war broke out between Britain and Germany and on 5 August the Australian Prime Minister announced that Australia was at war. All over Australia, community leaders organised patriotic demonstrations where the national anthem 'God Save the King' was sung enthusiastically. In the Albert Street Methodist Church in Brisbane, the Mayor, George Down, gave this speech to an overcrowded meeting:

**Mayor of Brisbane George Down**

... the mother country had been drawn into the conflict now raging through no fault of her own ... but ... she was in honour bound compelled to stand by those nations with which she had treaties. (Applause)

*Courier*, 10 August 1914, quoted in Crowley, F. 1973, *Australia in Documents*, vol. 2, Wren Publishing, Melbourne, p. 217.



**Student assessment tasks: Anzac Cove to Anzac Day****Resource 4**

**Student name:** \_\_\_\_\_

This topic will last for about five weeks. By the time it is completed you are expected to have:

- represented situations before and after a period of rapid change (TCC 5.2)
- collaborated to locate and systematically record information about the contributions of people in diverse past settings (TCC 5.3)
- explained the consequences of Australia’s international relations on the development of a cohesive society (TCC 5.4)
- identified values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages (TCC 5.5)
- devised practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community (CI 5.2).

These expected outcomes will be explained in more detail by your teacher. How they are related to learning outcomes at Level 6 will also be explained.

You are to demonstrate them in two ways:

1. Submit **creations** to your teacher.
2. Complete a 30-minute **test** at the end of the unit.

During preparation for these two pieces of assessment, you will reflect on your participation in group work and your teacher will **observe** your participation in group work. Your reflection and teacher observation will be used when making decisions about whether you have demonstrated learning outcome TCC 5.3.

### 1. Creations

Creations may be submitted at different times throughout the next five weeks. These will be used to assess learning outcomes CI 5.2 and TCC 5.2. Creations may be concept maps, posters, advertisements and/or speeches. You may write, draw, speak and/or develop computer activities. You will be told later exactly what your creation is to be about, but it will involve the Australian identity or the home front in World War I.

**Due dates:** You will have some choice in this, and after discussion with your teacher you may be required to hand in your work during Phase 1 (about \_\_/\_\_/\_\_) or Phase 3 (about \_\_/\_\_/\_\_) or you may be asked to submit work in both phases. Students will not all be submitting work at the same time.

The following criteria sheet should be submitted with your final assessment.



**Student assessment tasks: Anzac Cove to Anzac Day (continued)**

**Resource 4**

**2. Class test**

The class test will be held on \_\_/\_\_/\_\_. It will:

- assess your demonstration of learning outcomes TCC 5.4 and TCC 5.5
- last for 30 minutes
- require short written answers
- be a closed book test needing some response to historical sources that will be provided.

To prepare for this test you will need to:

- learn the meanings of the following terms. The first has been started for you.
  - A *cohesive society* is one where many people share the same ideas and values and where people get on well with one another.
  - There are *values* in all sources of information — for example ...
  - A *heritage* of a society is ...
  - *International relations* means ...
  - *Dominated* means ...
- make summaries throughout the unit on anything you see that is closely related to learning outcomes TCC 5.4 or TCC 5.5 — that is, you will need to make summaries of any information concerning:
  - how Australia’s involvement in World War I affected the development of a cohesive society (You will touch on this during work on CI 5.2.)
  - what an historical source reveals about who benefits from or is disadvantaged by particular heritages. This could be recorded in a table, such as the following:

Historical source	Heritage	Who benefits?	Who is disadvantaged?

(**Note:** Your summaries, which could be in note, table or other form, should be filed separately from your other work.)

- practise communicating in short, accurate, written sentences and paragraphs.



**Student assessment tasks: Anzac Cove to Anzac Day  
(continued)**

**Resource 4**

**Class Test (continued)**

<p>3. Study the two historical sources provided. <i>(Teacher to insert those that students have seen before and are relevant to work covered in class.)</i>                  Circle any of the following values which you can see in Source 1:  <i>(Teacher to insert two or three values and one or two distractors that are not values</i>                  – <i>insert</i>                  – <i>insert</i>                  – <i>insert</i>                  – <i>insert</i>)</p> <p>4. Explain where you see one of these values in Source 1.                  I see the value of _____ in Source 1 through/when ...</p> <p>5. Explain where you see a different value in Source 2.                  I see the value of _____ in Source 2 through/when ...</p> <p>6. Both of these sources are associated with an Australian heritage.                  Describe that heritage.</p> <p>7. Name a group who may benefit from the heritage you described in Question 6. _____</p> <p>8. Name a group who may be disadvantaged by the heritage you described in Question 6. _____</p> <p>9. Briefly explain your reasons for your answer to <i>either</i> Question 7 or 8                  (Circle which one.)</p>	<p><b>TCC 5.5</b></p> <p><b>H      O      S</b>  <input type="checkbox"/>    <input type="checkbox"/>    <input type="checkbox"/></p>
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## Support materials and references

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**Kits (including audiovisual)**

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Bogle, E., 'And the Band Played Waltzing Matilda', 'The Green Fields of France' (music or sheet music).

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**Electronic****Websites**

(All websites listed were accessed in May 2002.)

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Follow the link to NLA Pictorial Collection.

National Library of Australia, *Register of Australian Archives and Manuscripts*. [www.nla.gov.au/raam/](http://www.nla.gov.au/raam/)

University of Texas, *Map Collection (Historical)*. [www.lib.utexas.edu/Libs/PCL/Map\\_collection/historical/](http://www.lib.utexas.edu/Libs/PCL/Map_collection/historical/)

**Films**

The Australian Film Institute has a number of relevant titles including *Private John Simpson*, *Coo-ee* and *Harry's War*. The latter, from Seahorse Productions (1999), concerns two Indigenous soldiers and looks at issues of citizenship, set in World War II. Contact the Institute on (03) 9696 1844.

Film Australia has a number of relevant titles. Visit its website at [www.filmaust.com.au](http://www.filmaust.com.au) or call (02) 9413 8777.

*Gallipoli* (1 hour 50 minutes), the 1981 drama directed by Peter Weir and starring Mel Gibson, remains a classic. Available at video outlets.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**  
***Years 1 to 10 Studies of Society and Environment Syllabus***  
***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***  
***Studies of Society and Environment Initial In-service Materials***

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