In this depth study, students will investigate key aspects of World War I and the Australian experiences of the war, including the nature and significance of the war in world and Australian history.

This depth study MUST be completed by all students.
Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING
- An overview of the causes of World War I and the reasons why men enlisting to fight in the war.
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.
- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate).
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend.

HISTORICAL SKILLS
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical terms and concepts.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Evaluate and enhance these questions.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyse different historical interpretations (including their own).
- Develop skills, particularly descriptions and discussions that use evidence from a range of sources that are referenced.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Getting started

Start with a brainstorming activity. Ask students to write the word ‘war’ in the centre of a blank piece of paper and then write down everything that comes to mind when they see or hear that word. There are no right or wrong answers to this exercise. Give students at least one minute to do this task in silence. If you think students are struggling, you might suggest that they think of images or films they might have seen or stories they may have heard about war. Once students have completed their personal brainstorming activity, ask them to form small groups. Students are to elect one person as group leader and one person to write down responses. Students could then copy the following table and, scanning through their word list, see which of the categories (1–7) their words might fit into. Once their responses are written down, students can discuss each of the categories in the table and build an even bigger list of words associated with war.

The purpose of the activity is to gather and assess students’ prior knowledge about the impacts of wars generally. Show them then place this knowledge in context as they examine one war in particular—World War I.

World War I has been described as the ‘first modern war’, largely because it was the first war in which advanced machine guns, chemical warfare, tanks, attack aircraft and submarines were widely used. It was also the first ‘total war’, where nations mobilised all of their available resources for the war effort. Billions of people, mainly young men, lost their lives in this conflict, and towns, homes, businesses and farms were destroyed.

However, World War I was also a catalyst for great change. The map of Europe had been redrawn by 1919, as large empires dissolved and new nations arose from them. Much of the nature societies had experienced little to licence the war, and this almost the USA to emerge as the world's economic power. Soviet Russia was also formed, igniting a fears of communism across many western nations. The theme of the Treaty of Versailles also continued to influence the rise of fascism, and for other 20th century conflicts like World War II and the Vietnam War

Skillbooster: Images of war

Think about starting the lesson with the song ‘Oh what a lovely war’ and show the slides that accompany the song (see the e-book extras panel on this spread for the website). Ask students to compare images portrayed in the song with the reality of war shown in the image of the dead soldier on these opening pages.

Teaching tips

Ask students to speak to members of their immediate or extended family to discover whether any stories about World War I have been handed down through the generations of their family. Ask students to gather artefacts from their family members (for example medals, photographs or memorabilia) and present these family stories to the class.

5 Wars students know about

1 Effect of war (what can happen as a result of war)
2 Reasons for war (why wars start)
3 Personal experiences of war
4 Types of war or warfare
5 What war accomplishes, if anything
6 Famous people who come to mind when thinking about war—are these people admired today because of their involvement in a war?
7 What war know about

e-book extras

Enter the ID numbers below into the search field of your ebook to access these resources:
- ID05.01 blank glossary: World War I
- ID05.02 Weblink: ‘Oh what a lovely war’

Visit the World War I music and songs website, listen to the song ‘Oh what a lovely war’ and use the slideshow of images from World War I.
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- Develop texts, particularly descriptions and discussions of the past.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Develop and use a range of communication forms (oral, graphic, written) and digital technologies.

Getting started

Students might like to create their own timeline. There are timeline templates that can be used in Microsoft or students could construct a timeline by using one of the timelines found on the Internet (see the weblink in the ebook extras panel on this spread for an example).

Skillboost: Interactive Timeline

The interactive timeline for this chapter (see the link in the ebook extras panel on this spread) has video, links, and an array of supporting activities for students.

Students might also like to view the interactive timeline of Australian history by the National Film and Sound Archive (see the weblink in the ebook extras panel on this spread). This timeline shows what happened in each decade of Australian history.

bigpicture

World War I (1914–1918)

Wars have many different causes, so it is important to look at both long-term and short-term factors. The long-term causes of World War I can be traced back at least to the mid 19th century. These included tensions between the European powers, the creation of the alliance system, the arms race, the Balkan wars, and the rise of nationalism.

Long-term factors such as these often form the real basis for going to war, but in many instances it takes a catalyst to trigger outright conflict. In the case of World War I, this catalyst was the assassination of the heir to the throne of the Austro-Hungarian Empire. Less than two months later, all of the great powers of Europe were engaged in a bitter war that was to last more than four years.

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HISTORICAL SKILLS

• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

World War I (1914–1918)
Background to World War I

The Great War, or World War I, was referred to at the time—more caused by a complex interaction of factors that had been simmering for over 20 years. Nationalism, imperial expansion, competition for economic power, political change, and social and economic factors all contributed to the outbreak of this catastrophic war.

The causes of World War I are complex, and there is no one cause that can be pinpointed. However, several factors can be identified as contributing to the outbreak of war.

For your information

Students might be interested in the concept of royal intermarriage—where a member of royalty from one rulingdynasty married another member of another ruling dynasty. Marriages could guarantee peace between nations or might have had political benefits, securing alliances between nations and maybe even enhancing the prospect of acquiring territory.

Historical knowledge and understanding

A historical perspective on events and developments

1. Historians are often asked to look at past events and developments in order to understand why they happened. For example, why did Archduke Franz Ferdinand of Austria, heir to the Austrian throne, and his wife, Sophie, attend a peace conference in Sarajevo in 1914?

2. Historians use a range of sources to understand the past, including written records, photographs, and oral accounts. These sources can provide valuable insights into the motivations and actions of those involved in historical events.

3. Historians use a range of techniques to analyze and interpret the evidence they find, including timelines, maps, and timelines.

4. Historians use a range of formats to communicate their findings, including essays, reports, and presentations.

Teaching tips

Ask students to make a list of all the terms they do not understand as they work through this chapter, and help them to create their own definitions. Students may have difficulty with the following concepts:

Empire: a group of nations and/or areas, probably having different languages or cultures, ruled by a central power or leader.

Dominion: a self-governing territory of the British Commonwealth. Canada, Australia and New Zealand are examples of British dominions.

Political ideology: a set of ideas that might include goals, expectations and actions about the way we are to be governed.

Alliance: an agreement or friendship between two or more parties.

Assassination: to murder a person through a sudden and or secret attack, frequently for political or religious reasons.

Tyrant: the king or ruler of a nation.

Kaiser: German title that means emperor.

Once you have clarified the meaning of each of the terms, ask students to write a sentence that includes the word and also demonstrates the word’s meaning.

Skillbooster: Background tweet

Ask students to imagine that they are living in Britain in the 1870s. What do you think might have caused the tensions between nations and the Great Powers of Europe? Ask students to think about the following factors:

- Nationalism: the belief in the superiority of one’s nation and its culture.
- Imperialism: the desire to expand a nation’s territory and influence.
- Competition for economic power: the desire to gain wealth and power through trade and investment.
- Political change: the desire to change political systems and policies to benefit one’s nation.
- Social and economic factors: the desire to improve the standard of living for one’s people.

Before embarking on the causes of World War I, ask students to think about what they think the causes might be for any war. They may list causes such as power, belief in certain ideologies, increasing wealth, hatred for another race, nationalism or reinforcing superiority, for example. As you work your way through this section, students should compare their list with the actual causes of World War I.
Teaching tips
There is a lot of information to take in on these pages. Keep it simple. It is worth showing students an animation on the causes of World War I from the BBC website (see the gymkhana panel on this spread for the relevant). You may then want students to read the student book and then get them to complete the skillbooster for this section. Good teaching can sometimes be about ‘layering’ information—through the BBC animation, students ‘see’ the information first, then they ‘read’ the information in the student book, and finally ‘respond’ to the information through the skillbooster.

Skillbooster: The causes of World War I
Have students complete the following activity:

1. **Before World War I, there was a rise in radical ideas or beliefs, such as anarchism and socialism. Anarchism is the belief that governments are not needed and that individuals should be left to organise their own affairs cooperatively. Socialism is the belief in social ownership of resources such as land and labour and the machines used to produce goods (sometimes referred to as capital). Profits are not kept by the individual but shared.**

2. **Refer to Source 5.7. List the top five countries according to the territory owned.**

3. **Draw the following table on computer electronically, showing the major causes for World War I. Read the sentences below the table and place them under the correct heading.**

### Causes of World War I

- **Nationalism**
- **Imperialism**
- **Alliances**
- **Militarism**

<table>
<thead>
<tr>
<th>Nationalism</th>
<th>Imperialism</th>
<th>Alliances</th>
<th>Militarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics and geography</td>
<td>Politics and geography</td>
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</tr>
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- Nationalism: nationalism is a sense of pride in and love of one’s nation. It grows out of and expresses the feeling that the people of a nation share a common culture. Nationalism was particularly important in the lead-up to World War I. Nationalism can often be seen as a desire to acquire territory: for example, the British empire was a product of nationalism.

- Imperialism: imperialism is the policy of one country extending its territory to create an empire, especially for financial and political reasons. European powers, such as Britain, France, and Germany, competed with Russia and Japan to control many regions around the world, especially Africa and Asia. Between the 1870s and 1914, many European countries were engaged in a new ‘empire race’, often called the ‘scramble for Africa’.

- Alliances: alliances are international agreements between countries. An alliance is a treaty that binds two or more nations together in a defensive or offensive pact. World War I began when the major European powers had formed alliances with each other. Britain and Germany steadily increased their military might.

- Militarism: militarism is a policy of military preparedness or preparedness for war. Military power can be used to assert national control or to protect national interests. For example, the German Empire’s military might was reflected in its call to the German nation to support the Kaiser and the military (see Source 5.8). It was important to maintain control or prevent military aggression. Germany and Britain were two great powers who saw their language spoken widely in the world, as shown in the chart below (see Source 5.8). (The graph is not to scale.)

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- An overview of the causes of World War I and the reasons why men enlisted to fight in the war

HISTORICAL SKILLS

- Use historical terms and concepts.
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- Identify and analyse the perspectives of people from the past.
- Identify and analyse different historical interpretations.

Skill booster: Forming alliances

Ask students to complete the following exercises.

1. An alliance is a bit like a friendship. Both parties are supposed to benefit mutually. Within your own friendship groups, does belonging to that group protect you in some way?

2. Place the name of each of the following countries in either column 1 or column 3 of the table at the bottom of the page and then explain why each country belonged to that particular alliance (disting in other columns 2 or 4).

3. By early 1914, even though the leaders of Europe were still talking of peace, they were clearly aware of the dangers of another war. What were some of the reasons for your answer.

4. Check your learning

1. How important was the alliance system established by 1907?

2. Explain the advantages and disadvantages of the system of alliances established by 1907.

3. Check your learning

Reason why

1. Read the reason provided and then explain both the benefits and the drawbacks of this system.

2. What is meant by the term ‘balance of power’ politics? Explain both the benefits and the drawbacks of this system.

3. In your own words, explain the situation in Europe around 1900?

4. Explain both the benefits and the drawbacks of this system.

5. What was the situation in Europe around 1900?

6. What is meant by the term ‘balance of power’ politics? Explain both the benefits and the drawbacks of this system.

7. Explain both the benefits and the drawbacks of this system.

8. In your own words, explain the situation in Europe around 1900?

9. Check your learning

10. What was the situation in Europe around 1900?

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13. Check your learning

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100. In your own words, explain the situation in Europe around 1900?
The assassination was the trigger that had a domino effect leading to many countries declaring war on each other. This skillset may help students to organize their thoughts regarding who declared war on who and why.

1. The Archduke and his wife visited Bosnia-Herzegovina on a goodwill mission. Many Bosnians wanted Bosnia-Herzegovina to be made into a nation controlled by the Austro-Hungarian Empire.

2. The royal couple, Archduke Franz Ferdinand and his wife Sophie, were assassinated on 28 June 1914, at a point of time when the dual monarchy was already unstable, further reinforcing the idea of a domino effect. The assassination of Archduke Franz Ferdinand and his wife Sophie in Sarajevo was a major event, as it triggered a chain reaction of events that led to the start of World War I.

3. The event that triggered the start of World War I took place in the Balkans on 28 June 1914, when Archduke Franz Ferdinand and his wife were assassinated in Sarajevo, the capital of Bosnia-Herzegovina, a self-governing region within the Austro-Hungarian Empire.

The assassination of Archduke Franz Ferdinand and his wife Sophie, in Sarajevo in Bosnia-Herzegovina, was a major event that initiated the domino effect leading to World War I. The assassination triggered a series of events that led to the declaration of war by various countries, including Austria-Hungary, Serbia, Russia, Germany, and Britain.

The Schliffen Plan was a strategic plan developed by the German military in 1905, which was designed to allow Germany to quickly defeat France and then turn its attention to Russia. The plan was named after Alfred Fletcher Schlieffen, the Chief of the German General Staff at the time. The plan involved a rapid and decisive victory against France, followed by a quick turn to Russia.

The Schliffen Plan was based on the following assumptions: Germany would launch its attack on France within six weeks, and Russia would not be able to mobilize its forces in time to intervene. Britain would remain neutral. If Russia declared war, Germany would focus on defeating France first, and then turn its attention to Russia once Germany had secured a victory in the western theatre.

1. The Schlieffen Plan was designed so that Germany could turn its attention to Russia if war broke out. If war broke out, Germany would attack France by marching through Belgium, which was neutral at the start of the war and to switch to the Triple Entente by May 1915.

2. Germany invaded Belgium on 4 August 1914, forcing Britain to become involved in the conflict.

3. Serbia declared war on Austria-Hungary on 28 July 1914.

4. Russia declared war on Austria-Hungary on 30 July 1914.

The war escalates

Initially, the war was fought between the Central Powers (Austria-Hungary, Germany, and Turkey) and the Allied Powers (France, Russia, Britain, and Serbia). The war spread to include other countries, with Italy, Romania, and Bulgaria joining the conflict later on.

Empires mobilise

The war began with Austria-Hungary declaring war on Serbia on 28 July 1914, followed by Serbia declaring war on Austria-Hungary on 29 July 1914. Germany declared war on Russia on 1 August 1914, and on France on 3 August 1914.

Military strategies and tactics

The war was marked by the use of new technologies, such as the submarine and the machine gun. The use of gas warfare also became a significant feature of the war. The war resulted in the deaths of millions of soldiers and civilians, and had a profound impact on the political, social, and economic landscape of Europe.

The world after World War I

The Treaty of Versailles, signed in 1919, imposed heavy reparations on Germany and dismantled the German military. The war also led to the rise of the League of Nations, which was created to promote international cooperation and prevent future conflicts.

The impact of World War I

The war had a significant impact on the world, including the rise of nationalism, the emergence of new states, and the beginning of the process of decolonization. The war also led to the rise of new political movements, such as fascism and communism, which would have a profound impact on the course of world events in the years to come.

Check your learning

1. Why did Archduke Franz Ferdinand visit Sarajevo?

2. What date did the Archduke and his wife arrive in Sarajevo?

3. Who was the assassin of Archduke Franz Ferdinand?

4. What was Gavrilo Princip's background?

5. What was the significance of the assassination of Archduke Franz Ferdinand?

Answers:

1. Archduke Franz Ferdinand visited Sarajevo on a goodwill mission.

2. The Archduke and his wife arrived in Sarajevo on 28 June 1914.

3. Gavrilo Princip was the assassin of Archduke Franz Ferdinand.

4. Gavrilo Princip was a member of a Serbian nationalist group called the Black Hand.

5. The assassination of Archduke Franz Ferdinand and his wife Sophie was a major event that triggered the domino effect leading to the start of World War I.
Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- An overview of the causes of World War I and the factors that shaped Australian responses to it

HISTORICAL SKILLS

- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions

HISTORICAL UNDERSTANDING

- Identify and locate relevant sources, using ICT and other methods
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use in an historical argument
- Identify and analyse the perspectives of people from the past
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Teaching tips

Indigenous Australians

It is important to think about Indigenous Australians and their experiences of war. Under the section ‘Australian entry into World War I’ it states that ‘Australian entry into World War I’ was considered to be a ‘woman before her time’.

The great adventure

When World War I began, Australia had a single, united country for only 10 years. Although Australian soldiers were young, it was still a democracy of the British Empire. As such, Australian soldiers were influenced by the attitudes and beliefs of the British. The so-called age of chivalry had established the Missionaries of Charity in India. The British Army, under the command of Lord Kitchener, was the authority of choice. Those who had fought in the Boer war had some understanding of the brutality of war, but for most, war seems to have meant adventure. Of all the reasons for enlistment, it would be adventure that best appealed to the majority of volunteers.

Reasons for enlistment

British soldiers and other British citizens who happened to be in Australia. Still others wanted to show support for Britain in case we should need Britain’s help at some stage in the future. Leader of the Opposition, the Right Honorable Andrew Fisher, supported enlistment campaigns.

Source 5.13

Not all Australians were enthusiastic about the war. Some argued that it was not Australia’s war and that a force from this young country could make little difference to its outcome. Others were opposed to the war because they were pacifists—people who do not believe in using or advocating force. Group of pacifists were the Socialists, who argued for nonviolent resistance in the face of war.

Source 5.15

Vida Goldstein was both a suffragette and a pacifist. She established the Missionaries of Charity in India. Vida Goldstein certainly was a groundbreaker in her quest for women’s suffrage and her leadership role in Australian movement. Students might like to consider other females who have been instrumental in bringing about change, such as Mother Theresa, who established the Missionaries of Charity in India.

Skillooster: Reasons for going to war

This exercise is designed to get students to practice summarising key information. Here are some possible reasons for going to war that students might identify when completing this activity:

- To use the same words that appear in the student book on their mind map and keep their reasons to a maximum of three words. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’. If students are having trouble getting started, you could give them a couple of examples. Two examples of reasons could be ‘prejudice and travel’ and ‘suffragette’.
HISTORICAL SKILLS

3 Answers may include: propaganda; recruiting posters; and because they were influenced by high-profile people such as top sportsmen were encouraged to encourage others to enlist; stories of German atrocities exaggerated; men were afraid; and women were encouraged to press their brothers, boyfriends, husbands and sons to enlist.

a. Answers may include: patriotism; a sense of duty; the offer of regular employment for a good wage; joining up with mates; and because there was a desire to prove Australia’s military worth as a new nation.

b. Answers may include: loyalty to the British Empire; a sense of adventure; the desire to prove Australia’s military worth as a new nation; a desire to gain from an unhappy marriage; jobs or marriages; and because there was little financial incentive.

c. An alliance is an agreement between two nations that are not at war which helps to ensure their security. An alliance is a formal agreement between two or more nations to work together to achieve a common objective. A defensive alliance is an alliance in which the members agree to come to each other’s aid if attacked. An offensive alliance is where the members agree to come to each other’s aid if attacked. A military alliance is a defensive alliance.

Serbian government may have believed that

b. Points raised might include: Allied ships would have been able to defeat Germany on the Eastern Front or to reinforce Russia’s position on the Western Front.

c. Points raised might include: because many people saw Australia as a “sporting nation”; Australians were proud of their sporting achievements so were likely to be influenced by high-profile sportsmen; and it was believed that the rich, young sporting men would make the soldiers.

d. Answers may include: nationalism; imperialism; militancy and the arms race; and because of rivalry between the European powers.

10 Points raised might include: invoking ideas of loyalty and duty to the Empire; using Australian images, such as the kangaroo, to make war sound exciting and adventurous; using the image of Victoria Cross recipient Lieutenant Albert Jacka to emphasise the glory and heroism of war; and emphasising the kinship and camaraderie of the army.

11 Individual responses will vary. Points raised might include: that patriotism, nationalism and a sense of duty to one’s country would make some people join the army today; that the army is still considered a well-paid career that offers regular employment; some soldiers are still motivated by the appeal of an adventurous life; and that effective government propaganda, such as advertisements emphasising mateship and camaraderie, still motivates people to enlist; that a combination of remit to make young people today want to enlist; that loyalty to the Empire is more likely to be lost in Australia itself, rather than Britain; and that young people today are more likely to enlist in the armed forces than their parents were in the first year of hostilities.
A trench is a ditch used to protect soldiers from enemy fire and is also the place from which soldiers fire on the enemy. 'Stalemate' is a term used to describe a situation where there is no progress. Trenches, while providing protection to soldiers, stopped either side from making a move and trying to overcome the enemy.

### Skillbooster: The nature of warfare

Have students draw up the following table in their notebooks. They should use the information contained on these pages of the student book to fill in each section of the table.

<table>
<thead>
<tr>
<th>Type of warfare</th>
<th>Description</th>
<th>Capability</th>
<th>Problems experienced with this weapon</th>
<th>Used by? Enemy only? Both sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guns</td>
<td>Fire</td>
<td>250 soldiers with rifles. However, the guns often overheated and were heavy and difficult to move.</td>
<td>Ammunition shortages were particularly serious.</td>
<td>Both sides</td>
</tr>
<tr>
<td>Anticycles</td>
<td>Explosive</td>
<td>Can fire large shells over a long distance, causing destruction and devastation.</td>
<td>Blown up the enemy trenches, burned and destroyed enemy positions.</td>
<td>Both sides</td>
</tr>
<tr>
<td>Tanks</td>
<td>Mobile</td>
<td>Up to 600 rounds of ammunition per minute in short bursts.</td>
<td>Armoured and winterized, the tanks were the mechanical marvels of their time.</td>
<td>Both sides</td>
</tr>
<tr>
<td>Aircraft</td>
<td>Flying</td>
<td>240 British aircraft played a vital role in the new way of fighting wars.</td>
<td>300 bombs and 14,000 rounds of machine gun fire.</td>
<td>Both sides</td>
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</tbody>
</table>

### Teaching tips

To help students understand the nature of warfare during World War I, including the Gallipoli campaign

- The timeline at the beginning of this chapter refers to the 1914 Christmas Truce. Students might be interested in this truce, which resulted in unofficial cessations across the Western Front. Soldiers on both sides came out of their trenches, some exchanging the greetings of the season and singing Christmas songs. It is a great story of acts of kindness during bitter periods of war and it drove home the point that the trenches on both sides were in close proximity to each other. You might like to read to the class one of the letters from an English soldier revealing what happened on Christmas day in 1914 (see the weblink in the ghk extras on this spread).
- A military ‘fray’ or ‘battle front’ refers to the geographical area in which the war is or was fought. The Western Front covered the area from the Belgian coast to the Swiss border, and the Eastern Front around the area to the east of Europe, between Russia and Germany and Austria-Hungary (see the map in Source 5.26). World War I involved trench warfare. A trench is a ditch used to protect soldiers from enemy fire and is also the place from which soldiers fire on the enemy. 'Stalemate' is a term used to describe a situation where there is no progress. Trenches, while providing protection to soldiers, stopped either side from making a move and trying to overcome the enemy.
- Much of this technology is blamed for extending the war, as the conflict gradually became an almost endless battle of attrition and tactics with neither side able to break the deadlock. Unlike earlier wars, in which the soldiers moved around constantly, it is extremely difficult for them to provide for their troops, forming the armies into a stalemate.
- How and where was World War I fought?

World War I was fought across a larger area than any previous conflict. The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

- The nature of warfare in World War I

Unlike earlier wars, World War I was fought across a large part of the world and involved many countries. Britain, France and Belgium faced Germany and its allies on the Western Front. The Middle East and the North Sea to the Dardanelles, and from northern Italy to the Pacific, the North Sea to the Dardanelles, and from northern Italy to Australia. Each region produced its own unique demands, tactics and conditions of warfare. The common feature across all regions and theatres was the emergence of new technologies.

- The nature of warfare during World War I

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- Graph and artillery

Machine guns, which had first been used during the American Civil War, were improved for use in World War I (see Source 5.22). Many countries, unable to cope with the number of Australians, brought in more personnel to try to break the stalemate. Facing war was more intense and dangerous. Each side aimed to blow up the other side so thoroughly that it could not fight again. But the guns were heavy and difficult to move and had to be charged manually, which slowed the momentum of the troops.

- New technology

Aircraft

The British army introduced the first tanks into the war in November 1916. Although they were improved for use in World War I (see Source 5.22). Many countries, unable to cope with the number of Australians, brought in more personnel to try to break the stalemate. Facing war was more intense and dangerous. Each side aimed to blow up the other side so thoroughly that it could not fight again. But the guns were heavy and difficult to move and had to be charged manually, which slowed the momentum of the troops.

- Tigers

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- Gas

In April 1917, Germany introduced poison gas into warfare. Hydrogen cyanide was used and the gas was spread by wind. It was spread by the wind and caused severe lung and skin damage. Gas attacks were more effective at night and in the dark.

- Guns

Guns and artillery were heavy and difficult to move. They were usually mounted on wheels that often became bogged down in the mud. Nonetheless, they were devastating. The crews had to be protected from the shrapnel and gas and had to be able to move them quickly.

- Tanks

Tanks were heavy and difficult to move. They were usually mounted on wheels that often became bogged down in the mud. Nonetheless, they were devastating. The crews had to be protected from the shrapnel and gas and had to be able to move them quickly.

- Aircraft

Aircraft were used in both the Western Front and the Eastern Front. They were used for reconnaissance and bombing and played a vital role in the new way of fighting wars.
Where was World War I fought?

In World War I, the greatest loss of life was in Europe. Many of the key events leading to the war occurred in Europe. France and Belgium lost a large front in Western Europe and married 100,000 civilians. The Eastern Front was also very important, especially to Russia. It is often argued that technological changes extended the war, because World War I quickly became an even more deadly battle of technology and tactics. Whereas previous wars had been won by soldiers outnumbering their opponents, the new technology led to the development of trench warfare and stalemates on the major fronts.

3 Points need to include: because poison gas often caused horrific injuries that were highly visible; because it was very difficult for soldiers to defend themselves against poison-gas attacks; because poison gas had the potential to devastate civilian populations, more so than more conventional weapons; and because gas was often difficult to detect, perhaps making people consider it a more cowardly weapon than guns or artillery.

The new communications technology allowed reports to come in almost immediately and allowed orders to be received more quickly. However, the new technology was difficult to use, required telephone cables to be laid and was vulnerable to artillery fire. So, more conventional alternatives such as runners and carrier pigeons were used as well.

Sergeant Stubby received medals for bravery and was buried with honours at the Tomb of the Unknown Soldier. For your information

For your information

Sergeant Stubby received medals for bravery and was buried with honours at the Tomb of the Unknown Soldier. He was a dog that served in the trenches during World War I. The dog was famous because he worked in the trenches with American soldiers. At times, he was even called an artillery scout for his ability to detect incoming shells. Stubby had keen senses of smell and hearing and could warn soldiers of poison-gas attacks and artillery shells before humans could perceive them.
Because the major European powers had large colonial empires and their colonies and dominions were drawn into the war as well.

The need to ensure the Allies won to recoup that the United States had already made in the Allies and against the Ottoman (Turkish) Empire.

The USA continued to trade with Britain and, it is believed, to provide submarines sunk more American ships. On 6 April 1917, as the US declared war on Germany.

The USA declared war on Germany.

The American troops were needed to pay back the debt to the USA. The addition of thousands of fresh American troops at this crucial point of the war.
On 25 April 1915, ground troops from 24 nations, including Australia, New Zealand and Turkey, launched an attack against the remnants of a railway line stretching from Istanbul to Constantinople. The campaign was to be a disaster from the start. The Allied forces were dominated by poor planning, poor knowledge of the terrain and poor command and control. Despite this, the Allies continued to launch attacks against the Turkish forces, which were determined to protect their territory at all costs.

For 87 months, the campaign continued, with both sides suffering heavily. The Allied forces were unable to break through the Turkish lines, while the Turkish forces were unable to disrupt the Allied supply lines. The campaign ended on 10 August 1915, with the Allies forced to withdraw.

The Gallipoli campaign is remembered as a symbol of Australian and New Zealand sacrifice and courage. The ANZACs (Australian and New Zealand Army Corps) were highly trained and well-equipped, but they were no match for the Turkish forces. The campaign was a disaster for the Allies, with over 8000 Australians and New Zealanders dead and thousands more wounded.

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Skillbooster: ‘And the band played Waltzing Matilda’

Play students the Eric Bogle song ‘And the band played Waltzing Matilda’ and give them access to the lyrics to study (see the weblink in the obook extras). Play students the Eric Bogle song ‘And the band played Waltzing Matilda’ and give them access to the lyrics to study (see the weblink in the obook extras). The song is about the futility of war? How does this demonstrate the futility of war?

The Australian Light Horse

The Australian Light Horse was a combination of cavalry and mechanised units that had been developed during the Boer War (1900–02). Traditional cavalry forces were becoming obsolete as new developments had been made in artillery and anti-tank weaponry. Moreover, Australia’s vast distances made it difficult for infantry to move in such a small, mobile force. The Australian Light Horse was made up of cavalry and light machine-gun units who would make it easy to move fast, but difficult to stop on the battlefield. Australian armed forces became a significant contribution to the defeat of Turkish troops on the Gallipoli Peninsular.

3. What were the personal costs to the young men in the song?
4. What is the songwriter saying about the glorification of war?
5. Why do you think it is important not to forget about World War I and what happened at Gallipoli?

For your information

Historian Graham Wilson wrote the book ‘Art, Donkeys and Defiance’ about the legend of John ‘Simpson’ Kirkpatrick. He believes that Simpson was a good soldier but contests the fact that he was any better than any of the other soldiers at Gallipoli. He argues that many of the stories surrounding Simpson (such as the fact that he saved 300 men) are historically inaccurate.

Answers: Check your learning

1. How does the撤退 of the Australian troops from Gallipoli show the futility of the Gallipoli campaign?
2. What were three reasons why the campaign was unsuccessful?
3. What was the role of the Australian Light Horse in the campaign? How did they contribute to the defeat of Turkish troops?

Check your learning

1. What was the aim of the Gallipoli campaign?
2. Give two reasons why the campaign was unsuccessful.
3. Why do you think the Australian soldiers wanted to continue fighting for Australia and her allies?
4. Explain why some people argue that the withdrawal of the Australian troops from Gallipoli was one of the most successful parts of the campaign.
5. What was the outcome of the Gallipoli campaign?

For more information

Visit Eric Bogle’s website, to view the lyrics of ‘And the band played Waltzing Matilda’. Find out more about the medals that were awarded to Gallipoli campaign participants (see Source 5.37).

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3. What was the role of the Australian Light Horse in the campaign? How did they contribute to the defeat of Turkish troops?
The Western Front

Although the Gallipoli campaign was the first major engagement for Australians and New Zealanders, it was not the first campaign of the war. The first was at the centre of a rule. The fighting that took place along the Western Front through France and Belgium (see Source 5.38) was the most destructive and defining of all of the theatres of war during World War I.

At the start of the war, in August 1914, the Germans had advanced through Belgium and France. Heavy resistance from the British and French slowed their advance, further into France. However, the Allies were unable to stop the Germans back. By Christmas 1914, there was a deadlock. The Germans and the Allies lined up in almost at a line of trenches (see Source 5.38). The Western Front thus became a series of trenches, barbed wire and artillery meant that rather than a rapid war of movement, war on the Western Front became bogged down in a massive series of attacks and counterattacks, each achieving little but costing millions of lives.

Breaking the stalemate

Between 1915 and 1918, many attempts were made to break the stalemate of trench conflict. These attempts tended to follow a pattern; initially there would be a long and sustained artillery attack—opposing trenches would be bombarded with explosive shells. If these attacks could go in for a short time, they might be successful. However, there was little to be gained from the enemy’s position. Often, as attacking soldiers crossed no man’s land, they might learn that the bombardment had not destroyed the enemy’s trenches, shelling (str) and shrapnel could cause their own casualties. If attacks failed to achieve their goal, they were then beaten back. As more attacks were made, the battles that took place on the Western Front stretched over years on end and injury.

Trench warfare

Refer students to Source 5.38 and then ask them to complete the following questions:

1. What type of warfare were soldiers engaged in?

2. Why were trenches such as the one shown in Source 5.38 such a disadvantage to the British and French?

3. What was the enemy likely to do if they saw the French soldiers move from the trenches and charge the enemy lines? Describe the fatalities that might be involved on both sides.

4. Can you think of why both sides would put large amounts of barbed wire in front of their trenches?

5. If there was overhead bombing, do you think trench warfare would still be effective?

6. The type of warfare used in World War I is sometimes referred to as ‘attrition warfare.’ The tactic aimed to wear down the enemy with continual loss of life until the enemy collapses or surrenders. The side that was therefore the one that had the most resources. What do you think of this tactic? What are the pitfalls?

7. The soldiers in Source 5.38 are formally lined up to witness one soldier being awarded a medal. Describe how you would feel if you were one of the French soldiers lined up.
Casualties. Burial of the dead was extremely important. Ask students to complete the following question: Why would the discovery of the mass grave in Fromelles in 2007 be important for the families of those soldiers identified?

Australian engagements on the Western Front

The First Battle of the Somme (an area along the banks of the Somme River) was one of the most disastrous battles of the war. Australians fought on the Western Front between July and November 1916. The Somme was one of Germany’s most heavily defended fronts. The Allies, particularly the British, had hoped that a battle on the Somme would break through German lines. Focused on a 19-kilometre front in northern France, the battle lasted from July 1 to November 11, 1916.

In your own words, define the Western Front.

Two of the most destructive battles involving Australia were at Fromelles in northern France in 1916 and Bullecourt, near Arras, in 1917. At Fromelles, an attack on the German trenches was designed to drive Australian attention away from any unendangered German forces who still mattered in the war, on the other side of the Somme River.

The attack was uncoordinated and the line was terrible. In fact, by 1917 Australian casualties had increased to over 29 000 injured, over 10000 dead. This meant that the Somme was regarded as a costly failure.

One of the most destructive battles involving Australia was at Bullecourt where over 8000 Australians were killed or wounded in the battle. The British, French and Australian forces suffered over 23 000 casualties. By the end of the Somme campaign, casualty numbers were alarming.

Life in the trenches

The trenches that soldiers dug during World War I were typically several feet deep. Many were made of mud and were so narrow that soldiers were forced to stand in a crouch. Trenches were too small for more than one person. Little sunlight filtered in. The smell of death and putrefying flesh hung over the trenches. The soldiers had to share the trenches with millions of other soldiers from Britain and Australia being given a proper burial in Fromelles cemetery. It was caracterised by the use of trench warfare and remained a stalemate for much of the war.

In 2007, a mass grave was found in Fromelles. Why is it important to identify and analyse the perspectives of people from the/uni00A0past? Why is the first Battle of the Somme regarded as one of the most disastrous battles of the war? Why is the/uni00A0trenches.

1 What happened to the bodies of soldiers who died in the battle of Fromelles?

2 Why were bodies later exhumed and reburied in the Fromelles Cemetery?

3 Why did the discovery of the mass grave in 2007 be important for the families of those soldiers who had lost their lives?

620 000 casualties and the Germans around 500 000 casualties.

Australians managed to push the Germans back by about eight kilometres. The gains came at an enormous price. The initial ‘softening up’ bombardment used over 1.5 million shells in a week-long attack. British and French troops had successfully halted the German advance in 1914 and both sides had dug a system of trenches to defend their positions. The two lines of trenches extended from the Belgian coast to the/uni00A0trenches.

In your own words, define the Western Front.

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258 259

Historically, it was common for soldiers to keep a box of keepsakes and memories from World War I, including letters, lock of hair, medals, and so on. Historians today are making the most of digital technology to bring these materials back to life and have established a virtual archive of letters. This activity allows these primary sources to serve as evidence to answer the questions that follow.

Skillbooster: Interactive

Trench warfare

The trenches along the Western Front were approximately 5-6 km wide, stretching from the coast of England to the border of Switzerland (see Source 5.39). In most cases, trenches were dug for each army by two armies to the front. The places where Australians fought and the nature of warfare are explored below.

For your information

- The term "trench" refers to the remains of warfare, such as barbed wire, shrapnel balls and bullets, that can still be found across the former Western Front today. The material is largely from World War I and the unexploded munitions are remaining bombshells polluting the land and water.
- Ninety years after the war, it has been found that land around Ypres Salient and the Somme has an average of one shell per three tilling periods.
- An interactive learning module for trench warfare is available on the obook (see the weblink in the obook extras panel on this spread). This module includes a range of illustrations, images, audio and video and extension activities.
- Activity 5.4 Trench warfare

Skillbooster: Interactive

An interactive learning module for trench warfare is available on the obook (see the weblink in the obook extras panel on this spread). This module includes a range of illustrations, images, audio and video and extension activities.

Workbook resources

Activity 5.4 Trench warfare

Enter the ID numbers below into the search field of your obook to access these resources.

ID05.19 Interactive: Trench warfare

ID05.20 Weblink: Europeana 1914–1918

Visit the Europeana 1914–1918 website to find out how they are capturing individual histories of World War I for others to see.
10 Describe the sense of relief and celebration that would have been felt on 11 November 1918.

8 On what date was the Armistice (ceasefire) signed?

7 Describe why the United States’ decision to enter the war was so significant.

5 The events of 1918 saw the Allies break the Germans’ back, helping to break the stalemate and drive the German army to the point of defeat. Identify and analyse the perspectives of people from different periods and places.

4 War at sea

3 The involvement of the Americans in World War I was one of the major factors in the Allies’ victory. Identify and list some features of life in the trenches.

2 Why could it be true to say that one won World War I?

1 Nurses on the Western Front

Historical knowledge and understanding

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The place where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical terms and concepts.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyse the perspectives of people from the past.

Skill booster: The end of the war

Have students read through these pages and refer back to the timeline (Source 5.1) at the beginning of the chapter to answer these questions.

1 The stalemate continued on the Western Front during 1916. Describe the stalemate and why trench warfare was one of the main contributing factors for it.

2 In what year did the United States join the war?

3 What was the common resolution in Russia?

4 Russia withdrew from the war in 1917. How might the departure of Russia from the war have helped Germany in its efforts to defeat the Allies?

5 The events of 1918 saw the Allies break the stalemate. What were some of the tactics that helped to break the stalemate and drive the German’s back?

6 Getting food to the soldiers on the front was a major problem for the Germans when the crops failed in 1917. Describe how this would have hindered Germany’s war efforts.

7 Describe why the United States’ decision to finally enter the war would have been greeted with great relief by the Allies.

8 On what date was the Armistice signed?

9 Have you ever participated in the minute of silence on the 11th of November on the 11th month of the 11th day of World War I to remember those who died in the war? What purpose does a minute’s silence serve?

10 Describe the sense of relief and celebration that would have been felt on 11 November 1918.

11 Answers for students

1 Why could it be true to say that one won World War I?

For your information

For your information

The Armistice on 11 November 1918 was one of the factors that helped the Allies eventually defeat Germany. The American decision to enter the war was brought about by Germany’s decision to attack and sink merchant ships that carried food and vital goods for the war effort in Europe.

Another reason for the United States entering the war was the publication of the Zimmermann telegram decoded by the British. The telegram revealed plans for Germany to enter into an agreement with Mexico that Mexico would enter the war if the United States did. If Germany defeated the USA, Mexico was promised Texas, New Mexico and Arizona in return for its support.

Check your learning

1 Identify and list some features of life in the trenches.

2 Support your answer with at least two good examples such as John Ransley Race of Source 5.15

3 Submarines were able to sink merchant ships and therefore seriously restrict the importation of food and other vital goods for the war effort in Europe.

4 Points raised might include: determination, bravery, resilience, medical knowledge, composure, good communication and interpersonal skills, and the ability to work with limited resources.

Teaching tips

Consider watching the short audio slideshow on the end of the Great War on the BBC website. It touches on some of the reasons why the allies were able to break the stalemate and ends with a group of school children rejoicing on hearing the news that the war was over (see the welllink in the glossary extras panel on this spread).

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bigideas

5.2 How and where was World War I fought?

<table>
<thead>
<tr>
<th>Apply</th>
<th>Analyse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try re-reading Breach the Trenches. Use the reference to write a song, or a poem, about the life of a soldier.</td>
<td>Do you think the Gallipoli landing was a disaster? If the legend was not formed then perhaps the AIF would not have had the support of the public.</td>
</tr>
<tr>
<td>Compare the views and experiences of John Alexander Rau (Bloody 11) and a war correspondent Frank Biegler (Bloody 11) to understand differing perspectives on the Gallipoli campaign.</td>
<td>Do you think Gallipoli was a battle in the Western Front? If not, what was it?</td>
</tr>
<tr>
<td>Write a letter of either of the above views.</td>
<td>Consider its location in terms of the terrains and conditions it would effect, how it was fought, and what its impact was on the war.</td>
</tr>
<tr>
<td>Think about the factors that would be important in the Gallipoli landing. Who would want to know what he was going through?</td>
<td>Where did Simpson come from?</td>
</tr>
<tr>
<td>Re-read ‘Breaking the stalemate’ and list the advantages and disadvantages of the legend of the Anzac legend. Develop a thesis statement about its significance.</td>
<td>Why did the legend develop?</td>
</tr>
<tr>
<td>What were the advantages and disadvantages of its location?</td>
<td>What was the Anzac legend to you?</td>
</tr>
<tr>
<td>What do you think were the reasons for its formation?</td>
<td>What was the Anzac legend to you?</td>
</tr>
</tbody>
</table>

5 Points raised might include: the two men were from different climates and conditions; different tactics, equipment and medical conditions such as trench foot.

12 Points raised might include: Western Front: equipment shortages forced soldiers to use the clothes and medical conditions such as trench foot.

Evaluate

5.6 Based on the knowledge you have gained from this chapter, how would you respond if someone asked you about the Anzac legend? Create a Venn diagram comparing trench warfare on the Western Front and at Gallipoli. Use all of the information available to you, in particular Sources 5.42, 5.43, and 5.44.

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The effects of the war on the European home fronts

World War I had a wide-ranging impact on the European home fronts. All of the factors described above——war industries, population movement, and the enormous financial cost of the war——had all contributed to a decline in most traditional measures of wealth and prosperity in the European nations, particularly in Great Britain and France. In all combatant nations, fighting proved increasingly expensive in terms of lives lost and debts accumulated.

The initial enthusiasm with which most Australians greeted the outbreak of war did not last. By late 1916, Australia was a bitterly divided country. Not only was there a growing dissatisfaction with the war effort, but there was also much concern about the way in which Australians were being required to pay for it. Conscription was a hotly debated issue in Australia, which was now approaching 23 million.

Before World War I, most people's involvement in wars was usually limited to paying taxes and worrying about friends and family members engaged in the fighting. 'Total war' placed many new pressures on those left at home.

Select and use a range of communication forms (oral, written and digital) to explain why Australians have different views on the causes and consequences of World War I.

Identify and select different kinds of questions about the past to inform historical inquiry.

Evaluate and enhance these questions.

Sources and evidence

The table shows the percentage of total casualties from each country and the British Empire and France. The table is a useful tool for students to make comparisons and draw conclusions about the causes and consequences of World War I.

The effects of the war on Australia's home front

Australia's home front

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Historical Knowledge and Understanding

- The impact of World War I, with a particular emphasis on Australia
- The role of Australia’s war effort

Historical Skills

- Use historical terms and concepts accurately
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Process and synthesise information from a range of sources to use as evidence in an historical argument

- Identify and analyse the usefulness and priority of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their overtones)

Skilboosters: Positive and negative empathy: prejudice during war time

When times are tough, whether times was depression or natural disaster, it is natural to return to look for someone to blame. Whose or which group does not fit with our ideas of what is acceptable or not acceptable? Sometimes we blame for particular events or the causes of today. The general public usually knows little about the aftermath of the group that is accused to get a fair, and blame it. When individual members of the targeted group are actually innocent or innocent, it is easier to empathize with them.

During World War I, German and Turks were described as enemies in order to create a sense of collective national identity. In the 1917 exhibition, Australian Greek decent was forbidden to buy a ticket. A soldier fighting in France would be the British-Australian Magazine of 1916 attempting to get the Turks into the war, Germans did not want to sell the idea to their country, and there was talk of ban the German language or used as scapegoats (those seen to bear the blame for depression or natural disaster, it is human nature to empathise with Germans.

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The impact of war on Australian women

Most women were supportive from the start of the war and never, or very seldom, gave in to the idea that they should stay at home and not fight. Women were mobilised to take over the roles of men who went overseas. There were also some women who wanted to play a more active role in the war. Some women, such as political activist Vida Goldstein, were opposed to any involvement in the war. Goldstein founded the Women's Peace Army in 1915. There were also some women who supported the war effort.

The Australian Women’s Service Corps was formed with the aim of training women to take on one of the roles that men were unable to perform. However, most women wanted to support the war effort at home. There was some resistance to hiring women in traditionally male jobs, as it was thought that they were not necessary.

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Before the war, most women had been housewives, with a small number working in moderately skilled roles such as tailoring, cooking, or domestic work. However, with around 190,000 men going off to war, women were expected to cope with the work that was left behind. This was made possible through broadcast scenarios to the class and ask students to decide in their own student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books. Read the following pages of their student books.
Impact on the Australian economy

World War I had a unique economic impact on Australia and other nations.

The blockade of overseas trade meant fewer goods could be bought from overseas, and inventiveness Australians began to develop alternatives that were made here. For example, the Australian National Shipping Line had been established and the role of the Australian merchant navy increased. The cost of providing weapons, ammunition and supplies to the forces rose by up to 50 per cent during the war years. Another consequence was the expansion of the rural industries, such as wool. Wool, used to make textiles, was an important export for Australia, and its price rose by up to 80 per cent by the end of the war. The government introduced tariffs on imported goods to protect local industries and raise revenue. However, many workers felt that they were not sharing in the wartime effort. They accused opponents of being lazy and selfish, of not necessary to force Australians to fight.

The conscription debate

One of the most divisive and bitter arguments of the war was about the issue of conscription. Conscription is the act of compelling eligible people (in this case, men) to serve in compulsory military service. By 1916, most of the initial enlistment of men had occurred by the great majority from the working classes, so there was a growing concern for the middle classes to be conscripted as well. This concern was mainly felt by those who had lived through the Boer War and had seen the benefits of compulsory service.

The debate was led by two main sides: the pro-conscriptionists and the anti-conscriptionists. The pro-conscriptionists argued that it was the patriotic duty of Australians to continue to support the war effort. They claimed that opposition was led by the working class and unloyal elements, and that the war could only be won with conscription. Those who opposed conscription were more likely to be working class, Catholic and of Irish background. They accused the opponents of being lazy and selfish, of not being loyal to the country, and argued that the war could only be won with conscription.

The referendum

In the end, the issue was decided by a national plebiscite. The result was a landslide victory for conscription, with 62% of the vote in favour. The result was seen as a victory for the patriotic forces, and a defeat for the working class and Catholic vote. The impact of the referendum was felt for years to come, as the issue of conscription became entwined in the political landscape of Australia.

Activity 5.2

Enlistment, recruitment and the conscription debate.

Workbook resources

Activity 5.2 Enlistment, recruitment and the conscription debate.

Enter the ID number below into the search field of your obook to access this resource.

ID05.22 World War I (1914–1918)

Visit the Museum of Australian Democracy website and listen to audio tapes about the conscription debate.
The Impact of World War I, with a particular emphasis on Australians such as the use of propaganda and conscription, to influence the civilian population, the changing role of women, and the impact of war on the home front.

HISTORICAL SKILLS

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical sources and primary documents.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Evaluate and enhance these questions.

**Check your learning**

**Answers: Big ideas**

1. **A plebiscite is a kind of public vote, where all eligible voters get the opportunity to vote on a specific issue.**

2. **Public opinion can be used to gauge the level of support for a particular policy or decision.**

3. **People raised might include: because the AIF was fighting in distant theatres of war; there may genuinely have been limits on non-combatant positions available in the AIF; many Australians could have genuinely feared that Germans were a threat to national security.**

4. **The government may have struggled with what to do with conscientious objectors; members of the anti-conscription group, especially the anti-conscription leagues, may have been angry at the government for not doing enough to support conscientious objectors; members of the anti-conscription group may have been forced to create more non-combatant roles for conscientious objectors; many volunteer soldiers serving on the Western Front voted against conscription, so they may have been angry at having to serve alongside conscripted soldiers who did not share their experiences.**

5. **Individual responses will vary. Students’ responses should refer to specific examples taken from [ ].**
The legacy of the war

The legacy of World War I has shaped many aspects of Australian society and culture over the course of the 20th century, both positively and negatively. The restrictions on trade imposed by the war forced Australia to develop new industries.

Teaching tips
For background information, or if your students are unfamiliar with this topic, the website of the ANZAC Day special on the ABC website can be accessed by clicking on the link provided in the obook. The program discusses the Anzac legend and its relevance today.
Students should finish their report by discussing Anzac Day. In their descriptions they should include:

- Anzac Day traditions and rituals that are now part of Anzac Day.
- The significance of the Anzac Day dawn service.
- The ANZAC Book.
- The Ode of Remembrance.
- The Dawn Service.
- The gun/fire breakfast held after the dawn service.
- The Anzac Day march and who is allowed to participate.
- The Last Post.
- ANZAC Day biscuits.
- The gun fire breakfast held after the dawn service.
- The Anzac Day march and who is allowed to participate.
- The Last Post.
- ANZAC Day biscuits.

**Origins of the legend**

The significance of the Gallipoli campaign, and the origins of the Anzac legend, have been examined. It is largely through literary fiction that it is seen that the term Anzac is well known.

**Teaching tips**

Watch a short video clip showing the Anzac Day dawn service in Townsville. Visit the ABC website to view the Anzac Day dawn service in Townsville.

**Skill booster: Report on Anzac Day**

Have students use the Internet to research traditions and rituals that are new part of Anzac Day. Ask students to describe what happens to commemorate Anzac Day. In their descriptions they should include:

- the Dawn Service
- the gunfire breakfast held after the dawn service on Anzac Day
- Anzac Day march and who is allowed to march
- the last post
- Anzac biscuits

Students should finish their report by discussing whether they think Anzac Day should continue and why.
The Anzac legend today

The Anzac legend has not remained static. It was enshrined in the National War Service (1914–1918), the significance of Gallipoli would peak in 1915. There was some debate in Anzac Day—the decades after World War I and at the Imperial War Graves Commission—whether or not the Anzac Day has grown in importance. The response to the establishment of Anzac Day is not simple. It was not a popular movement at the time. The significance of Gallipoli in World War I remains combined with the popularity of film such as Gallipoli, which sparked the interest of the public. The Anzac legend has been a part of the national identity since its establishment in 1935. The pilgrimage of Gallipoli survivors in 1950 marked the 75th anniversary of the campaign, though it was not a widespread or popular expression of the Gallipoli landing.

Soldiers of Anzac Day have never been stronger. School assemblies, church services, television and radio programs and sporting events are linked in commemorations of the Gallipoli landing. As a result, the nation approaches the commemorations of Anzac Day. The nature of the Anzac legend is now a part of the national consciousness.

Nevertheless, the legend is not without its critics. Some have argued that the Agincourt German battle was more meaningful than the Gallipoli landing as it was the first battle in which Australian and German soldiers were killed. Others have argued that Gallipoli was not the first battle in which Australian soldiers were killed. The Anzac legend is not without its critics.

In recent years, the Anzac legend has been thrown into question. Some have argued that the Anzac legend is not the complete story. Others have argued that the Anzac legend is too simplistic and does not take into account the diversity of the Anzac experience.

On the other hand, the Anzac legend has been celebrated by many. The Anzac legend is a part of the national identity and is celebrated by many. The Anzac legend is a part of the national identity and is celebrated by many.

The Anzac spirit is an integral part of the Australian past and present, and central to the Australian identity. It is the spirit of the soldiers who fought in World War I and World War II. The Anzac spirit is a part of the Australian past and present, and central to the Australian identity.

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Remembrance Day (Armistice Day)

Gallipoli. Write a letter of gratitude to Atatürk.

bigideas
5.4 How is World War I remembered and commemorated?

Remember
1. What was the incredible reaction in Australia to the news of the Armistice? (War

then the AIF also represented a tiny fraction of the population of the whole

10 Individual responses will vary.

b Points raised might include: the historical events are open to interpretation, that people’s

national identity prior to World War I.

14 Points raised might include: because all historical events are open to interpretation, that people’s
perspectives on historical events can change over time, and that the Anzac legend has been
influenced by many different people and groups.

Where do you think the Gallipoli landing is such a significant event in

in the year 2050?

b Points raised might include: that all historical events are open to interpretation, that people’s
perspectives on historical events can change over time, and that the Anzac legend has been
influenced by many different people and groups.

In your answer, make reference to features of Australia’s war

5.78 says that the AIF represented a tiny fraction of

World War I; World War I created divisions in

Australian society, massive debts and an unemployment

crisis, limiting rather than contributing to the nation’s
development; and Australia already had a unique

national identity.

b Points raised might include: the historical events are open to interpretation, that people’s
perspectives on historical events can change over time, and that the Anzac legend has been
influenced by many different people and groups.

15 Create a cartoon

dedicated to the Anzac Day celebration. Why do you think the Gallipoli landing?

the comparable achievements of various ages and occupations. Using these interviews, plus other

material in Sources 5.72 to 5.78. For each observation, provide an image that reflects its

sentiments. You may use photographs, texts, paintings, cartoons or other images.

12 How do you explain the fact that there are different

opinions about the Gallipoli landing?

between the two peoples, which
could be said to have invaded Turkey. However, there seems
to have been a mutual respect between the two peoples, which

can be said to have existed since World War I. However, there seems
to have been a mutual respect between the two peoples, which

could be said to have existed since World War I.

b Points raised might include: that all historical events are open to interpretation, that people’s
perspectives on historical events can change over time, and that the Anzac legend has been
influenced by many different people and groups.

How is World War I remembered and commemorated?

World War I

1. Why are red poppies worn on Remembrance Day?

a Because red poppies have been used as symbols of peace and love since the First World

b Points raised might include: because red poppies have been used as symbols of peace

and love since the First World War.
Answers: Unprecedented injuries

1. Answers may include: shrapnel wounds; poison gas burns; developed faces and bodies due to artillery shells; and shattered bones and amputated limbs due to machine guns.

2. Points raised might include: being afraid of going out in public; difficulty meeting new people; and difficulty reconnecting with old friends and family members.

3. The nature of the wounds suffered by many soldiers in World War I would have been incredibly different from today.

4. Differences: plastic surgery procedures, such as breast implants, are undertaken for purely cosmetic purposes, whereas the techniques used in modern plastic surgery were pioneered by Dr Harold Gillies during World War I.

Answers: A new kind of surgery

1. Answers may include: skin grafts, flap surgery and plastic grafts.

2. Points raised might include: his open wound would most likely become infected, which may have killed him; he would have struggled with feelings of shame and embarrassment, impacting on his life; he would have struggled with basic bodily functions, such as eating and drinking; and he would have lacked confidence in his engagements with others.

Answers: From ‘normal’ to ‘perfect’

1. The nature of the wounds suffered by many soldiers in World War I would have been incredibly different from today.

2. Points raised might include: similarities: plastic surgery procedures, such as breast implants, are undertaken for purely cosmetic purposes, whereas the techniques used in modern plastic surgery were pioneered by Dr Harold Gillies during World War I.

Differences: many plastic surgery procedures, such as breast implants, are undertaken for purely cosmetic purposes, whereas the techniques used in modern plastic surgery were pioneered by Dr Harold Gillies during World War I.