

## EPISODE 10: 1918: BERTIE

### History: teaching strategies

Unit focus: Australian History

Year level: Years 3–6

#### The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past
- 3 How did people live in other places?
- 4 How has the past influenced the present?

#### Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills, which include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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## **EPISODE CLIP: ON 'TICK'**

### **ACTIVITY 1: FIRST WORLD WAR**

#### **Subthemes: Australians at war; Historical events**

For Australia, the First World War remains the most costly conflict in terms of casualties and deaths. In 1914 the population of Australia was much smaller than that of Great Britain or European countries such as France and Germany. Of the 416,809 men who enlisted to fight 60,000 were killed and 156,000 were wounded, gassed, or taken prisoner. Discuss these statistics with students and discover more about Australia's commitment to the war effort by visiting the Australian War Memorial, <http://www.awm.gov.au>

#### **Discover**

- The impact and legacy of the First World War (1914–18): facts check. Students can work in pairs or small groups to find out more about why Australians fought in the war and the extent of their participation. They will need to research and note down at least ten related statistics and represent these facts visually in a chart or graph. The charts and graphs could include statistics on the following:
  - 1 the countries who were the 'allies' and those who were the 'enemy'
  - 2 ages of Australian servicemen sent to war
  - 3 number and percentage of 'conscripted' compared to 'enlisted' servicemen
  - 4 servicemen who returned as amputees compared to those with other injuries
  - 5 number and percentage of Australian combat deaths compared to other countries involved in the conflict
  - 6 number of medals awarded to soldiers for bravery, and the different types of medals given
  - 7 names and accomplishments of First World War Victoria Cross recipients
  - 8 number of women who served as nurses or in other roles
  - 9 approximate number of Indigenous servicemen.
- Students choose one statistic they have collected from researching the items above and convert it into a separate graph or chart. Each student in the class should have a different item. These charts are then bound together to make a statistical record book of Australia during the First World War.

#### **Download**

- Student Activity Sheet H10.1: First World War statistics

### **ACTIVITY 2: CASUALTIES OF WAR**

#### **Subtheme: Australians at war**

During the First World War the enormous number of patients with serious injuries, often requiring amputations, led to major advances in the area of orthopaedics and in the technology of prosthetic limbs.

### Discover

Teachers should consider whether the following activities are appropriate for their classes.

- Find out the major causes of injuries in the war, including the causes for the loss of limbs and eyes. Have the types of weapons and conditions of war changed the type of injuries inflicted in wars today? How do you know this?

### Reflect

- Students choose from the following topics to compile a mini project on an A3 poster.
  - 1 Weapons and exploding devices caused horrendous injuries and loss of life in the First World War. Research information about the weaponry used by both sides.
  - 2 Many prosthetic limbs were needed during the First World War but who made them? Find out more about the doctors and specialist technicians in Australia at this time.
  - 3 Returned soldiers were repatriated in hospitals and makeshift care facilities when they returned from war. Find out more about where these hospitals were and how they assisted returned injured servicemen. Who staffed the hospitals?
  - 4 What institution was set up to support the returned soldier?
  - 5 How did Australia recompense returned servicemen for their commitment to the war effort?
  - 6 How were Indigenous people treated by the government when they returned from the war?
- Visit these websites:
  - 1 Returned and Services League of Australia, <http://www.rsl.org.au>
  - 2 Australian War Memorial: The ANZAC Day tradition, [http://www.awm.gov.au/commemoration/anzac/anzac\\_tradition.asp](http://www.awm.gov.au/commemoration/anzac/anzac_tradition.asp)
  - 3 Screen Australia, <http://www.filmaust.com.au/monash>
  - 4 (This website is aimed at secondary and tertiary users.)

### Download

- Student Activity Sheet H10.2: Information poster: war injuries

## ACTIVITY 3: WARTIME CURRENCY

### Subthemes: Australians at war; Currency

The Museum of Australian Currency Notes website includes information on currency in Australia from 1901 to the present. View the website with your class and discuss the changes in design and artwork of the notes. Examine carefully the different timelines on the website, taking particular note of developments during the First World War. Discuss the characteristics and special features of coins and notes and consider why old coins and notes are so collectable today.

Museum of Australian Currency Notes, [http://www.rba.gov.au/Museum/Timeline/1901\\_1920.html](http://www.rba.gov.au/Museum/Timeline/1901_1920.html)  
(Select 'Displays' for designs of Australian notes.)

### Discover

- Ask students to look closely at the designs and artwork on notes between 1901 and 1920. The pictures are downloadable from the Museum of Australian Currency Notes website. Have students choose one note and or a coin create a factual mind map outlining the important characteristics and special features of the note. Students should focus on the following:



- 1 Why were emblems used?
- 2 Why were serial numbers used?
- 3 What types of markings were used to make the notes distinctly Australian?
- 4 Why do the notes depict important people or events?
- 5 How collectable is the note today?

### **Reflect**

- Students should design their own note for the 1910–1919 era, depicting something or someone significant from the time.

### **Download**

- Student Activity Sheet H10.3: Design a banknote

## **EPISODE CLIP: IMPACT OF WAR**

### **ACTIVITY 4: INDIGENOUS SOLDIERS**

#### **Subthemes: Australians at war; Indigenous perspectives**

We will never know the exact number of Indigenous men who served in the First World War as many did not list their background due to fear of discrimination. The government did not at first permit Indigenous Australians to enlist, although restrictions were later eased. Regardless of this prejudice, more than 400 Indigenous people did decide to enlist and fought for their country alongside fellow Australian soldiers. However, they did not receive the same benefits as non-Indigenous soldiers upon their return home.

### **Discover**

- As a class, watch 'The Forgotten' by Glen Stasiuk, a 40-minute documentary highlighting the Indigenous soldiers in the Australian Armed Forces. The DVD is available for purchase from Message Stick – The Forgotten, <http://www.abc.net.au/tv/messagestick/stories/s820390.htm>
- Discuss the contribution of Indigenous servicemen and servicewomen as outlined in the film.

### **Reflect**

- Once students have learned more about the conditions awaiting returned soldiers, ask them to write a letter to the editor of the local newspaper, protesting about the inequality of the treatment of Indigenous soldiers, such as Sid, and non-Indigenous soldiers after they returned from the First World War.

### **Download**

- Student Activity Sheet H10.4: Letter to the editor

## ACTIVITY 5: PREJUDICE

**Subthemes: Australians at war; Gender roles and stereotypes; Indigenous perspectives**

Indigenous Australians have served in all conflicts undertaken by the Australian Defence Forces, even when denied rights such as the right to vote in many states and territories, or access to the returned servicemen's pension.

### Discover

- Ask students: what would it feel like to be discriminated against? Discuss this concept and ask students to draw on any personal experiences they may have of being discriminated against. Use a Y-Chart to express their view on the following focus questions:
  - 1 What does discrimination look like?
  - 2 What does discrimination feel like?
  - 3 What does discrimination sound like?

### Reflect

- Students watch the clip 'Impact of war' again, this time focusing on the body language and voices of Bertie, Sid and Mr Watson. Using the Student Activity Sheet provided, they should respond to the questions on what discrimination looks like and sounds like, using examples observed in the clip. All responses can be shared with the class.

### Download

- Student Activity Sheet: H10.5: Discrimination conflict wheel

## EPISODE CLIP: ARMISTICE

### ACTIVITY 6: ARMISTICE DAY

**Subthemes: Australians at war; Historical events**

The end of the First World War brought much joy and sorrow to many Australian families. Few were untouched by the war and many had experienced the loss of a loved one, or the homecoming of returned servicemen or servicewomen with serious injuries. In this episode Bertie feels the bitterness of the loss of his father and his neighbour Freddie, and happiness at the return of his injured brother.

### Discover

- Find out more about the First World War Armistice Day by visiting the following web sites:
  - 1 Australian War Memorial, <http://www.awm.gov.au>
  - 2 Museum of Australian Currency Notes, [http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio\\_sir\\_john\\_monash.html](http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio_sir_john_monash.html)
  - 3 Screen Australia: Digital Learning, <http://dl.screenaustralia.gov.au/module/1576>
  - 4 Download the clip titled 'Monash – The Forgotten Anzac', for students to watch. Students should take notes on dates and facts.
  - 5 Screen Australia, <http://www.filmaust.com.au/monash> (This is aimed at secondary and tertiary users.)

### Reflect

- Students construct an oral First World War timeline spanning the era from the beginning of the war through to Armistice Day. Students research one of the following topics in small groups:
  - 1 Find a story about what happened on Armistice Day.
  - 2 Who was involved in making Armistice a reality? Where and when did this happen?
  - 3 How was the news of the Armistice made known in Australia?
  - 4 What did the Australian population do to celebrate Armistice?
- Information gathered should be presented as fact sheets with point-form information and pictures. Information should be read out by each group in chronological order and recorded. The result will be an oral factual timeline.

### Download

- Student Activity Sheet H10.6: Create an oral timeline

## ACTIVITY 7: ANZAC DAY

### Subthemes: Australians at war; Celebrations; Historical events

'It's a long way to Tipperary' was a famous celebratory song from the First World War and is the background audio for this episode. This song was one of many propaganda and sentimental songs used to encourage soldiers to do their duty, remember home and families and commemorate achievements. Anzac Day became a special event for commemorating the campaigns of not only the First World War, but for all wars Australians have been involved in.

### Discover

- Find out more about Anzac Day and how it has shaped the Australian nation.
  - 1 What do the letters 'A', 'N', 'Z', 'A' and 'C' stand for?
  - 2 What is the importance of the Gallipoli campaign?
  - 3 What is the symbol of Anzac Day?
  - 4 When does Anzac Day occur?
  - 5 What happens on Anzac Day?
  - 6 Why is Anzac Day so important for Australians?
- Use the following websites as a guide to class discussions:
  - 1 Australian War Museum, <http://www.awm.gov.au>
  - 2 ANZAC DAY, <http://www.anzacday.org.au>

### Reflect

- Students create a commemorative booklet about the Anzac campaign. The booklet should include the following:
  - 1 introduction, including brief historical facts, timeline, and diagrams of the campaign
  - 2 images and annotations
  - 3 statistics about injuries and the loss of life
  - 4 how the event is commemorated of the event in Anzac Day marches and celebrations
  - 5 symbols of the campaign



- 6 personal story or recount about a family member who was involved, or the retelling of a researched soldier's bravery
  - 7 personal response to the importance of remembering the Anzacs.
- Each pair of students could prepare a booklet as a school resource to celebrate Anzac Day. The booklet could be published or be in digital form.

### **Download**

- Student Activity Sheet H10.7: Anzac Day: a commemorative booklet

## **ACTIVITY 8: TIPPERARY**

**Subthemes: Art, music and literature; Australians at war; Celebrations**

### **Discover**

- Investigate the music of the 1920s. Jazz, ragtime and Broadway musicals were popular genres of this era. The First World War stimulated the entertainment industry to produce music that celebrated success and freedom. In post-war Australia the influence of music and dance from the USA and Britain was evident and new styles captured the imagination of the young returned servicemen and servicewomen.

### **Reflect**

- Research and explore music websites showcasing music of the early 1920s. Discuss why jazz and ragtime music became so popular and why music became important in the recovery after the First World War. Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found at these sites:
  - 1 1920's Music, <http://www.1920-30.com/music>
  - 2 Australian Government Culture Portal: Australian dance, <http://www.cultureandrecreation.gov.au/articles/dance>
  - 3 OzJazz 50, [http://users.tpg.com.au/sykespi/ozjazz/ozjazz\\_history.html](http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html)
- Students could research the history of one or all of these topics: popular musicians and bands; popular musicians; the impact of radio on the music industry.
  - 1 How did people in 1920s listen to music?
  - 2 What type of machine was used to listen to music?
  - 3 How did people buy music?
  - 4 Where did people listen to music?

### **Download**

- Student Activity Sheet H10.8: Music in the 1920s



## Aligned resources

1920's Music, <http://www.1920-30.com/music>

Anzac Day, <http://www.anzacday.org.au>

Australian Government Culture Portal: Australian dance,  
<http://www.cultureandrecreation.gov.au/articles/dance>

Australian War Memorial, [http://www.awm.gov.au/commemoration/anzac/anzac\\_tradition.asp](http://www.awm.gov.au/commemoration/anzac/anzac_tradition.asp)

Australian War Memorial, <http://www.awm.gov.au>

Creative Spirits — The art of touching spirit and soul, <http://www.creativespirits.info>

Museum of Australian Currency Notes,

[http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio\\_sir\\_john\\_monash.html](http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/bio_sir_john_monash.html)

Museum of Australian Currency Notes, [http://www.rba.gov.au/Museum/Timeline/1901\\_1920.html](http://www.rba.gov.au/Museum/Timeline/1901_1920.html)

Museum of Victoria: The biggest Family Album in Australia, <http://museumvictoria.com.au/bfa>

Museum of Victoria: Imagining Australia 1914–1918, <http://museumvictoria.com.au/ww1>

OzJazz 50, [http://users.tpg.com.au/sykespi/ozjazz/ozjazz\\_history.html](http://users.tpg.com.au/sykespi/ozjazz/ozjazz_history.html)

Returned and Services League of Australia, <http://www.rsl.org.au>

Screen Australia, <http://www.filmaust.com.au/monash> (this is aimed at secondary and tertiary users)

Screen Australia, <http://dl.screenaustralia.gov.au/module/1576>





## First World War statistics

- 1 Work in pairs or small groups to find out more about Australia's involvement in the First World War. You will need to research and note down at least ten statistics based on Australia's participation in the war. You will visually represent these facts to make a chart or graph. The charts and graphs can relate to:

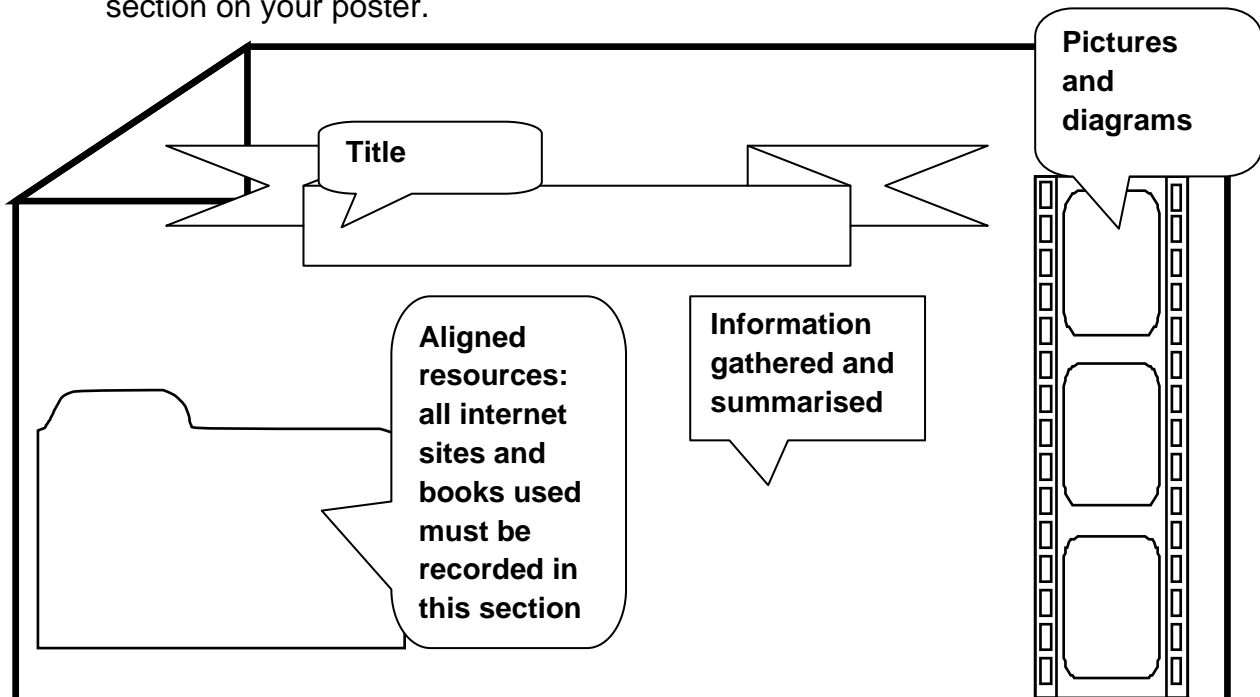
| Items for investigation   | Statistics |
|---|------------|
| The countries who were the 'allies' and those who were the 'enemy'                                |            |
| Ages of Australian servicemen sent to war   |            |
| Number and percentage of 'conscripted' compared to 'enlisted' servicemen                          |            |
| Servicemen who returned as amputees compared to those with other injuries                         |            |
| Number and percentage of Australian combat deaths compared to other countries involved in the war |            |
| Number of medals awarded to soldiers for bravery and the different types of medals given          |            |
| The names and accomplishments of First World War Victoria Cross recipients                        |            |
| Number of women who served as nurses or in other roles  |            |
| Approximate number of Indigenous servicemen   |            |

- 2 Choose one statistic to convert into a graph or chart. The charts will then be bound together as a statistical record book of Australia during the First World War.



## Information poster: war injuries

- 1 Choose from the following subject areas to compile a mini project on an A3 poster.
  - a Weapons and exploding devices caused the horrendous injuries and loss of life for servicemen in the First World War. Research information about weaponry used by both sides.
  - b Many prosthetic needed during the war, but who made them? Find out more about the doctors and specialist technicians in Australia at this time.
  - c Returned soldiers were repatriated in hospitals and makeshift care facilities when they returned from war. Find out more about where these hospitals were and how they assisted returned injured servicemen. Who staffed the hospitals?
  - d What institution was set up to support the returned soldier?
  - e How did Australia recompense returned servicemen for their commitment to the war effort?
  - f How were Indigenous people treated by the government when they returned from war?
- 2 Your poster should include factual information and diagrams. The source of material downloaded from the internet must be added to the Aligned resources section on your poster.



## Design a banknote

- 1 Research the Australian notes available to the public between 1901 and 1920. The pictures are downloadable from the Reserve Bank of Australia at <http://www.rba.gov.au>
- 2 Choose one note between 1901 and 1920 and create a factual mind map outlining the important characteristics and special features on the note. Use the following focus questions as a guide:
  - a Why were emblems used on notes?
  - b Why were serial numbers used on notes?
  - c What types of markings are used to make the notes distinctly Australian?
  - d Why do notes depict important people or events?
  - e How collectable is the note you have chosen?

Here is an example.



Who is in the picture?

This is the serial number.

What are these special markings?

This is important information.

- 3 Design your own note of that era, depicting something or someone significant of the time.



## Letter to the editor

Write a letter to the editor of a local paper protesting about the conditions awaiting Indigenous soldiers returning home after the First World War. Express your opinions and convey some of the facts you have discovered through your research on this topic.

Date:

Dear

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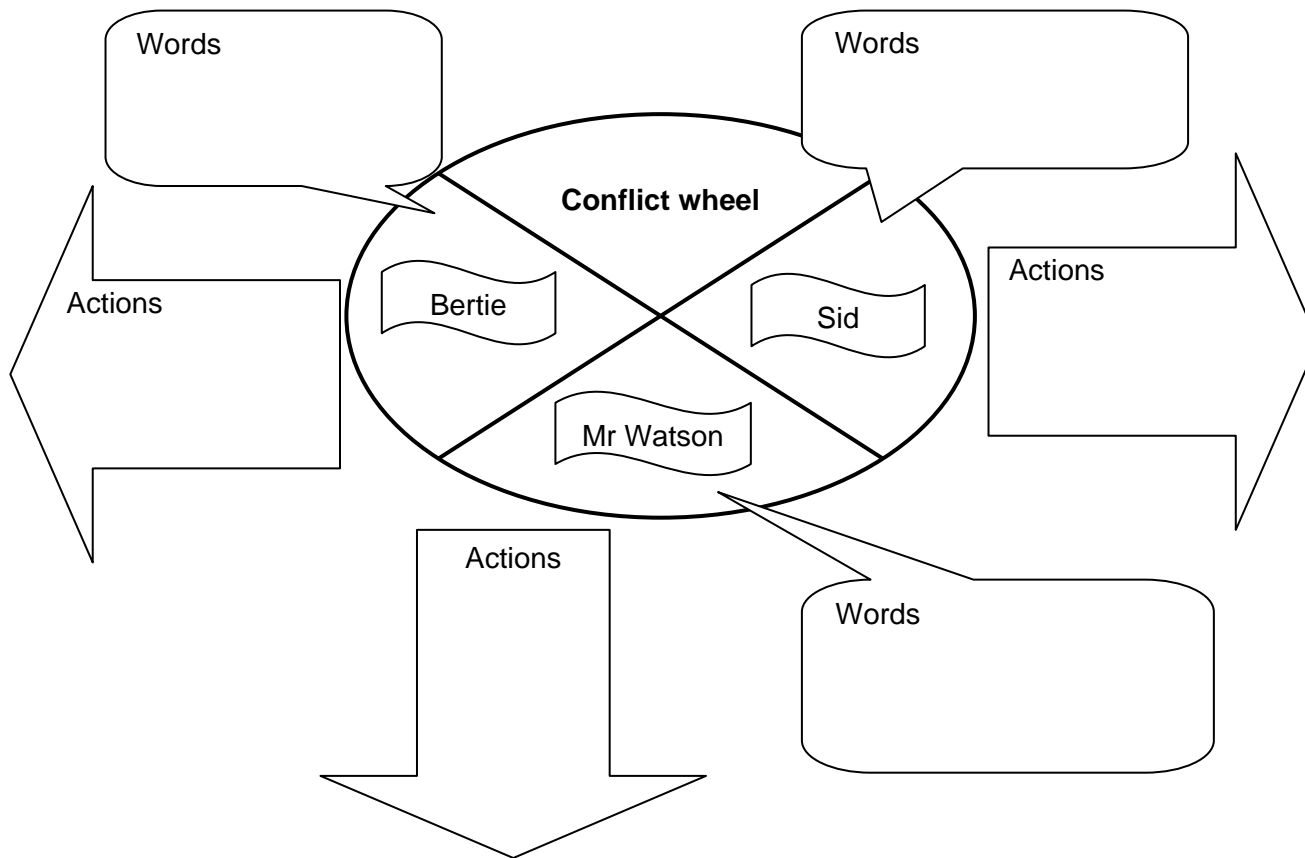
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Yours sincerely,



### Discrimination conflict wheel

Use the conflict wheel below to record how the characters in the clip 'Impact of war', deal with discrimination. Watch the clip and write down your thoughts on how each character responds with actions and words.





## Create an oral timeline

- 1 Research and present information on the First World War as an oral timeline. Work in small groups and choose one of the following topics to research.
  - a Find a story about what happened on Armistice Day.
  - b Who was involved, in making Armistice a reality? Where and when did this happen?
  - c How was the news of the Armistice made known in Australia?
  - d What did the Australian population do to celebrate Armistice?
  - e The information gathered should be presented as a fact sheet with summarised information and pictures. Use the template below as a guide.
- 2 Information should be read out by each group in chronological order with the presentation recorded using a device such as a laptop with microphone or video camera. Use the sample template below as a guide.

First World War: Armistice Day

|                      |           |                    |
|----------------------|-----------|--------------------|
| Facts:<br><br>Dates: | Pictures: | Other information: |
|----------------------|-----------|--------------------|



## **Anzac Day: a commemorative booklet**

- 1** Working with a partner, create a commemorative booklet about the Anzac campaign. The booklet should include the following:
  - a** an introduction including brief historical facts, a timeline and diagrams of the campaign
  - b** images and annotations
  - c** statistics about the loss of life and injuries
  - d** information on the commemoration of the event through Anzac Day march and celebration information
  - e** symbols of the campaign
  - f** a personal story in the form of a recount about a member of the family who was involved, or the retelling of a researched soldier's bravery
  - g** a personal response to the importance of remembering the Anzacs.
  
- 2** This completed booklet could be used as a school resource to celebrate Anzac Day. It can be published in print, or be created as a digital booklet.



## Music in the 1920s

- 1 In a small group, research the history of the music player. In the time before stereos, MP3 players and iPods what did people use in order to hear their favourite tunes?

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- 2 Research the history of one or all of these topics: popular musicians and bands; popular musicians; or the impact of radio on the music industry. Find out more about the non-electric phonographs Victrola and Graphanola, which were used to play the music in the era. Present your information on a poster or as a slideshow presentation. Use the following focus questions as a guide for your research:

a How did people in the 1920s listen to music?

\_\_\_\_\_

b What type of machine was used to listen to music?

\_\_\_\_\_

c How did people buy music?

\_\_\_\_\_

d Where did people listen to music?

\_\_\_\_\_

- 3 Research and explore music websites showcasing music of the early 1920s. Find out why jazz and ragtime music became so popular and why music was important in the recovery effort after the war.

\_\_\_\_\_

- 4 Look at the dance styles of the era and describe how they had changed from the pre-war era. Information can be found on these websites:

a 1920's Music, <http://www.1920-30.com/music>

b Australian Government Culture Portal: Australian dance,  
<http://www.cultureandrecreation.gov.au/articles/dance>

c OzJazz 50, [http://users.tpg.com.au/sykespj/ozjazz/ozjazz\\_history.html](http://users.tpg.com.au/sykespj/ozjazz/ozjazz_history.html)