

depth study

World War I

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:.

5.0 World War I (1914–1918)



Over 2000 Anzac troops marched through London to commemorate the first official Anzac Day on 25 April 1916.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- An overview of the causes of World War I and the reasons why men enlisted 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 the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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 read 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. They can then place this knowledge in context as they examine one war in particular—World War I.

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	Wars students know about	
6	What war accomplishes, if anything	
7	Famous people who come to mind when thinking about war—are these people admired today because of their involvement in a war?	

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.

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 [obook extras](#) panel on this spread for the weblink). 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.

depth study

World War I

(1914–1918)

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. Millions 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 nation states were formed. Most of the nations involved had borrowed heavily to finance the war, and this allowed the USA to emerge as the world’s new economic power. Soviet Russia was also formed, igniting a fear of communism across many western nations. The terms of the Treaty of Versailles also sowed the seeds for the rise of fascism, and for other 20th century conflicts like World War II and the Vietnam War.

Key inquiry questions

5.1

What were the causes of World War I?

5.2

How and where was World War I fought?

5.3

How did World War I affect life at home in Australia?

5.4

How is World War I remembered and commemorated?

The remains of a fallen soldier in a trench, photographed during World War I

obook extras

Enter the ID numbers below into the search field of your [obook](#) to access these resources.

ID05.01 Flashcard 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 see the slideshow of images from World War I.

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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 obook extras panel on this spread for an example).

Skillbooster: Interactive timeline

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

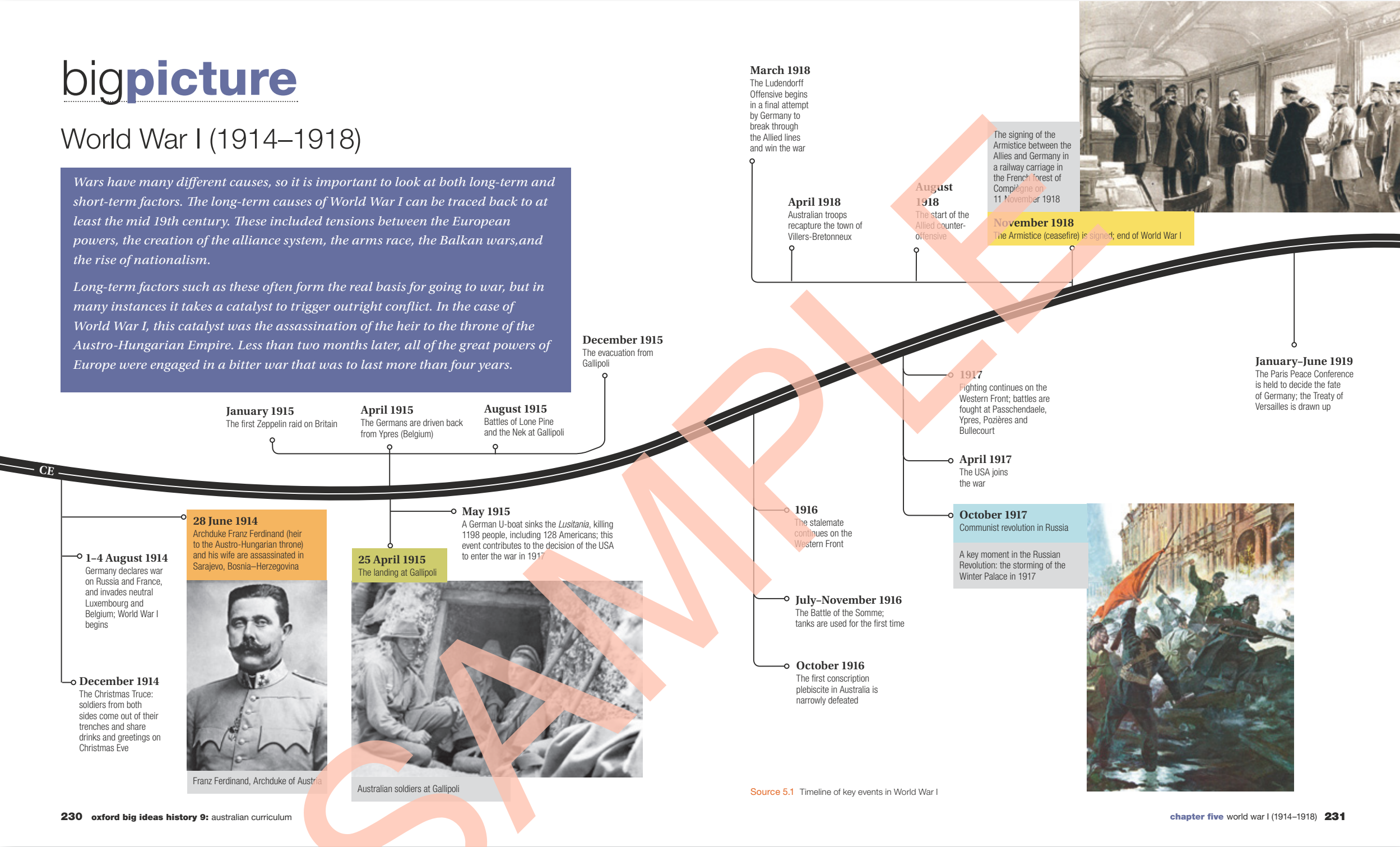
Students might also like to view the interactive timeline of Australian history by the National Film and Sound Archive (see the weblink in the obook extras panel on this spread). The timeline shows what happened in each decade of Australian history.

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 to at least 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.



obook extras

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

ID05.03 Interactive timeline: World War I

ID05.04 Weblink: Create an electronic timeline

Visit the ‘read write think’ website and create your own timeline. Note: students cannot save their timeline electronically; they can only print it out.

ID05.05 Weblink: Australian history timeline

Visit the National Film and Sound Archive website to see an interactive timeline of Australia’s history.

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Teaching tips

Ask students to make a list of all the words 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.

Tsar: the king or ruler of Russia.

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 before World War I. They should identify some of the key events and lifestyle factors mentioned under the heading ‘Europe in the lead-up to war’ that provide a background to World War I (note: this section continues on the following page). Ask students to make up at least two tweets (140 characters) about this time.

For example:

Kaiser Wilhelm II is over here to visit Queen Vic. It’s a family reunion.



Source 5.2 An English recruitment poster from World War I, urging men to join the fight

5.1 What were the causes of World War I?

World War I involved all of the great powers of Europe. Because these nations had such large empires, many other colonies, nations and dominions, including Australia, were also drawn into the conflict.

Wars between nations start for a variety of reasons. These can include historical tensions, territorial disputes or competition among nations for resources or economic markets. Other factors, such as different political ideologies and systems of government, can also drive nations towards war. Short-term factors, such as the deaths of key figures or the mobilisation of armies, can be the triggers that turn tension and hostility into outright war.

For your information

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

Skillbooster: What are some of the general causes of war?

Before embarking on the causes of World War I, ask students to think of what 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 could compare their list with the actual causes of World War I.

Background to World War I

The **Great War**—as World War I was referred to at the time—was caused by a complex interaction of factors that had been simmering for more than 20 years. National rivalries, jealousies over territory, competition over economic progress, competition over the size of armies and navies, and the race to colonise new parts of the world all contributed to the tension.

In the 1870s, a newly unified Germany had attempted to consolidate its place in European politics by developing a system of alliances. This system changed the nature of European diplomacy, and resulted in the development of two alliances, consisting of all the European powers. The powers believed that these alliances would act as a deterrent to war, because if a member of one alliance was attacked by a member of the other, all the members of both alliances would be involved. This was called ‘balance of power’ politics.

The disagreement that provoked World War I grew from the assassination of Archduke Franz Ferdinand (heir to the Austro-Hungarian throne), and his wife on 28 June 1914.

Europe in the lead-up to war

In 1901, Europe appeared peaceful. Queen Victoria had occupied the British throne for over 60 years and many of her descendants married into royal houses all over Europe (see Source 5.4). As a result, many of the royal families of Europe were closely related. Tsar Nicholas II of Russia, Kaiser Wilhelm of Germany and the British Prince of Wales (later King George V) were all first cousins (see Source 5.5). The Tsar’s wife was also one of Queen Victoria’s granddaughters.

In the lead-up to World War I, many thought it was unlikely that close relations would become involved in armed conflict—and certainly not fighting on opposing sides.



Source 5.4 Queen Victoria (seated front centre) photographed with members of her extended family in 1894. Kaiser Wilhelm II of Germany is seated front left.



Source 5.3 The Archduke Franz Ferdinand of Austria and his wife, Sophie. Their assassination in June 1914 sparked the outbreak of World War I.



Source 5.5 Tsar Nicholas II of Russia with his cousin King George V—their mothers were sisters.

obook extras

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

ID05.01 Flashcard glossary: World War I

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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

HISTORICAL SKILLS

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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 [obook extras](#) panel on this spread for the weblink). 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, they then ‘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 or community 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.

- a Describe why the uneven distribution of wealth amongst countries and within countries would give rise to political philosophies such as anarchism and socialism.
- b Why would political philosophies such as anarchism and socialism be seen as a threat by some in countries such as Great Britain?

On the surface, Europe seemed prosperous and peaceful at this time. The Industrial Revolution had transformed Western Europe, with new production methods and technology affecting almost every sector of society. Governments had made improvements in health care, sanitation and relief for the poor. Roads, canals and railways made transport easier and more accessible, and literacy rates were rising. The middle classes had generally been extended further political rights and enjoyed a higher standard of living. The working classes had also won some improvements, such as the right to vote in Britain after 1867.

However, this prosperity masked both international and domestic tensions. There were jealousies among many of the royal families, despite their close relationships. Issues such as the different rates of economic progress, the size of colonial empires and the development of weapons, armies and ships all caused rivalry.

The rate of economic progress, together with improvements in the standard of living, was also unevenly spread. The Industrial Revolution of the 18th and 19th centuries had little impact on the nations of Eastern Europe such as Austria-Hungary, the Balkan states and Russia. This contributed further to the rivalry between nations. Even in industrialised nations like Britain and Germany there was a huge gap between rich and poor. Many working-class families lived in cramped, unsanitary conditions or in urban slums. Women were still not allowed to vote in Europe, and nationalist movements divided people along ethnic lines. Many governments and people were afraid of the rising influence of radical movements like socialism and anarchism. Although Europe seemed to be peaceful before World War I, rivalries and tensions bubbled beneath the surface—so much so that by the time Archduke Franz Ferdinand and his wife were assassinated, Europe was ripe for war.

Causes of World War I

There were a number of short- and long-term factors that led to the outbreak of World War I. Key concepts such as **nationalism**, **imperialism**, militarism and the alliance system began to dominate international relations in the late 19th and early 20th century.

Nationalism

Put simply, nationalism is a sense of pride in and love of one's nation. It grows out of an understanding that the people of a nation share a common language, culture and history. In Europe, nationalism played an important role in the lead-up to World War I.

Nationalism can either unite or divide the people of a nation or region. For example, feelings of nationalism contributed to the unification of many small Germanic kingdoms to form the German Empire in 1871. A sense of nationalism also encouraged cooperation between Germany and Austria-Hungary, because German-language speakers ruled both empires. Nationalism also played a role in the federation of Australia's six separate colonies in 1901.



Source 5.6 Europe before World War I

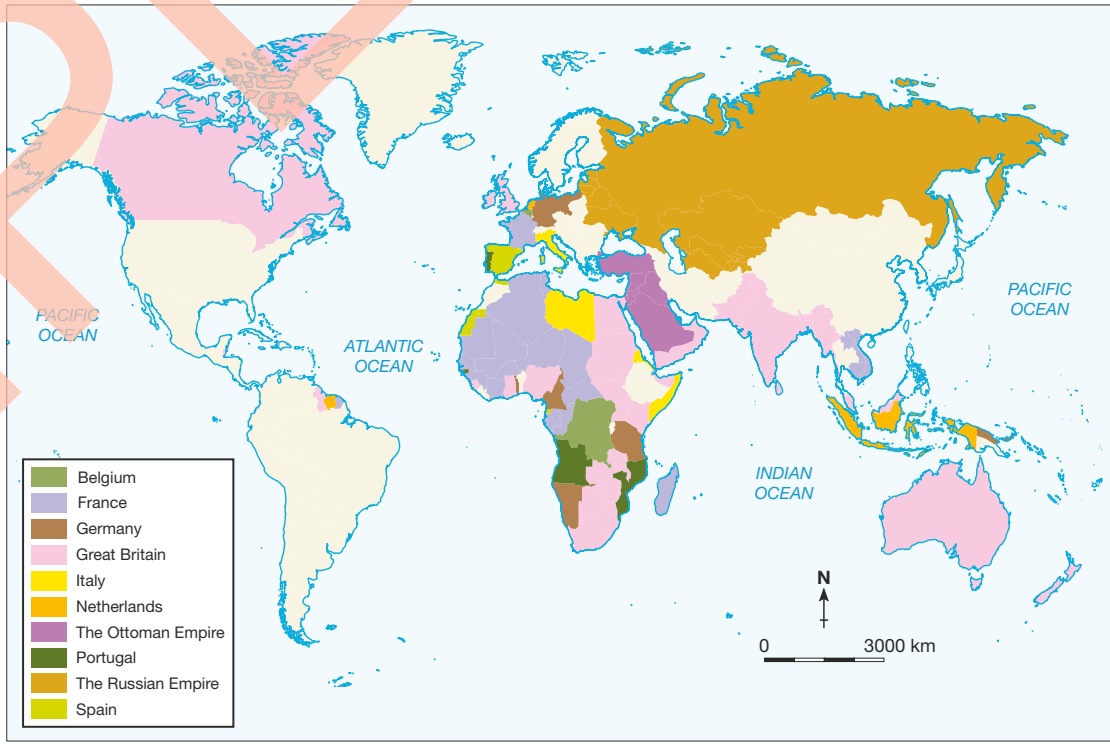
One example of a country that was attempting to assert its independence was Bosnia-Herzegovina, an area in south-eastern Europe known as the Balkans (see Source 5.6). In the years before World War I, Bosnia-Herzegovina was under the control of the Austro-Hungarian Empire. However, Bosnia-Herzegovina was made up of many different ethnic groups, including Bosnians, Serbs and Croats, who did not see themselves as historically, ethnically or culturally linked to either Austria or Hungary. Instead, most of the people of Bosnia-Herzegovina wanted to join with Serbia to form their own nation.

Russia had been supporting moves by Bosnia-Herzegovina to become independent and unite with Serbia, so when a Serbian youth was accused of assassinating the Austrian Archduke, Russia was drawn into the conflict that followed.

Imperialism

Another factor that led to tensions between European countries in the lead-up to World War I was imperialism. Imperialism is the policy of one country extending its territory to create an empire, usually for financial and strategic reasons.

European powers, such as Britain, Spain, France and Portugal, had colonised much of the world, including North and South America, Australia and parts of Asia, between the 15th and 19th centuries (see Source 5.7). By the late 19th century, European nations were engaged in a new wave of imperialism, often called the ‘scramble for Africa’.



Source 5.7 European global empires in 1914

Nationalism	Imperialism	Alliances	Militarism

- | | |
|--|---|
| <p>A Countries/empires raced to gain new territories. Germany was defeated in its attempts to take control of French colonies in North Africa.</p> <p>B Bosnia-Herzegovina wanted to be free from the control of the Austro-Hungarian Empire and to form a nation with Serbia. A Serbian youth was accused of assassinating the Austrian Archduke.</p> | <p>C Britain and Germany steadily increased their military might.</p> <p>D Germany, Austria-Hungary and Italy formed an alliance where they promised to provide military support to any member that was attacked. Britain, France and Russia also reached an agreement to protect each other in times of war.</p> |
|--|---|

Workbook resources

Activity 5.1 The causes of World War I

obook extras

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

ID05.06 Weblink: Causes of World War I animation

Visit the BBC website to watch an animation on the causes of World War I.

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- Use historical terms and concepts.
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Skillbooster: 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 (filling in either column 2 or 4).
Australia, New Zealand, India, Japan, Bosnia–Herzegovina, Canada, Ireland
- 3 Respond to this quote:
‘An alliance both protects a country against war and increases its likelihood of it being drawn into a war’.
- 4 Comment on the following quote about an arms race.
‘Every gun that is made, every warship launched, every rocket fired, signifies in the final sense a theft from those who hunger and are not fed, those who are cold and are not clothed.’
Dwight D Eisenhower (34th President of the United States of America, April 1953)

The main rivals in the race for new colonies this time were Britain, France and Germany. Britain had the largest colonial empire, with colonies and dominions (such as Australia) all over the world. France also had many colonies around the world. Germany, however, had only been a unified nation since 1871 and was still trying to build a large colonial empire when war broke out. Kaiser Wilhelm II, ruler of Germany, was eager to add to the number of German colonies. In 1905, and again in 1911, Germany attempted to block further colonial expansion by France by sending troops to take control of a number of French colonies in North Africa. In both cases, France, with Britain’s support, resisted Germany’s attempts, resulting in the defeat of Germany.

focus on ...

cause and effect: beginnings of a war

In the case of many historical events, it is difficult to distinguish between cause and effect. Often there is a circular pattern. This is well illustrated by the arms race that preceded World War I.

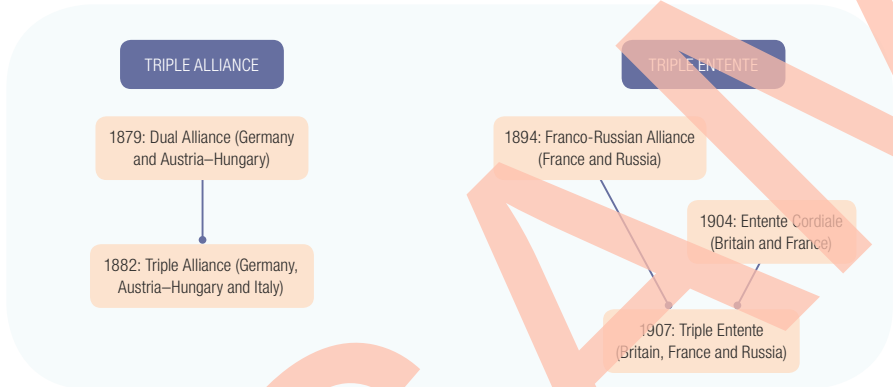
Fear of war prompted many nations, particularly Britain and Germany, to build up their armies and navies. However, the rivalry this arms race caused increased the likelihood of outright war.

The same applies to the network of alliances. These were formed as protection against invasion by members of the other alliance—a sort of security against war. The reality is that the alliances actually made the war longer and more widespread. When a dispute developed between Austria and Russia following the assassination of the Archduke, all six major powers, and their empires, were drawn into the conflict.

Alliances

One of the key factors that led to a total European war was the alliance system. Between 1879 and 1907, leading nations grouped themselves into two alliances—the 1882 Triple Alliance and the 1907 **Triple Entente** (see Source 5.8). *Entente* is a French word meaning an ‘understanding’ or alliance. Each participating nation promised to provide military support if one of its members was attacked.

Another aim of these alliances was to prevent wars. It was assumed that no power would go to war if there was a risk that a conflict between two nations could easily build into a conflict among many. These alliances increased the tension between **Triple Alliance** and Triple Entente countries.



Source 5.8 The development of European alliances from 1879 to 1907

In addition to the key countries listed in Source 5.8, many other countries, colonies and territories were attached to one or other of the alliances (see Source 5.7).

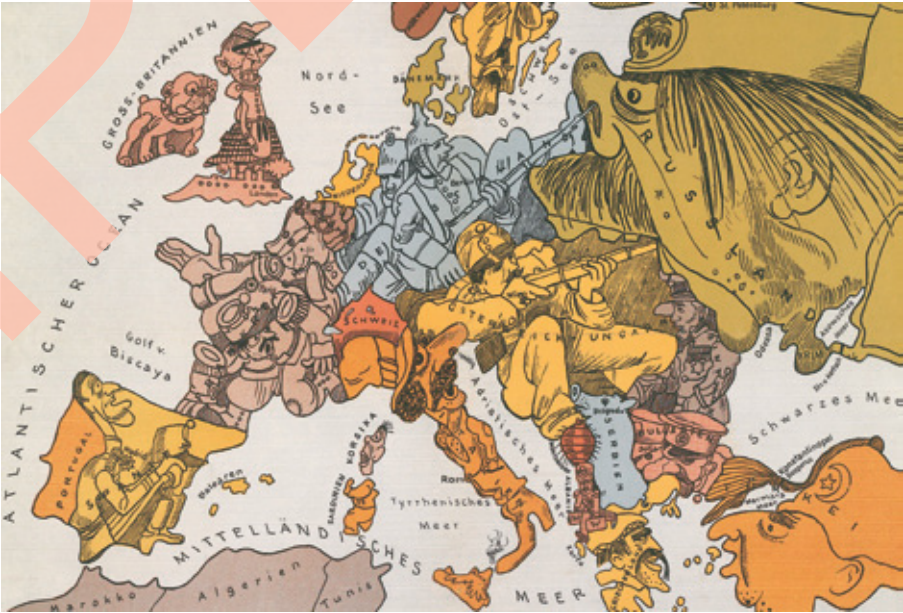
All British colonies (such as India) and dominions (such as Australia and New Zealand) automatically became part of the Triple Entente. Japan had signed a treaty with Britain in 1902. This meant that they could all be drawn into conflict if war broke out. Bosnia–Herzegovina was also considered a member of the Triple Entente because Russia was a key supporter of Bosnia–Herzegovina’s bid for independence from the Austro-Hungarian Empire. A conflict between Bosnia–Herzegovina and Austria-Hungary would therefore become a conflict between all the countries that were members of the two alliances.

Militarism: the arms race in Europe

No war can be fought without guns, ammunition and soldiers. In the early 20th century, modern battleships and submarines were also important weapons of war. Despite claims of European powers that they were not preparing for war, most were training armies and building up their stores of ships and weapons.

Germany and Britain were the leading players in what was called the ‘arms race’. Britain had the largest navy but was still pouring millions of pounds into ships and armaments. Germany was economically powerful and possessed a large army. Its leader, Kaiser Wilhelm II, wanted to establish Germany as a world power. To achieve this goal, the Kaiser poured resources into strengthening the German armed forces.

By early 1914, even though the leaders of Europe were still talking of peace, they were clearly preparing for war.



Source 5.9 A German cartoon ‘Map of Europe 1914’ by W Trier, satirising the political and military situation in Europe at the beginning of World War I

Check your learning

- 1 How would you sum up the situation in Europe around 1900? Explain your answer.
- 2 In your own words, explain the term ‘nationalism’, noting both its positive and negative features.
- 3 Why was Germany’s colonial empire so much smaller than Britain’s?
- 4 What is meant by the term ‘balance of power’ politics? Explain both the benefits and the drawbacks of this system.
- 5 Does an arms race necessarily mean that war is likely? Give reasons for your answer.

resolve their disputes peacefully. However, balance of power politics also meant that if two nations could not resolve a dispute peacefully, a minor dispute could develop into a massive war between allied groups.

5 Individual responses will vary. Points raised might include: that an arms race is self-perpetuating; that an arms race creates a fierce rivalry between nations; that it makes the population of a nation more likely to accept going to war as necessary; that stockpiling weapons undermines attempts at peaceful diplomacy; and that rulers and leaders still have the opportunity to avoid war, even if there is an arms race.

1 Countries attached to a member of the Triple Entente	2 Reason why	3 Countries attached to a member of the Triple Alliance	4 Reason Why

Answers: Check your learning

- 1 Individual responses will vary. Points raised might include: Europe had been at peace for over 40 years but this peace masked major tensions between nations; there was intense rivalry between the major European powers over their overseas colonies, the size of their armies and navies, and national pride; a system of ‘balance of power’ politics had developed, involving alliances between the major powers; and an arms race had also developed between the major powers.
- 2 Individual responses will vary. An example might be: Nationalism is the feeling of great pride in one’s nation.

It can unite people with a shared language, culture or beliefs but it can also create a feeling of supremacy and a hatred of other nations.

3 Britain had been building its empire since the 15th century, whereas Germany had only become a united nation in 1871, so it had had fewer opportunities to establish a large colonial empire.

4 Balance of power politics refers to the policy of nations creating alliances with each other to form groups of rival nations. In the event of war, the allied nations would support each other. It was hoped that this system would act as a deterrent to war, forcing nations to

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Skillbooster: What happened next?

The assassination was the trigger that had a domino effect leading to many countries declaring war on each other. This skillbooster may help students to organise their thoughts.

- 1 Read the pages of your student book and then fill in the blanks in the following sentences to help you organise your thoughts regarding who declared war on who and why.
 - a Archduke Franz _____ and his wife visited Bosnia–Herzegovina on a goodwill mission. Many Bosnians wanted Bosnia–Herzegovina to form a nation with _____ instead of being controlled by Austria–Hungary.
 - b The royal couple, Archduke Ferdinand and his wife Sophie, were _____ by _____ a Serbian _____.
 - c Because the assassin was a Serbian, Austria–Hungary, with support from its _____ ally, issued an ultimatum of _____ demands to Serbia. Serbia agreed to all but one demand.
 - d On 28 July 1914, _____ — _____ declared war on Serbia.
 - e _____, Serbia’s protector, declared war on Austria–Hungary.
 - f _____ declared war on Russia because Austria–Hungary was one of its allies.
 - g Germany invaded _____ and declared war on France.
 - h Britain came to Belgium’s aid, having signed a treaty to protect them in _____. Britain declared war on Germany.
 - i On 23 August 1914, _____ one of Britain’s allies, declared war on Germany. Italy entered the war in _____. Turkey entered the _____ on the side of Germany.



Source 5.10 Balkan states in 1914



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Answers: (a) Ferdinand, Serbia, (b) assassinated, Gavrilo Princip, nationalist, (c) German, 10, (d) Austria–Hungary, (e) Russia, (f) Germany, (g) Belgium, (h) 1839, (i) Japan, 1915, war.

- 2 Now that you know about the causes of World War I, do you think any country in particular was responsible for its escalation? Give reasons for your answer.

Digging deeper

Using analogies can help students think about concepts in a different way. Ask students to finish off the following sentences.

The outbreak of World War I

The event that triggered the start of World War I took place in the Balkan states, an area of south-eastern Europe (see Source 5.10). The Balkans were very unstable. Three major imperial powers were actively involved in the region: Austria–Hungary, the Russian Empire and the Ottoman (Turkish) Empire.

The complex relationships between these powers made the Balkans a potential crisis point. Austria–Hungary controlled parts of the Balkans and, in 1908, had annexed (taken control over) Bosnia–Herzegovina. Russia supported Serbian nationalists, who wanted Bosnia–Herzegovina as part of Serbia.

The Emperor of Austria–Hungary was aware of the tension in the Balkans. Believing that the people would be dazzled and charmed by a royal visit, he sent his nephew and his wife on a goodwill visit to the city of Sarajevo in Bosnia–Herzegovina. On 28 June 1914, most of the people of the area lined the streets, enthusiastically welcoming the royal couple. However, a small group of Bosnian Serb nationalists took the opportunity to show their feelings about their imperial rulers.

While visiting the city, Archduke Franz Ferdinand and his wife Sophie were shot and killed by Gavrilo Princip, a member of a Serbian nationalist group called the Black Hand.

The declaration of war

The expansion of the conflict from an incident in the Balkans to a world war was a direct result of the alliance system. Austria–Hungary, with support from Germany, quickly issued an ultimatum consisting of ten demands to Serbia. Serbia agreed to accept nine of the demands but refused to agree to the last one—that officials from Austria–Hungary be involved in the investigation into the assassination of the Archduke. When Serbia failed to agree to all ten demands, Austria–Hungary declared war on Serbia on 28 July 1914.

Empires mobilise

Russia saw itself as Serbia’s protector. It responded by mobilising its army for war against Austria–Hungary and Germany. On 31 July, Germany demanded that Russia stop these preparations for war. Russia did not respond and so Germany declared war on Russia. The Germans had also asked the French government what its intentions were. France issued a vague response, stating that it would ‘follow its own interests’.

The Schlieffen Plan and the invasion of Belgium

By 1914, the German General Staff had decided to invade France through Belgium in the event of a two-front war. This was based on a 1905 strategy drawn up by Chief of Staff Alfred von Schlieffen, called the Schlieffen Plan.

Source 5.11 An artist’s impression of the assassination of the Archduke Franz Ferdinand in Sarajevo

- 1 The assassination of Archduke Ferdinand and his wife Sophie can be likened to one domino falling, triggering other dominos to fall. This is because ...
 - 2 The arms race is like a cat chasing its tail because ...
 - 3 An alliance is like going to the dentist because ...
- Once you have completed the analogies above, ask students to draw cartoons to reflect these statements. They will find it useful to combine pictures and words when completing this task.

The Schlieffen Plan was based on the following assumptions:

- Russia would take at least six weeks to get its army ready for war.
- France would be easily defeated in six weeks.
- Belgium would not resist any German attack.
- Britain would remain neutral.

If war broke out, Germany would attack France by marching through Belgium. Belgium and France would be quickly defeated, after which Germany could turn its attention to Russia.

If this plan was implemented, it would violate Belgium’s neutrality. Britain had signed a treaty in 1839, guaranteeing to come to the defence of Belgium if another country attempted to invade its borders. As a result, the German invasion of Belgium forced Britain to become involved in the growing conflict.

contestability: the Schlieffen Plan

Historical events can become contestable with the release of new sources of information. The Schlieffen Plan is a good example because it has become the accepted explanation of German tactics in 1914. More recently, however, historians like Terence Zuber have used material released from German archives after the fall of the Berlin Wall to challenge this view. They argue that the 1905 Schlieffen Plan was not a practical war plan, but actually a theoretical training exercise. This argument is based on inconsistencies between the 1905 Schlieffen Plan and the German mobilisation plans implemented in 1914.

Zuber points out that the Schlieffen Plan was for a war against France on a single front, yet in 1914 Germany was planning for a war against France and Russia. The actual document was also in the possession of Schlieffen’s daughters in 1914, not with the General Staff. Historians have to be prepared to accept the emergence of new evidence that challenges accepted beliefs. The Schlieffen Plan has long been accepted as fact, but as Zuber argues, it can now be regarded as contestable.

The war escalates

On 3 August 1914, British Prime Minister Herbert Asquith and Foreign Secretary Sir Edward Grey sent a message to the German government announcing that Britain would declare war if Germany did not withdraw its troops from Belgium by midnight. There was no response to the message, so on 4 August 1914 Britain, and its empire, found itself at war with Germany.

Italy was also a member of the Triple Alliance with Germany and Austria–Hungary. It was expected that Italy would join the war on their side. However, under the wording of the Triple Alliance, members were not bound to support each other if one had been the aggressor. Italy used this clause to remain neutral at the start of the war and to switch to the Triple Entente in May 1915.

Turkey entered the war on the side of the Triple Alliance in October 1914. It was against Turkey that Australia’s first land battles took place. The USA also came into the war, on the side of the Triple Entente (or Allies), in April 1917, after Germany had resumed its unrestricted submarine warfare.

Source 5.12

Key dates in the lead-up to World War I		
28 June 1914	Assassination of Archduke Franz Ferdinand	
23 July 1914	Austria–Hungary presents ten demands to Serbia	
25 July 1914	Serbia agrees to only nine of the ten demands	
28 July 1914	Austria–Hungary declares war on Serbia	
29 July 1914	Russia promises support for Serbia	
1 August 1914	Germany declares war on Russia	
3 August 1914	Germany declares war on France and invades Belgium	
4 August 1914	Britain declares war on Germany (Australia becomes involved)	
6 August 1914	Austria–Hungary declares war on Russia	
23 August 1914	Japan (an ally of Britain) declares war on Germany	
29 October 1914	Turkey enters the war on the side of Germany	
23 May 1915	Italy enters the war on the side of the Triple Entente	

Check your learning

- 1 Why did the Archduke and his wife tour Sarajevo?
- 2 Explain why there is historical debate over the use of the term ‘Schlieffen Plan’ to describe Germany’s actions in World War I.
- 3 Why did Serbia reject Austria–Hungary’s ultimatum in July 1914?
- 4 Carefully examine the key dates leading up to World War I (Source 5.12). Use this information to construct a flow chart that shows the lead-up to World War I.

Answers: Check your learning

- 1 The Austro-Hungarian Emperor was worried about the tension in the Balkans over the issue of Serb nationalism in Bosnia–Herzegovina. Archduke Ferdinand and his wife were sent to Sarajevo in Bosnia–Herzegovina on a ‘goodwill visit’ to calm the tensions.
- 2 Answers may include: because recent evidence suggests that the Schlieffen Plan was not a practical war plan; because the Schlieffen Plan was not a plan for a war on two fronts, as occurred in 1914; and

because the German army’s general staff did not have the original Schlieffen Plan in their possession when war broke out.

- 3 Because Austria–Hungary’s ultimatum consisted of 10 demands. The Serbian government was prepared to accept nine of these, but refused to allow Austro-Hungarian officials to be involved in the investigation into the assassination of Archduke Ferdinand.
- 4 Individual responses will vary.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- 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.
- 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.
- 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 ‘Australia’s entry into World War I’ it states that ‘... Australians had not been engaged in war and had little understanding of what it meant’. Ask students if they can think about why Indigenous Australians might disagree with this statement. Have students do some research on the Internet to find out about Indigenous Australians’ involvement in World War I and their treatment at the end of the war. Ask them what they think of Indigenous Australian soldiers not being given the same government assistance all other soldiers received after the war.

Pacifism

Discuss the concept of pacifism. Pacifism is not a new concept. Pacifism is part of many religious teachings, for example those of Buddha and Jesus. Students may have heard of the phrase, ‘turn the other cheek’. It means that if someone was to slap you on the face, you would not respond by hitting them back. Students might think about what life might be like if we all embraced this theory.

Women’s Peace Army

For background information, it is worth listening to an audio program on Vida Goldstein (see the obook extras panel on this spread for the weblink). You may wish to ask students why Vida Goldstein was considered to be a ‘woman before her time’.

Australia’s entry into World War I

Before World War I, Europe had been relatively peaceful for over 40 years. The last major war had been fought in 1871, meaning that a whole generation of young men had grown up with no real experience of war. The same was true of Australia. Apart from a small number of soldiers who had fought for Britain in the Sudanese and Boer wars, Australians had not been engaged in war and had little understanding of what it meant.

Possibly because of this, there was a perception that war was glorious, exciting and heroic. Young people, especially boys, were brought up on military stories and were taught military drills in school. In these stories, the heroes were rarely wounded or killed; they won their battles effortlessly, and the drills taught them to obey orders and work together.

The great adventure

When World War I began, Australia had been a single, united country for only 13 years. Although Australia was self-governing, it was still a dominion of the British Empire. As such, Australia was obliged to follow the instructions of Britain in many areas of government. Therefore, when Britain declared war on Germany, Australia was also at war, as were all other countries in the Empire.

In Australia, a wave of enthusiasm for the war effort swept the country. The men of Australia rushed to enlist in the Australian Imperial Force (AIF). According to legend, many were concerned that the war might end before they got to Europe. The Australian government initially promised to supply 20 000 men to the British war effort by the end of 1914—in reality, the number of men enlisted by this time was around 50 000.



Source 5.13 Australian recruitment poster from 1915 (AWM ARTV00021)

The reasons for enlistment were varied and complex. Some men were driven by a desire to show what this new young nation could contribute to a world conflict. Others went to war because of pure loyalty to Britain, ‘the mother country’. Many of the first wave of volunteers were former 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 (later Prime Minister) Andrew Fisher pledged that Australia would ‘stand beside the mother country to help and defend her to the last man and the last shilling’.

As well, there were young men who joined out of a spirit of adventure, an opportunity to leave home, to see the world, to meet French girls. Whole football and cricket teams joined, as did groups of workmates from businesses and factories in cities and country towns. Many women encouraged their husbands, boyfriends, brothers and even fathers to enlist. Many young women preferred to socialise with men in uniform.

The opportunity to earn a good income also acted as an incentive. The pay was 6 shillings (60 cents) per day, a figure calculated to match the average wage of Australian workers, minus the cost of rations. The promise of regular pay also motivated many unemployed men to volunteer. As the war progressed, hatred of the enemy also became a motivation for enlistment. Propaganda stories (often exaggerated) of German atrocities were used in recruiting campaigns.

In every city and town, recruiting rallies were held. Platforms would be set up with the Australian and British flags side by side as a backdrop to the speeches. High-profile sportsmen such as footballers, cricketers and athletes would be planted in the crowd. When the call went out for young men to step forward and sign up, it was frequently one of these sportsmen who led the charge.

Among those who offered to enlist were Aboriginal Australians. Only 400 Aborigines were accepted for service, and they were all deemed to be ‘of substantial European origin or descent’. When Australian soldiers returned from World War I, there were many benefits available to them to assist their readjustment to civilian life. Aboriginal soldiers, however, were denied access to these benefits.

Of course, not all motives for joining the war effort were noble. There were stories (perhaps just rumours) of soldiers changing their names before enlisting in order to get away from their wives or other commitments. Others enlisted to escape the boredom of jobs they hated, to leave school early, or to escape the strict rules and confines of their family homes.

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 thoughts that ran through the heads of those who enlisted, particularly in the first few months, the idea of death or even injury seems to have been very much in the background.

Questioning voices

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 the outcome. Others were opposed to the war because they were pacifists—people who do not think violence is an answer. One group of pacifists were the Jehovah’s Witnesses, a religious group for whom any engagement in war went against their beliefs.

There was also a small group of conscientious objectors and pacifists—people who oppose war and believe that they would betray their principles by enlisting or fighting, or by supporting war. Among this group was the Women’s Peace Army, led by suffragette (a woman demanding the right to vote) Vida Goldstein (see Source 5.15).



Source 5.14 Recruitment posters such as this appealed to the ‘sportsmen’ in Australia (AWM ARTV00026).



Source 5.15 Vida Goldstein was both a suffragette and a pacifist.

home life, pressure from others, earn an income, be a hero, excitement, get in first, support Britain, protect Australia. You could follow this skillbooster activity up by completing question 11 in ‘Big ideas’ for this key inquiry question.

- 1 Ask students to draw a mind map that lists all of the reasons why Australian soldiers enlisted to fight in World War I. The reasons are explained on these pages of the student book. The centre circle of the mind map should read ‘Reasons Australians enlisted in World War I’. Ask students to try not

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 ‘adventure and travel’ and ‘copying friends’.

- 2 Have students read Sources 5.16 to 5.20 on page 242 and match the reason for enlisting given in the sources with a reason on their diagram.

obook extras

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

ID05.07 Weblink: Vida Goldstein

Visit the ABC website and listen to an audio report about Vida Goldstein.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- 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.



Answers: Check your learning

- War was generally perceived as glorious, exciting and heroic. Many Australians held this attitude because few of them had any personal experience of war. Many young men had been brought up with heroic war stories and taught military drills in school.
- Answers may include: because violence contradicted their religious beliefs; because they were pacifists or conscientious objectors; because they understood the realities of warfare and were scared; because they thought the war was not Australia's to fight; and they thought Australia's small army would make little difference to the outcome of the war.
- Answers may include: propaganda; recruiting posters; recruiting rallies were held in every major town; high-profile people such as top sportsmen were used to encourage others to enlist; stories of German atrocities were exaggerated; members of the AIF were well paid; and women were encouraged to pressure their brothers, boyfriends, husbands and sons to enlist.
- Answers may include: patriotism; a sense of duty; the offer of regular employment for a good wage; joining up with workmates; and loyalty to Britain.
 - Answers may include: a sense of adventure; the chance to get away from an unhappy marriage or job; the chance to leave school; because of pressure from sisters, wives, girlfriends or mothers; hatred of Germany; and the chance to prove Australians could be good soldiers.
- Individual responses will vary. Points raised might include: For: the younger brother can look after the farm while the older brother is away; the older brother will earn a very good wage while he is away, which will help the family in the long term; if he is killed or injured, the older brother will earn a military pension; and the British Empire's need for more soldiers outweighed the individual needs of the family.

Against: their widowed mother could not maintain the farm by herself; the farm may have to be sold, potentially financially ruining the family; the older brother may be killed during the war, or else injured and unable to contribute to farm work when he returned; and Australia needed farmers to remain behind to help supply the allied armies with food.

Answers: Big ideas

- Individual responses will vary. Example answers:
 - Imperialism is the policy of expanding a nation's territory to create an empire.
 - Nationalism is the feeling of great pride in and love of one's nation.
 - An alliance is an agreement between two nations to come to each other's aid in the event of an invasion by another nation.
- The Triple Alliance, which consisted of Germany, Austria–Hungary and Italy, and the Triple Entente, which consisted of Britain, France and Russia. However, both alliances also involved the colonies and dominions of

perspective: motives

Australian soldiers enlisted in the First AIF for a range of reasons. The age, background, circumstances and values of particular soldiers were all significant factors. The following sources provide a brief insight into the motives of some of the men that enlisted.

Source 5.16

I wasn't eighteen. I was working on the lathe, next to another chap ... I said to him 'why don't you enlist?' I said, 'I'll enlist if you do' ... I went right up to Victoria Barracks and enlisted. We left the factory and I had to get my father's signature. Well, I forged that.

Stan D'Altera (in A Thomson, *Anzac Memories*, Oxford University Press, p. 27)

Source 5.17

I couldn't help myself. Mum was a widow and she needed me to help run the farm ... But I read what Andrew Fisher said and I went, 'Fisher's message to England was that Australia would stand behind her to the last man and the last shilling.'

Unnamed soldier (in P Adam-Smith, *The Anzacs*, Penguin, p. 17)

Check your learning

- What was the attitude of most Australians to war before 1914? Why did they hold this attitude?
- Why were some people or groups not enthusiastic about the war?
- What techniques were used by the government to encourage men to enlist?
- Reread Sources 5.16 to 5.20.
 - How many different motivations and attitudes can you identify?
 - What other reasons might have motivated men to enlist?
- Create a conversation between the unnamed soldier in Source 5.17 and a younger brother who has been left to run the farm alone. Your conversation should include three arguments 'for' and 'against' enlisting in 1914.

Source 5.18

The Bugles of England were blowing o'er the sea, As they had called a thousand years, calling now to me: They woke me from my dreaming in the dawning of the day, The Bugles of England—and how could I stay?

JD Burns, a student at Scotch College, Melbourne, in 1914 (in EM Andrews, *The Anzac Illusion*, Cambridge University Press, p. 40)

Source 5.19

... I have joined the Australian Army ... it's not bad money here, 5/- a day and clothes and food ... nearly as good as cabinet making and not half as hard. You may [think] it funny [my] turning up such a good job, but ... this [employer] had only about three days work left for us ... things are so bad out here for there is a drought on [and] we haven't had any rain for months, so I [thought] I would join the army.

Corporal RE Antill in a letter to his parents, 1914 (defencemagazine)

Source 5.20

I have enlisted and I don't regret it in the very least. I believe it is every young fellow's duty. There are far better men than any of us have already gone ... we are the sort of men who ought to go.

Private AJ McSparrow (in B Gammage, *The Broken Years*, p. 7)

these empires, such as Australia, New Zealand and India in the Triple Entente.

- Answers may include: loyalty to the British Empire; a desire to prove Australia's military worth as a new nation; a sense of duty to the 'mother country'; the opportunities it provided, such as adventure, travel, good wages, meeting women, and escaping unhappy jobs or marriages; and because there was little understanding of the brutal nature of modern warfare.
- Points raised might include: because the Austro–Hungarian officials would likely blame Serbia for the assassination; because the investigation could be used as an excuse to annex Serbia; because it

bigideas

5.1 What were the causes of World War I?

Remember

- Write definitions in your own words for the terms:
 - imperialism
 - nationalism
 - alliance.
- What were the two major alliances formed before World War I? Which countries were the members of the two alliances?
- Give three reasons why many Australians strongly supported Australia's involvement in World War I.

Understand

- Why might Serbia have refused to agree to the last of Austria–Hungary's demands: that Austro-Hungarian officials be involved in the investigation into the assassination of the Archduke?
- How do you explain the fact that the rulers of Britain, Germany and Russia, although they were first cousins, were engaged in such bitter conflicts with each other over the course of World War I?
- At the start of the war, the Ottoman Empire (Turkey) was neutral. If Turkey had remained neutral, the story of the war, in particular Australia's role, would have been very different. There would not have been a Gallipoli campaign and 25 April would be just another day on the calendar.
 - Conduct research into the reasons why Turkey chose to enter the war, and why Turkey became involved on the side of the Triple Alliance.
 - How would the Triple Entente powers have been helped if Turkey had remained neutral?
- Why did recruiters rely on a sporting image to encourage young Australian men to enlist?

Apply

- Examine the background of World War I.
 - List and briefly explain all the major causes of World War I.
 - Choose the cause that you believe was most significant and explain why you have chosen this cause.
- If the assassination of the Archduke had not taken place, do you believe that World War I would still have occurred? Explain and support your opinion.

Analyse

- Examine the two recruiting posters (Sources 5.13 and 5.14. Identify all the methods used on these posters to encourage enlistment. Support your answer with reference to words or images in the posters.

Evaluate

- Think about some of the reasons why young men decided to enlist for World War I. Do you think the same reasons apply for young Australians who enlist to fight in wars overseas today?

Create

- Create an illustrated timeline or flow chart of the events leading to the outbreak of World War I. You may like to illustrate the timeline by hand, or use the Internet to locate illustrations of the events.
- Use a range of print and digital resources to locate and print a series of recruitment posters from World War I (two of which must be Australian). Be sure to include posters from a range of different countries that were involved in World War I. Analyse these posters, looking for points such as:
 - appeal to sense of national identity
 - appeal to sense of adventure and excitement
 - appeal to sense of outrage and anger at the enemy.Create a PowerPoint or other multimedia presentation in which you identify the key features of the posters in each category. Discuss whether you think each poster was successful in encouraging people to get involved in the war effort and why.

- Points raised might include: Allied ships would have had access to the Black Sea and been able to open a direct supply line to Russia; with better supply lines to the other Triple Entente nations, Russia may have been able to defeat Germany on the Eastern Front, ending the war quickly; and resources which were deployed to invade Turkey, such as the AIF, could have been used to relieve pressure on the Western Front or to reinforce Russia's position on the Eastern Front.

- 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 fit, young sportsmen would make fine soldiers.
- Answers may include: nationalism; imperialism; militarism and the arms race; the alliance system and balance of power politics; independence movements in the Balkans; and the assassination of Archduke Franz Ferdinand and Serbia's rejection of Austria–Hungary's ultimatum.
 - Individual responses will vary.
- Individual responses will vary. Points raised might include: Yes: because there was intense rivalry between the European powers anyway; balance of power politics and the arms race made war inevitable; there were various other potential flashpoints, such as the Morocco crisis, which could have drawn the powers into a war; and the nations were planning for war before the assassination of Franz Ferdinand.

No: balance of power politics may have proved an effective deterrent if the assassination had not occurred; the alliance system may have dissolved naturally before war broke out; and the rulers of the European powers may have backed down over the arms race.
- Points raised might include: invoking ideas of loyalty and duty to the British Empire; using vague images to avoid showing the realities of modern warfare; using Australian images, such as the kangaroo, to create a sense of nationalism; referring to sport 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 mateship and camaraderie of the army.

- Individual responses will vary. Points raised might include: that patriotism, nationalism and a sense of duty to one's country do motivate some people to join the army today; that the army is still considered a well-paid career that offers regular employment; some soldiers are still motivated by a sense of adventure; that effective government propaganda, such as advertisements emphasising mateship and camaraderie, still motivates people to enlist; that a hatred of the enemy is less likely to motivate young people today to enlist; that loyalty is now more likely to be to Australia itself, rather than to Britain; and that young people today are more likely to understand the realities of warfare than young people enlisting in the first AIF did.

- Individual responses will vary.

- Individual responses will vary.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

HISTORICAL SKILLS

- 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.
- Identify and analyse different historical interpretations (including their own).
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

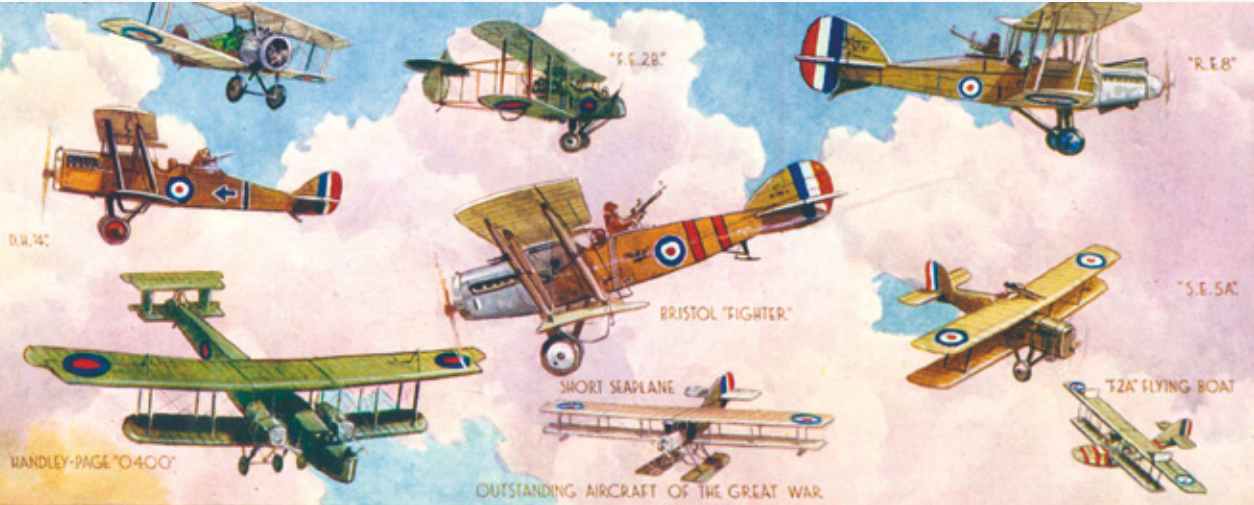


Teaching tips

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 ceasefires along 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 drives 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 gbook extras panel on this spread).

For your information

A ‘military front’ 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 covered 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



Source 5.21 British aircraft played a vital role in the new way of fighting wars.

5.2 How and where was World War I fought?

World War I was fought across a larger area than any previous conflict. Theatres of war ranged from the Middle East to the Western Front, from Russia to the Pacific, the North Sea to the Dardanelles, and from northern Italy to Africa. 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 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 Russia faced Germany and its allies on the Western Front. Germany also fought against Russia on the Eastern Front. There was fighting in Turkey and the Middle East and in North Africa. There were also small conflicts in the Pacific Ocean, where a combined effort of Japanese and Australian forces took over German colonies in New Guinea. Battles at sea interrupted shipping and trade. War was also fought in the air and under the sea for the first time—terrorising civilian populations.

New technology

Over the course of World War I, many new technologies were introduced, and existing military vehicles and weapons were improved. Developments in powerful, long-range weaponry, such as the machine gun and heavy artillery, were particularly important. Deadly new chemical weapons were also a significant development.

Much of this technology is blamed for extending the war, as the conflict quickly became an evenly matched battle of technology and tactics—with neither side able to break the deadlock. Unlike earlier wars, in which the soldiers moved around constantly to gain an advantage, both sides on the Western Front were forced to dig trenches for protection, bringing the armies to a stalemate.

Guns 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 were capable of firing up to 600 rounds of ammunition per minute in short bursts. Facing one machine gun was similar to facing 250 soldiers with rifles. However, the guns often overheated and were heavy and difficult to move through the mud. Nonetheless, they were devastating when used against oncoming troops.

Heavy artillery guns could fire large shells over a long distance, usually projecting them in an arc to land on the target from above. Like machine guns, artillery weapons were heavy and difficult to move. They were usually mounted on wheels that often became bogged down in the mud or got stuck in craters.

Gas

In April 1915, Germany introduced poison gas (see Source 5.23) as a weapon of war. Chlorine, which was blown over the enemy trenches, burned and destroyed the respiratory tracts (airways) of anyone without a gas mask, causing terrible pain and death. Other gases were introduced throughout the war, including mustard and tear gas. Poison-gas attacks were so horrific that their use was banned in 1925 under the Geneva Protocol.

Tanks

The British army introduced the first tanks into the war in September 1916 at the Battle of the Somme. While they were successful at overcoming barbed wire obstacles and trenches, the mechanical unreliability of these early tanks limited their impact. They had been rushed into production and frequently broke down or became stuck in muddy ditches. The crews inside the tanks had to endure unbearably hot and noisy conditions, almost constantly choking on the fumes inside the cab. By the end of 1917, improvements in tank technology and tactics meant that tanks were becoming more effective.



Source 5.22 British machine gunners firing during the Battle of the Somme



Source 5.23 A soldier and dog work to find the wounded in poisonous war areas.

Skillbooster: Sustainability and war

Since this section is about the nature of warfare, students might explore the relationship between sustainability and war. To do that, students need to understand what sustainability is. In simple terms, this sustainability is the capacity of planet Earth to keep on providing for the needs of our children and our children’s children so they can maintain or hopefully improve their wellbeing. Consider asking students the following questions.

- 1 What type of costs would be involved in staging a war?
- 2 What could have been done with the resources if there was no World War I? (Consider re-reading the top of page 234, describing the standard of living that had been reached in various countries before the outbreak of the war.)
- 3 Can you imagine what effect warfare in the trenches had on the environment?
- 4 What human impact did warfare have?
- 5 Respond to this quote: ‘Sustainability is about preserving life now and for future generations and war is about terminating life.’

Type of warfare	Description	Capability	Problems experienced with this weaponry	Used by? Enemy only/Both sides
Guns				
Artillery				
Gas				
Tanks				
Aircraft				

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.

obook extras

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

ID05.01 Flashcard glossary: World War I

ID05.08 Weblink: Christmas Truce 1914

Visit the Christmas Truce 1914 website to read letters written from soldiers who experienced the truce.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

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.
- 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 the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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.



Skillbooster: Case study

Read students this story of a homing pigeon used in World War I by the name of Cher Ami. Students should then answer the questions that follow.

Homing pigeon Cher Ami awarded prestigious war medal

Some might think it odd offering a pigeon a medal for heroic services but that is exactly what happened in World War I. The pigeon Cher Ami (translated ‘Dear Friend’) was used in the US Army Signal Corps in France during World War I. Cher Ami delivered 12 important messages during World War I. On his final flight, he was shot but continued on despite his injuries with a message that was to save 200 US soldiers.

Homing pigeons can fly huge distances (about 1800 kilometres—the distance between Melbourne and Brisbane is approximately 1700 kilometres) and can fly at speeds of around 80 km/h. Messages were written on thin pieces of paper and inserted into a tube that was attached to the bird’s leg. A pigeon released in an unknown location will return home. Pigeons were used to send messages from the frontline to war headquarters, keeping the lines of communication



Source 5.24 German airmen attach a 100-kilogram bomb to the underside of a Gotha bomber.



Source 5.25 Dogs were sometimes used to carry messages to and from the front. This one brings news to a soldier in the trenches.

Aircraft

Large-scale aerial warfare was conducted for the first time during World War I. At first, small planes were used to scout enemy positions. Later, planes armed with machine guns were used in aerial combats, known as **dogfights**.

Huge airships called **zeppelins**, named for their inventor Count Ferdinand von Zeppelin, were used by the Germans in the first air raid over England in January 1915. Made of a cylindrical metal frame covered with fabric and filled with gasbags, a zeppelin was able to fly higher than conventional aircraft and drift almost silently over its targets. This made zeppelins difficult to fight against with normal anti-aircraft weaponry. The zeppelins’ ability to hit their targets accurately was poor though, and they were also vulnerable to strong winds that could blow them off course. Towards the end of the war, zeppelins were largely replaced by multi-engine bomber planes, such as the Gotha G.V. Britain responded with its equivalent, the Handley Page Type O bomber.

Communications

Advances in communication allowed faster contact between commanding field officers behind the front line and soldiers at the front line. The development of telephone and wireless (radio) systems allowed instant front-line reports and quick decisions. However, phone lines, which had to be laid in each new location, were easily damaged by the artillery, and the wireless radios were heavy and difficult to move. Despite the increasing use of these new technologies, soldiers still acted as runners to relay information. Motorbike couriers, carrier pigeons and even dogs were used at times (see Source 5.25).

Check your learning

- 1 Identify three ways in which World War I was different from preceding wars.
- 2 Did new developments in technology actually extend the war?
- 3 Why do you think that the use of poison gas was banned under the Geneva Protocol while the use of other types of weapons was not?
- 4 What were the advantages and disadvantages of new developments in communications?

Where was World War I fought?

In World War I, the greatest loss of life was in Europe. Many of the best-known land battles of World War I were played out in an area in France and Belgium known as the Western Front (see Source 5.26). However, the Eastern Front was also very important, especially in terms of the conflict between Germany and Russia. A third front, along the border between Italy and Austria, was the scene of fierce fighting and great loss of life.

Because so many European nations had large colonial empires, people from all over the world participated in the conflict. Members of the British Commonwealth (such as Australia, India, South Africa, Canada and New Zealand) were involved in the conflict. The war came close to Australia because Germany had colonies in Samoa and New Guinea. As early as August 1914, New Zealand forces occupied German Samoa with no loss of life. Australian forces had driven the Germans out of New Guinea by the end of 1914.



Source 5.26 The countries involved in World War I and the sites and years of major battles

significance: Lawrence of Arabia

At the outbreak of World War I, Thomas Edward Lawrence was a university student, specialising in the Middle East. When the war began, he enlisted in British intelligence and took part in a campaign in the Middle East. Lawrence became a close adviser to an Arabic prince, Faisal. Lawrence and Faisal helped to unite the Arabic tribes and encouraged uprisings that distracted the Ottoman (Turkish) troops.

The type of warfare used in the Middle East was different from that used at Gallipoli and in France. Rather than large armies attacking each other in force, they used a guerrilla-style campaign. This involved small bands of independent, non-military Arab tribesmen launching surprise attacks on the Turks. These tactics forced the Turks to divert troops to protect supplies and communication, weakening their ability to respond to other attacks.

Lawrence worked with the Arab tribes against the Turks and supported their demands for independence. His adventures as ‘Lawrence of Arabia’ made him a popular hero. Later, Lawrence’s reputation as a heroic figure was questioned by historians who were critical of the accuracy of Lawrence’s writing about his part in what was called the Arab Revolt.



Source 5.27 TE Lawrence in Arabia, 1915

For your information

Sergeant Stubby received medals for bravery and met with three American presidents after World War I. The dog is famous because he worked in the trenches in France with American soldiers. At times, he was under steady fire, delivering messages on the frontline. On one mission, he was injured by a German hand grenade but survived. He was a great morale booster for soldiers in the trenches and at home. Stubby had keen senses of smell and hearing and could warn soldiers of poison-gas attacks and

artillery shells before humans could perceive them. Prior warning meant soldiers were able to protect themselves from the attacks.

Answers: Check your learning

- 1 Answers may include: it was fought across a larger area than any previous war, with fronts in France, Russia, the Middle East, the Pacific, Italy, North Africa, the Dardanelles and the North Sea; large-scale aerial warfare was used for the first time; civilian populations away from the battlefields were directly affected by war

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

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.
- 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.
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- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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.



Answers: Check your learning

- 1 Because the major European powers had large colonial empires and their colonies and dominions were drawn into the war as well.
- 2 Points raised might include: they probably helped to convince sceptics that it was not just a European conflict but that it was also Australia's war; the ease with which the Australians and New Zealanders won the battles probably contributed to the idea that the war would be won easily; and the lack of Australian casualties in the successes may have convinced some people that war was an adventure rather than dangerous.
- 3 Lawrence was an advisor to the Arabic Prince Faisal and assisted Faisal in waging a guerrilla campaign against the Ottoman Empire in Arabia.
- 4 Answers may include: the large financial investment the United States had already made in the Allies and the need to ensure the Allies won to recoup that investment; Germany's policy of unrestricted submarine warfare, which resulted in the sinking of several passenger ships carrying American passengers; and the United States' cultural, linguistic and historical ties with the Allies.

The war also took place in the Middle East. The Gallipoli campaign, for example, was designed to open up access for the Allies. They needed this access in order to get troops and supplies into Russia—to aid the campaign on the Eastern Front. In the end, the Gallipoli campaign was abandoned, but not before the deaths of around 140000 soldiers from countries including Britain, Canada, France, Australia, New Zealand, India and Turkey. More than half of those killed were from Turkey.

Following the withdrawal from Gallipoli in December 1915, some of the Allied troops, including the Australian Light Horse, were redeployed to Palestine where they and the Arabs fought against the Ottoman (Turkish) Empire.

Japan, a rapidly modernising nation, was also involved on the side of the Triple Entente. In 1914, in response to a request from Britain, Japanese ships led raids on German naval vessels around Chinese waters. The Japanese further provided 17 battleships to assist British naval actions in the Mediterranean and in South Africa. It is interesting that Japan also took advantage of the war situation to extend its power and influence in China.

The USA enters the war

At the start of the war, the USA was neutral, but its sympathies definitely lay with the members of the Triple Entente. The USA continued to trade with Britain and, it is believed, to provide indirect support for the war effort.

In an attempt to stop trade across the Atlantic, the Germans began to use submarine warfare. On 7 May 1915, the British passenger ship *Lusitania* was sunk by a German submarine, killing 1198 passengers (see Source 5.28). Among the dead were 128 Americans.



Source 5.28 A sketch of the passenger ship *Lusitania* sinking on a trip from Liverpool to New York after it was hit by a torpedo from a German U-boat on 7 May 1915

Following the sinking of two more British ships carrying American passengers, Germany agreed to stop submarine attacks on ships carrying civilians. This pledge lasted until March 1917—a month in which German submarines sunk more American ships. On 6 April 1917, the USA declared war on Germany.

Another suggested motivation for the USA joining the war was the large amount of money that American bankers had lent to the British and French. It was important that the Triple Entente countries win the war in order for them to pay back the debt to the USA. The addition of thousands of fresh American troops at this crucial point of the war was intended to boost the war effort of the Triple Entente and maximise their chances of winning the war.

This is in fact what happened. The American troops were fit and enthusiastic. The USA also supplied extra food, facilities, and money to fund the final months of the campaign.

Check your learning

- 1 World War I was predominantly a European war. Why were people from so many other parts of the world involved?
- 2 What impact do you think the early Australian and New Zealand successes in the Pacific would have had on attitudes to war?
- 3 What was TE Lawrence's role in the Middle East?
- 4 Identify the main reasons why the USA became involved in World War I. Which do you believe to be the most important? Why?

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chapter five world war i (1914–1918) **249**

Australia's first battles

The first major battle of World War I for Australian troops took place on the Gallipoli Peninsula in Turkey. Many Australian men who enlisted in the early months of the war believed they would be travelling to Europe to fight against the Germans. However, in October 1914, Turkey entered the war on the side of Germany.

British strategists decided that Australian and New Zealand soldiers should join the Gallipoli campaign, which was designed to knock Turkey out of the war as quickly as possible.

For eight months, from April to December 1915, the Allies continued to fight on the Gallipoli Peninsula, but the campaign was ultimately a failure. As a result, the majority of Australian soldiers were moved to the Western Front. There they engaged in trench warfare for the next three years, until November 1918. Australian troops who remained in the Middle East, mainly the Light Horse, continued to fight the Turks, especially in the Australian and Anzac Mounted Divisions and the Imperial Camel Corps.



Source 5.29 A painting by Lieutenant General Sir Carl Jess, Australian infantry on fatigues at Gallipoli

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Formation of the Anzacs

When the war began, there was an equally enthusiastic response from Australia and New Zealand. Initially their two forces were separate. The Australian troops formed the First Australian Imperial Force and the New Zealanders the First New Zealand Expeditionary Force.

Early in 1915, as the two forces were training in Egypt, it was decided by General Birdwood, commander of the Australian and New Zealand forces, to form a combined corps. The first name suggested was the Australasian Army Corps, but this was rejected by New Zealand. Eventually the title Australia and New Zealand Army Corps (or ANZAC) was adopted. It was under this banner that the soldiers of both countries fought at Gallipoli and throughout World War I.

Gallipoli

The first major engagement of the Anzacs was as part of a campaign that aimed to take the Ottoman Empire (Turkey) out of the war. The plan was to open up a supply line from the Mediterranean through to Russia.

The only way that Britain and France could move troops, equipment or armaments to their ally Russia was through the Mediterranean Sea and into the Black Sea. To do this they had to pass through Turkish waters (see Source 5.30).

The first part of the campaign plan was launched in March 1915. This involved a naval attack through the Dardanelles—a sea passage from the Mediterranean Sea to the Black Sea. This action failed because the entrance to the Dardanelles had been mined. Three Allied battleships were destroyed by these mines, and another three were badly damaged.

A plan was then developed to launch a land attack on the Gallipoli Peninsula from the Aegean Sea coast. The hope was that the Allies would surprise the Turks, defeat them quickly and then march on to take control of the Turkish capital, Constantinople (now Istanbul). This would open up the desired supply lines through to Russia, and help the Allies to fight Germany and Austria from the east.

may be covered up? Can concealing the truth ever be justified?

- 2 Propaganda is information that is misleading or biased in some way in order to promote a particular political cause or view. The sinking of the *Lusitania* was used as propaganda. A powerful image used at the time was of a mother drowning with her baby. The image was used in posters with the slogan 'enlist'. What emotions are being provoked as a result of this sort of propaganda and what political message is it sending?

your lifetime where civilians have been killed or maimed in an enemy attack?

- 5 Controversy surrounded the *Lusitania* because the Germans claimed that they were attacking a legitimate military target. This was because the ship was, in fact, carrying a large consignment of artillery. The British, however, concentrated on the fact that the *Lusitania* was a passenger ship and that a war crime had been committed. A war crime is the violation of law regarding armed conflict. One of those laws is that during wartime, civilians must not be murdered or be ill-treated. Explain why there are laws with regard to how wars are conducted and how the sinking of the *Lusitania* could have been considered a war crime. What other examples of war crimes do you know?
- 6 After the sinking of the *Lusitania*, Americans were told an untrue story that German children were given a day off school to celebrate the sinking. What was the purpose of making up such a story and why did the British want the United States to enter the war?

Workbook resources

Activity 5.3 Places where Australians fought

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

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.
- Identify and locate relevant sources, using ICT and other methods.
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- Identify and analyse the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).



Teaching tips

Ask students where Gallipoli is and what they have heard about Gallipoli in World War I. After this discussion, watch the Anzac landing in 3-D at ‘Gallipoli: the First Day’ on the ABC website (see the weblink in the gbook extras panel on this spread). The 3-D animation gives a very clear explanation of what happened. Using this medium highlights the danger the Anzacs faced from the beginning and the loss of life that occurred.

Skillbooster: Gallipoli – personal stories

- 1 Have students visit ‘Gallipoli: the First Day’ on the ABC website (see the weblink in the gbook extras panel on this spread) and click on the ‘Profiles’ section. Students can choose a profile of one of the Australian soldiers who served in Gallipoli. Make sure they choose a profile that either provides a video account of the person’s experience of Gallipoli or a diary or letter extract. Once they have chosen their soldier, students can answer the following questions.
 - a Name the soldier and how old he was in 1915. State when and where he was born and when he died.

On 25 April 1915, ground troops from Britain, France, Australia, New Zealand, India and the British dominion of Newfoundland (now a Canadian province) landed on the Gallipoli Peninsula. The campaign was in trouble from the beginning. As the Australian and New Zealand troops landed at what is now called Anzac Cove (see Source 5.32), they faced cliffs up to 100 metres high and heavy resistance from behind the Turkish fortifications. Those soldiers who made it to the beach were unprotected as they faced the Turkish guns. The Anzacs managed to secure the beach and made limited progress up the cliffs and inland.

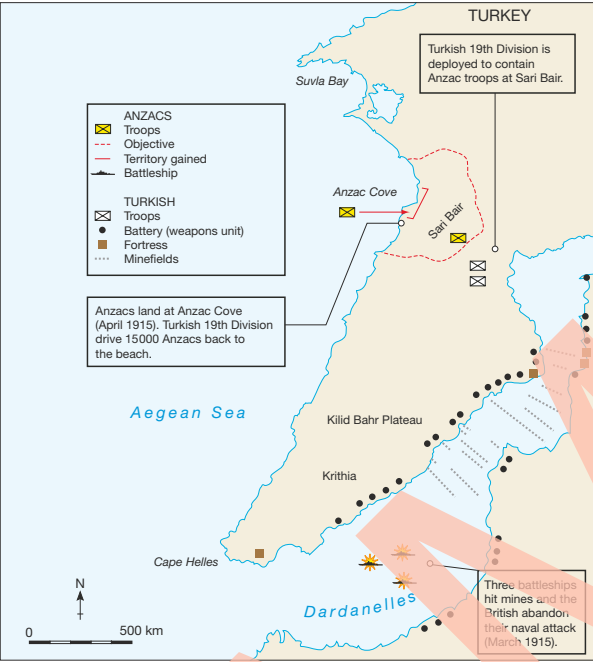
Although the plan had been to make seven kilometres of progress, the day ended with barely one kilometre achieved. More than 600 Australian soldiers were killed on the first day of the campaign. On hearing of the disastrous landing, the British commander of the campaign, General Sir Ian Hamilton, ordered the troops to ‘dig, dig, dig until you are safe’.

Hamilton’s decision to persist with the campaign was supported by news of the success of the Australian submarine AE2. On 25 April it became the first Allied warship to penetrate the Dardanelles, and attacked Turkish shipping until it was damaged and scuttled on 30 April.

In May 1915, the Turks launched a great counter-offensive to destroy the beachhead, but were driven back. During this battle, Australian Lance Corporal Albert Jacka became a national hero after receiving the Victoria Cross for single-handedly holding a trench and killing seven Turks. In August, the Australians and New Zealanders launched two famous diversionary attacks. The Australians captured Lone Pine in fighting so fierce that seven Victoria Crosses (the highest Commonwealth military decoration for valour ‘in the face of the enemy’) were awarded to their men. At the Nek, a charge by Lighthorsemen cost 234 lives on an area the size of three tennis courts.

On the battlefield, respect grew between the Turkish soldiers and the Anzac troops. Each side saw the other as honourable, and agreements were made to hold fire and bury the dead respectfully (see Source 5.31) and both sides had an amnesty to enable a number of dead Turkish soldiers to be buried under the Red Crescent flag of their nation. Over time, the two sides even began trading with each other.

Despite these offensives and counter-offensives, the situation on Gallipoli was to remain essentially unchanged for the eight months of the campaign.



Source 5.30 The Gallipoli Peninsula (detail above) and its position in the region (top map)

Source 5.31

It is stated in messages from Cairo that the majority of wounded who have arrived there deny the stories of Turkish atrocities. They state that the Turks are fighting most fairly. In one case, a Turk dressed the wounds of a British soldier under fire.

Another left his water bottle with a wounded Australian. An Australian who was taken prisoner, but subsequently escaped, stated he was very well treated.

Extract from the Melbourne newspaper *The Argus*, 22 June 1915

Conditions at Gallipoli

Conditions at Gallipoli were extremely difficult. The Allies landed in the Turkish spring. A sweltering summer followed. The bitterly cold winter would really take its toll. For men used to temperate Australian conditions, the icy north wind and snowfalls cut right through the meagre protection offered by inadequate uniforms. Frequent rainfalls flooded the trenches and turned the battlefields to mud.

Despite the rain and snow, drinking water was in short supply. It had to be shipped in to the troops, and this could be difficult if a supply ship ran into problems. Water was rationed carefully and soldiers were so conscious of the shortages that they often shaved with leftover cold tea. Food was more plentiful, although lacking in variety. Rations commonly included canned meat, corned beef (called ‘bully beef’) and hard biscuits. Fresh food was rarely available.

Poor health was a major problem. Painful conditions and diseases such as trench foot, dysentery, diarrhoea and gastroenteritis were common in the damp conditions of the trenches. Illness was spread by rats, lice, flies and mosquitoes. Many pests were attracted by the strong odour of decomposing bodies and human waste. Poor sanitation and poor food-handling practices meant the germs were often transferred to food and water supplies.

Withdrawal

In December 1915, the Anzacs were finally ordered to withdraw from Gallipoli. To hide the fact that they were leaving, they rigged up some rifles to fire at random. They did this by attaching tins to the rifles’ trigger mechanisms with string. When the tins filled with water dripping from other tins suspended above, their weight caused the triggers to be pulled and the rifles to fire. This tactic became known as the ‘ghost guns of Gallipoli’. Soldiers also carefully wrapped the horses’ hooves in cloth to muffle the sound of their leaving. The last Australian soldiers were evacuated overnight on 19–20 December. Because of its efficiency, the silent withdrawal is usually remembered as the most successful part of the Gallipoli campaign.

Over the course of the campaign, 8709 Australians died, and 19000 were wounded. Over the same period, over 80000 Turks were killed. During their time on Gallipoli, the ‘diggers’—as Australian troops became known—displayed a courage and ingenuity that would form the basis of the Anzac legend. This legend would contribute to the Australian sense of identity over the course of the 20th century.



Source 5.32 Anzac Cove, Gallipoli

Source 5.33

We landed on Gallipoli in what we were wearing and continued to wear it day and night until the socks were the first garments to become unwearable, and they were cast out and we went barefoot in our boots.

We discarded our tunics during the day as the weather became hotter, and working and living in earthen trenches, while sometimes sweating profusely caused our pants and thick pure woollen shirts to become even worse than filthy.

We got only sufficient fresh water, in fact, on some days barely enough to drink, so washing garments was out of the question, and so the only alternative was to get down to the beach and wash our garments and ourselves in the brine, which as far as our garments was concerned made little difference.

There were parasites which caused an abominable itch to which ever part of the skin where they operated. They lived and bred mainly in the seams of the inner garments and as there was no hot water or chemicals available for their control or destruction the field was open for them to multiply and flourish. The best control means available was to wear the clothing inside out and then there were no seams next to the skin for the pest to hide away in and breed. This I did with my flannel shirt, but I simply could not come at wearing my trousers inside out, even though many of the other men did. It simply looked too awful.

An extract from a letter that Lieutenant Frank Boyes wrote about conditions at Gallipoli

Source 5.34 Gallipoli, Turkey, 18 December 1915. This photo is of an Australian Army mock attack arranged in the Anzac area for photographic purposes two days before the evacuation took place (AWM H10379)

gbook extras

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

ID05.09 Weblink: Anzac landing in 3-D

Visit the ABC website ‘Gallipoli: the First Day’ and watch an animation of the Anzacs landing in Gallipoli.

ID05.10 Weblink: Anzac profiles

Visit the ABC website ‘Gallipoli: the First Day’ to access profiles of soldiers involved in the Gallipoli campaign.

ID05.11 Weblink: Gallipoli and the Anzacs

Access a wealth of fascinating information and primary source material about Gallipoli at this dedicated Anzac website.

ID05.12 Weblink: Jack Hazlitt—World War I digger

Visit the National Film and Sound Archive and watch a video clip of Jack Hazlitt talking about his experiences as a runner at Gallipoli.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

HISTORICAL SKILLS

- Use historical terms and concepts.
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Teaching tips

If you have access to any medals, consider showing them to students in the class. Ask the students why medals are awarded in wartime (see the weblink in the [obook extras](#) panel on this spread for information on medals awarded in World War I). It might also be worth mentioning that wartime medals have a commercial value. The first Victoria Cross to have been awarded to a private in World War I recently sold for £276 000 (more than AUD \$400 000).

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](#) panel on this spread). The song is about the futility of war and talks about a soldier who is maimed in Gallipoli during World War I. You may ask students to discuss the following questions in groups and then discuss their group responses with the rest of the class.

- 1 Why does the young man’s life before the war stand in such vivid contrast to his life after the war?
- 2 One line of the song says, ‘We buried ours, and the Turks buried theirs, then we started all over again’. How does this demonstrate the futility of war?

- 3 What were the personal costs to the young man 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 *Dust, Donkeys and Delusion* about the legend of John ‘Simpson’ Kirkpartrick. He believes that Simpson

contestability: two heroes

Most Australians, if asked to name a hero of Gallipoli, will name Simpson—Private John Simpson Kirkpatrick and his donkey.

In contrast, few people know the story of Major General Sir William Throsby Bridges, who led the Australian forces that landed at Gallipoli on 25 April 1915. In this section, we will look in more detail at these two individuals and the ways in which they made contributions to the war.

Private John ‘Simpson’ Kirkpatrick and his donkeys

English-born Private John Simpson Kirkpatrick jumped ship from a British merchant vessel in 1910 and spent the next four years wandering around Australia doing a variety of jobs. Hoping to get a free passage back to England, he enlisted in the AIF, and was placed with the



Source 5.35 Simpson and one of his donkeys with an injured soldier (AWM J06392)

3rd Field Ambulance. On 25 April 1915, he found himself landed on the beaches of Gallipoli.

Simpson, and many others, had the job of transporting wounded soldiers back to the field hospitals for treatment. The day after the landing, however, Simpson spotted some donkeys that had been used as pack animals. Simpson soon formed a bond with one of the donkeys. Although we do not know the exact name Simpson gave the donkey, records from the time suggest the name was Duffy. The sure-footed and steady donkey was the perfect mobile stretcher.

Simpson worked tirelessly and cheerfully, often making up to 15 trips a day through sniper fire—a round trip of almost 2.5 kilometres. The donkey was kept under cover while Simpson darted out to retrieve the injured soldiers.

On 19 May, Private Simpson was killed by machine-gun fire. His faithful donkey Duffy returned alone to the field hospital, carrying his last soldier to safety. Simpson was buried at Anzac Cove under his true name, John Simpson Kirkpatrick.

The then-Colonel John Monash said of him, ‘Private Simpson and his little beast earned the admiration of everyone at the upper end of the valley ... he frequently earned the applause of the personnel for his many fearless rescues of wounded men from areas subject to rifle and shrapnel fire.’

Major General Sir William Throsby Bridges

Major General Sir William Throsby Bridges was a hero of the Gallipoli landing and, for several years, one of the best-known names in Australia. He was responsible for the raising and naming of the 1st Australian Imperial Force. Bridges led the Australian Division that was the first to land at Anzac Cove on the morning on 25 April 1915.

Late in the day on 25 April, Bridges realised that the landing had been a failure and



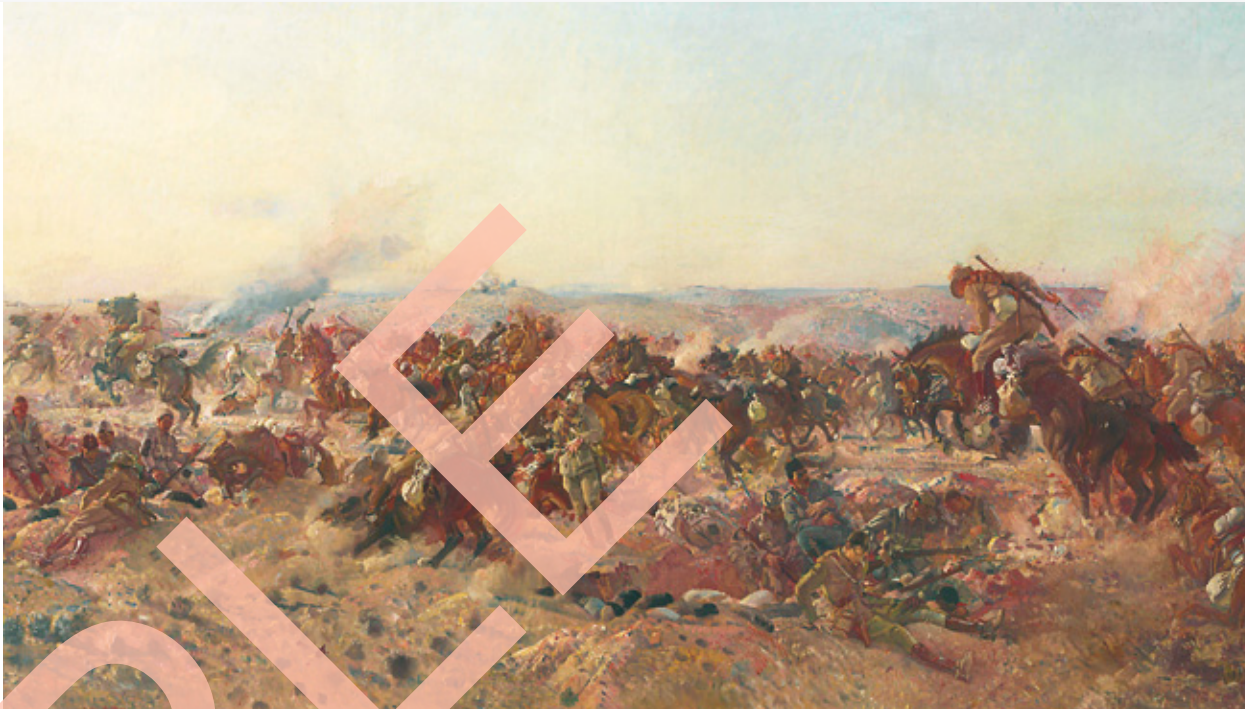
Source 5.36 William Throsby Bridges (AWM A02867)

concluded that they should leave Gallipoli before there were further losses of life. Together with the New Zealand Commander, General Godley, he tried to convince the British General Sir Ian Hamilton that they should evacuate, to no avail.

Bridges gained a reputation for visiting his troops on the front lines, even if he was putting himself in danger. Only 20 days into the campaign, Bridges was shot. He died three days later.

Bridges was one of only two soldiers from World War I whose body was returned to Australia for burial (apart from the unknown soldier brought back in 1990). He was knighted just before his death and, in September 1915, was buried in the grounds of Duntroon, the military college he had established in Canberra. Moreover, his horse ‘Sandy’ was the only horse brought back to Australia from World War I.

Source 5.37 The Charge of the Australian Light Horse at Beersheba, 1917, George Lambert (1920) (AWM ART02811)



Source 5.37 The Charge of the Australian Light Horse at Beersheba, 1917, George Lambert (1920) (AWM ART02811)

The Australian Light Horse

Following the withdrawal from Gallipoli, the Australian infantry were deployed to France. However, the mounted troops remained to continue fighting against the Turks in Egypt. They became involved in what was known as ‘the Sinai and Palestine campaign’.

The Australian Light Horse was a combination of cavalry and mounted infantry that had been developed during the Boer War (1899–1902). Traditional cavalry forces were becoming obsolete as nations developed more powerful infantry and artillery weapons. However, Australia’s vast distances made military leaders reluctant to do away with mounted soldiers. The answer was a mounted force of trained infantry soldiers who would ride swiftly into battle, but fight on the ground like regular infantry. Australian mounted troops made a significant contribution to the defeat of Turkish troops in the Middle East.

The most famous battle fought by the Light Horse was the Battle of Beersheba in October 1917. The charge was aimed at capturing the important Turkish base of Beersheba, and has been called the last successful cavalry charge in history (see Source 5.37).

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 earned high praise, even though they did not achieve what they hoped to?
- 4 Explain why some people argue that the withdrawal of the Anzacs from Gallipoli was the most successful part of the campaign.
- 5 Given their brief periods of service at Gallipoli, do you think either Simpson or Bridges deserve to be remembered as a ‘hero’?

casualties; and the tactics devised to drive back the Turkish army were insufficient.

Points raised might include: because the Anzacs surpassed the British Army’s expectations of them; because they followed their orders and continued trying to fulfil their objectives despite heavy casualties; because individuals such as Lieutenant Albert Jacka performed incredible feats that won great praise from the British Army; and because innovations such as the ‘ghost guns of Gallipoli’ showed the Anzacs to be ingenious soldiers.

- 4 The Australian soldiers were evacuated from Gallipoli under the cover of darkness without any casualties and the ‘ghost guns of Gallipoli’ ensured that few Turkish soldiers even noticed the retreat. Because of the efficiency of this withdrawal, many people consider it to be a far more successful part of the campaign than the disastrous landing and offensives which cost thousands of lives.
- 5 Individual responses will vary.

obook extras

Enter the ID numbers below into the search field of your [obook](#) to access these resources.

ID05.13 Weblink: Wartime medals

Find out more about the medals that were awarded in World War I.

ID05.14 Weblink: ‘And the band played Waltzing Matilda’

Visit Eric Bogle’s website, to view the lyrics of ‘And the band played Waltzing Matilda’.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

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.
- 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.
- Identify and analyse different historical interpretations (including their own).



Skillbooster: Primary source interpretation

Trench warfare

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

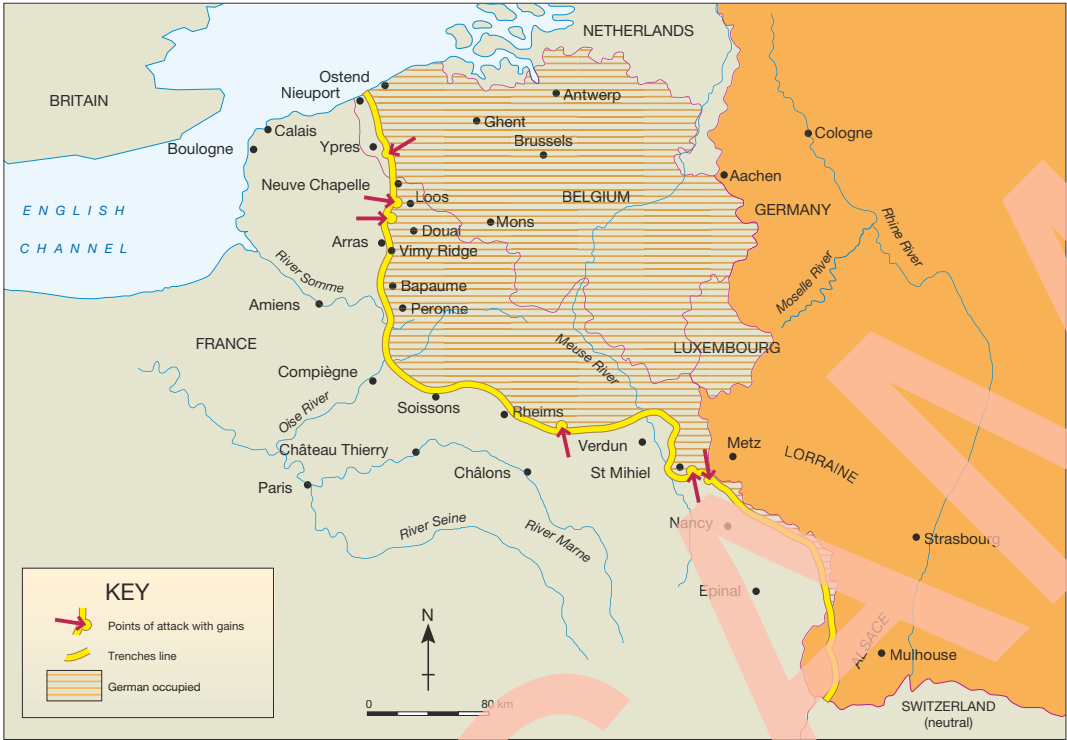
- 1 What type of warfare were soldiers engaged in?
- 2 Why were trenches such as the one shown in Source 5.38 dug?
- 3 What is the enemy likely to do if they see the French soldiers move from the trenches and charge the enemy lines? Describe the fatalities that might be involved on both sides.
- 4 Can 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 aims to wear down the enemy with continual loss of life until the enemy collapses or surrenders. The side that wins therefore will be the one that has 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.

The Western Front

Although the Gallipoli campaign was the first major engagement for Australian and New Zealand troops, it was not the first campaign of the war. Nor was it the centre of action. The fighting that took place along the Western Front through France and Belgium (see Source 5.39) was the most destructive and enduring of all of the theatres of war during World War I.

At the start of the war, in August 1914, the Germans had marched through Belgium into France. Fierce resistance from the British and French stopped them from moving further into France. However, the Allies were unable to drive the Germans back. By Christmas 1914, there was a deadlock. The Germans and the Allies faced each other across a line of trenches (see Source 5.38) that stretched from Ostend on the Belgian coast in a south-easterly direction to the Swiss border (see Source 5.39 for more detail).

Source 5.38 French soldiers wait in their trenches on the Western Front during World War I.



Source 5.39 The Western Front, 1915. The two-trench system ran unbroken from the Belgian coast to Switzerland.

The Western Front is seen by many historians as the defining experience of World War I. New weapons, such as gas and tanks, were introduced there. Defensive tactics using machine guns, trenches, barbed wire and artillery meant that rather than a rapid war of movement, war on the Western Front became bogged down in a senseless series of attacks and counter-attacks, 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. These attacks could go on for a few hours or sometimes for many days. It was believed that this would force the defending troops underground, destroying their fortifications and clearing the way for troops to cross no man’s land (the narrow strip of land between opposing trenches that belonged to neither army).

Weighed down with heavy equipment, soldiers would cross the strip of territory to their opponent’s trenches. Struggling through mud-filled shell holes created by their own artillery, they might learn that the bombardment had not destroyed the barbed-wire obstacles between the lines. More frightening still was the possibility that the artillery attack had failed to destroy the enemy’s position. Often, as attacking soldiers made their way across no man’s land, the enemy would emerge from deep bunkers to fire on them with machine guns.

Generally, such assaults on enemy trenches failed to achieve their goals. Confusion, smoke, noise and death turned plans into chaos. If attackers reached enemy lines, hand-to-hand (or one-on-one) combat with rifles, bayonets, pistols and grenades often followed. If ground was gained, it could be retaken in a counter-offensive only weeks later. The only real consequence of most of the battles that took place on the Western Front over four years was death and injury.



Source 5.40 Allied soldiers at the Battle of the Somme, 1916

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

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.
- 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 the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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.



Teaching tips

The first skillbooster on this spread focuses on the importance of a proper burial and remembering the sacrifices soldiers made during World War I. Consider showing students a short video clip of World War I soldiers being given a proper burial in Fromelles cemetery (see the weblink in the **obook extras** panel on this spread).

The second skillbooster asks students to write a poem about life in the trenches. If you have not asked students to write a diary extract about life in the trenches already (Activity 5.4 in the Workbook) consider doing this second skillbooster. It requires students to think about life in the trenches as well as practising writing poetry. Consider asking a guest speaker, such as an English teacher with some expertise in poetry writing, to talk to your students.

Skillbooster: We shall remember them

The Allied attack on the Germans in Fromelles, France was unsuccessful and resulted in huge casualties. Burial of the dead was extremely

The Somme

The first Battle of the Somme (an area along the banks of the Somme River) was one of the most costly attempts to break the stalemate of the trenches. Between July and November 1916, the Allied forces tried to break through German lines. Focused on a 19-kilometre front in northern France, the soldiers managed to push the Germans back by about eight kilometres. These gains came at an enormous price. The initial ‘softening up’ bombardment used over 1.5 million shells in a week-long attack. British deaths on the first day of the assault are estimated at over 19 000. Thirty-five thousand were injured and 2000 were counted as missing. French casualties for the first day alone were around 7000.

Later in the Somme campaign, Australian and New Zealand troops fought at Pozieres from 23 July to 8 August 1916. After making early gains, Australia suffered over 23 000 casualties. By the end of the Somme campaign, casualty figures for the Allies were around 620 000 dead and wounded, and 500 000 for the Germans.

Australian engagements on the Western Front

Australians fighting on the Western Front between 1916 and 1918 were engaged in numerous battles that were to earn more than 50 Victoria Crosses for the soldiers who participated. Australians again distinguished themselves in battle and earned a reputation for courage and toughness, especially in 1918, under the leadership of General Sir John Monash.

There was also terrible loss of life. In battles along the Somme, and at towns such as Passchendaele, Villers-Bretonneux, Ypres and Amiens, thousands of soldiers were killed or wounded, often for little gain in the futile ‘game’ of trench warfare.

Two of the most destructive battles involving Australians were at Fromelles in northern France in 1916 and at Bullecourt, closer to Paris, in 1917. At Fromelles, an attack on the German trenches was designed to draw German attention away from an onslaught on the German lines 80 kilometres to the south, on the banks of the Somme River.

The attack was unsuccessful and the cost was terrible. In one day, 1917 Australian soldiers were killed and over 3600 were injured, some to die later of their injuries. This event has been described as ‘the worst 24 hours in Australia’s entire history’.

Because the Germans quickly regained any territory they had lost, the Australians had no opportunity to bury the dead. The Germans buried many in mass pits. During the 1920s, most of the bodies were reburied in Commonwealth War Graves cemeteries, but one mass grave remained undiscovered until 2007. In that year, as a result of painstaking research by war historian Lambis Englezos, a burial site was identified on the edge of the town of Fromelles.

It has since been confirmed that up to 400 Australian soldiers are buried in this mass grave. The process of identifying these soldiers and preparing them for reburial (see Source 5.41), with full military honours, in a newly built cemetery is slow and delicate. Up to 75 soldiers have been positively identified so far through the use of DNA technology.



Source 5.41 The remains of Commonwealth soldiers who died during the Battle of Fromelles, and objects recovered at the site, are recorded by specialists of the Oxford Archaeology Institute after being recovered in mass graves in Fromelles.

Check your learning

- 1 In your own words, define the Western Front.
- 2 Why had the war become ‘bogged down’ on the Western Front by the end of 1914?
- 3 Why is the first Battle of the Somme regarded as one of the most disastrous battles of the war?
- 4 When it was obvious that little or nothing was gained through repeated assaults on enemy trenches, why do you think military commanders continued to order these assaults?
- 5 Despite their knowledge of terrible loss of life and injury, soldiers continued to take part in these assaults on the Western Front. Suggest three reasons why they did so.

Life in the trenches

The trenches that soldiers dug during World War I were typically around two metres deep by two metres wide. On both sides, conditions were barbaric, although German trenches tended to be better engineered and more comfortable than the French and British equivalents. To avoid snipers (marksmen trained to ‘pick off’ enemy soldiers from concealed locations), soldiers spent most of the daylight hours under the trench line—most attacks took place at dusk or in the early morning when visibility was poor. Soldiers were often bored during the day, and caught brief moments of sleep where they could. Those falling asleep on watch could be severely punished.

The soldiers had to share the trenches with millions of rats (see Source 5.42) that fed on the remains of dead soldiers left on the battlefields. With so much available food, some rats grew to be as large as cats. They bred constantly and spread disease as they ran over the faces of the sleeping soldiers.

Lice were also constant companions that lived and laid eggs in the seams of the soldiers’ uniforms. The troops were often unable to bathe or change their clothes for weeks at a time. Even when washed, it was almost impossible to rid clothes of the lice eggs. Lice were responsible for the spread of ‘trench fever’. If soldiers were fortunate enough to end up in military hospital, it took them up to 12 weeks to recover from this painful illness. As the war continued, delousing stations were built behind the trench lines.

Relentless rain turned the trenches to canals of stagnant mud. Trench foot, acquired from standing for long periods in wet, muddy conditions, was a fungal infection that caused swelling. Serious cases could result in amputation. The winter of 1916 was one of the harshest on the Western Front. The cold was so intense that water was carried to the troops as blocks of ice. Boiled water would develop a crust of ice after only a minute or two. Soldiers slept huddled together for warmth under their quota of two blankets each.

Adding to the smell of death and decay that hung over the trenches was a variety of other sickening odours. The smell of unwashed soldiers and overflowing latrines (toilets) mixed with the remains of poison gases, cigarette smoke and a variety of food smells was so intense that new arrivals were often physically sick.

John Alexander Raws was a South Australian soldier who spent only four weeks on the Western Front before he was killed in shelling on 23 August 1916. He wrote to his family, describing conditions in the trenches (see Source 5.43).

Source 5.43

We are lousy, stinking, ragged, unshaven, sleepless. Even when we’re back a bit we can’t sleep for our own guns. I have one puttee [fabric strip wound around the lower leg for protection], a dead man’s helmet, another dead man’s gas protector, a dead man’s bayonet. My tunic is rotten with other men’s blood and partly splattered with a comrade’s brains. It is horrible but why should you people at home not know.

John Alexander Raws



Source 5.42 German soldiers display the result of a night’s rat-catching in a trench on the Western Front.

Skillbooster: Life in the trenches

Creating a poem about the experience of World War I soldiers and nurses in the trenches is an effective way of encouraging students to empathise with these men and women. Ask students to research and prepare a short poem of their choice based on the daily lives of those in the trenches. Before students begin the task, consider giving them the following advice.

- Read some poems about life in the trenches first (see the weblink in the **obook extras** panel on this spread).

- Let your thoughts flow. Do not think about the poem yet, just jot down any words or ideas that come to mind when you think about life in the trenches. Think about how you would feel if you had to go through the ordeal of trench warfare.
- Decide which type of poem you wish to write. You may want to write a rhyming poem or just use free verse. If you would like to write a rhyming poem, get some advice via the weblink provided in the **obook extras** panel on this spread.

- Read your poem out loud to yourself and correct any errors.
- Share your poem with another class member.

Answers: Check your learning

- 1 Individual responses will vary. An example might be: The Western Front was the theatre of war that ran through Northern France from the north Belgian coast to the Swiss Border. It was characterised by the use of trench warfare and remained a stalemate for much of the war.
- 2 French and British 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 Swiss border. Despite repeated attacks and counterattacks, neither side could break the stalemate until 1917.
- 3 Because the entire campaign cost the Allies around 620 000 casualties and the Germans around 500 000 casualties, yet the stalemate on the Western Front remained unbroken.
- 4 Points raised might include: because the commanders had little experience of trench warfare and did not have alternative plans; because the commanders were stationed behind the front lines, and were therefore removed from the massive human cost of the offensives; and because they believed that the offensives were worth the huge numbers of casualties, because they would eventually force the Germans to surrender due to the size of their own losses.
- 5 Points raised might include: they were ordered to; non-Australian soldiers faced being shot for desertion if they did not take part in these attacks; propaganda may have convinced some soldiers that they were fighting and dying for a just cause; they did not want their friends to have died in vain; and some soldiers may have seen death or serious injury as a way out of the hellish conditions of the trenches.

obook extras

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

ID05.15 Weblink: ‘Ode of Remembrance’

Read the complete poem ‘For the fallen’ from which the ‘Ode of Remembrance’ is taken.

ID05.16 Weblink: Fromelles cemetery

Visit the BBC website to view a video of World War I soldiers from Britain and Australia being given a proper burial in Fromelles cemetery.

ID05.17 Weblink: World War I poems

Read some poetry from World War I about life in the trenches.

ID05.18 Weblink: Rhyming poems

Learn how to write a poem that rhymes.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
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HISTORICAL SKILLS

- Use historical terms and concepts.
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- Identify the origin, purpose and context of primary and secondary sources.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.



Skillbooster: Case study

Read the following case study to the class and have them answer the questions that follow.

Capturing moments in history

Historians are making the most of digital technology and have established a virtual archive of letters, keepsakes and memories from World War I. The organisers of the project called Europeana 1914–1918 (see the weblink in the obook extras panel on this spread) collect material from across Europe, capturing information about the war for future generations. A roadshow was organised in Preston, England, which revealed some interesting information about life in the war. One woman brought a notebook that related to her grandfather. He had kept a lock of his daughter’s hair with him while fighting in the war.

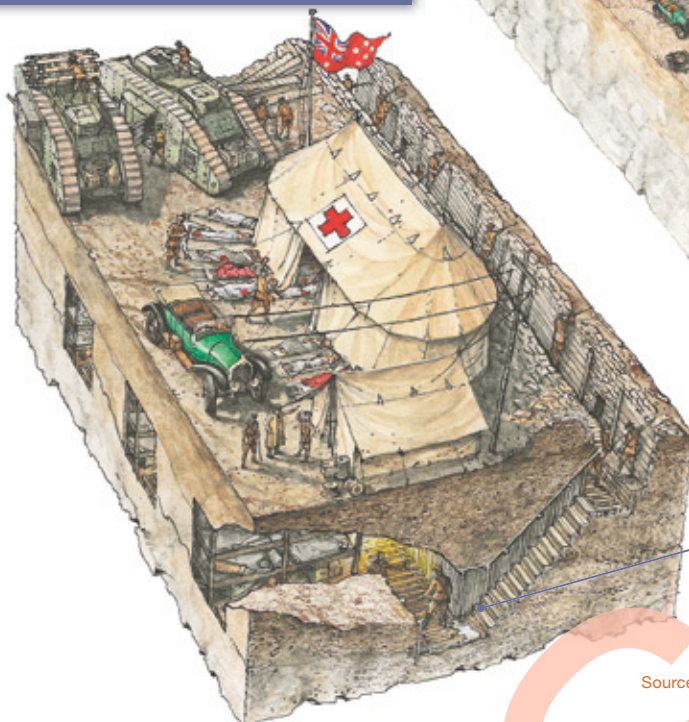
A little closer to home, a trunk of keepsakes from Sergeant ‘Jack’ Slatter, who served in World War I, was found by his family when they were cleaning up their garage in Bentleigh East, Melbourne. The discovery of a grenade from World War I was a little concerning and police had to be called. Defence force bomb specialists took the grenade away and thankfully it was not thought to be dangerous. The family donated a rare German firearm, also found in the trunk, to the Australian War Memorials and Jack’s medals to the Returned Services League.

- 1 Is material such as the lock of hair and the grenade primary or secondary evidence?
- 2 Apparently it was common for soldiers to keep a lock of hair from a loved one with them. Why do you think they did this?

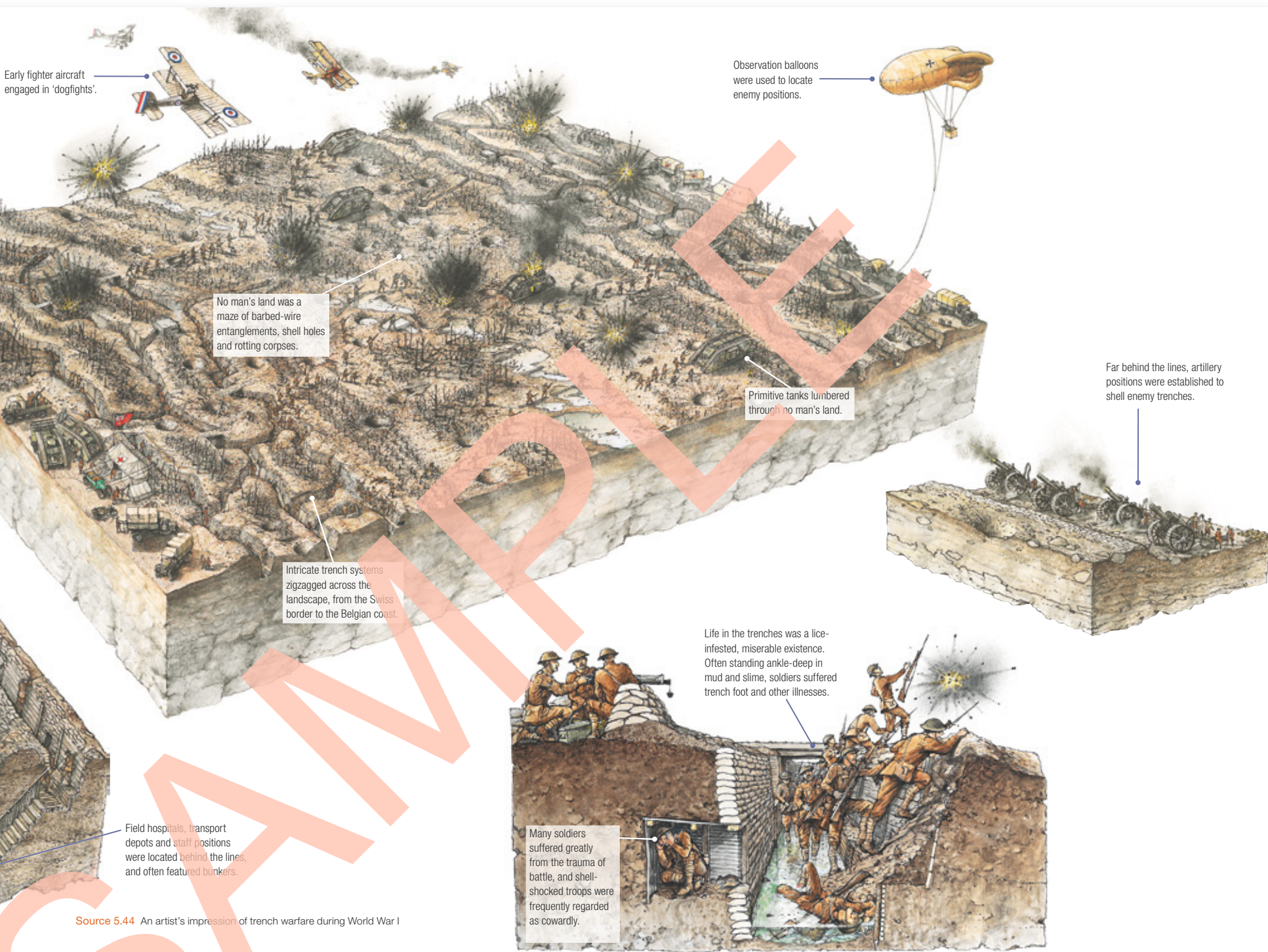
Trench warfare

The trenches along the Western Front were approximately 700 kilometres long, stretching from the coast of Belgium to the border of Switzerland (see Source 5.39). In most cases, trenches were two metres deep by two metres wide.

Life in the trenches along the Western Front could vary quite a lot, but for most soldiers conditions were appalling. During the winter months, rainfall turned the low-lying trenches into mud pits. In some cases the water reached waist height, leading to condition called trench foot, which caused the feet to rot. During the summer months, rats, lice and flies infested the trenches. The rats could grow to the size of cats, feeding off men’s rations and the constant supply of rotting bodies.



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Source 5.44 An artist’s impression of trench warfare during World War I

- 3 Why is it important to document materials from the past?

For your information

The term ‘iron harvest’ 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 still dangerous. The remains of warfare are also creating environmental problems with rust from the 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 excess of iron in it.

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/or video and extension activities.

Workbook resources
Activity 5.4 Trench warfare

obook extras

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.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

HISTORICAL SKILLS

- 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.



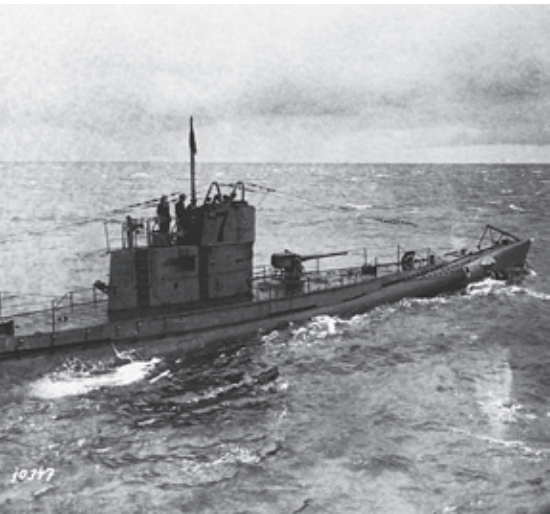
Skillbooster: The end of the war

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 year was the communist revolution 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 (ceasefire) signed?
- 9 Have you ever participated in the minute of silence on the 11th hour of the 11th day of the 11th month 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.



Source 5.45 A nurse in a makeshift hospital on the Western Front



Source 5.47 A surfaced World War I German U-boat

Nurses on the Western Front

At the start of the war, a small number of women wanted to join the services but were told that war was ‘no place for ladies’. The only women allowed to enlist and serve overseas were nurses.

The nurses worked under appalling conditions, especially on the Western Front where makeshift field hospitals were set up often in trenches behind the lines (see Source 5.45). The nurses became known as ‘the roses of no man’s land’.

Over the course of World War I, 2562 Australian nurses joined the AIF as members of the medical units. Out of this number, 2139 served overseas in the Middle East and on the Western Front. Twenty-five women lost their lives while serving overseas and 388 received military honours.

Source 5.46

I cannot remember what came next, or what I did, except that I kept calling for the orderly to help me and thought he was funk[ing] (showing cowardice), but the poor boy had been blown to bits. Somebody got the tent up, and when I got to the delirious pneumonia patient, he was crouched on the ground at the back of the stretcher. He took no notice of me when I asked him to return to bed, so I leaned across the stretcher and put one arm around and tried to lift him in. I had my right arm under a leg, which I thought was his, but when I lifted I found to my horror that it was a loose leg with a boot and a puttee on it. It was one of the orderly’s legs which had been blown off and had landed on the patient’s bed. The next day they found the trunk about 20 yards away.

Sister Kelly, an Australian nurse in France described her experiences when a bomb hit a casualty clearing station behind the lines

War at sea

In 1914, the sea was vital for transportation, trade and communications. Protecting one’s own sea lanes—or striking at those of the enemy—was an essential part of the war effort.

Because the main fleets of Britain and Germany were considered vital to any sea campaign, both nations were unwilling to use them in a large naval battle unless absolutely necessary. As a result, the only major sea battle of any importance between Britain and Germany was fought at Jutland in 1916. Although both sides claimed victory, most historians believe the British triumphed. After this, German ships were largely restricted to harbour defence.

Submarines were an alarming new weapon used during World War I. They were first used by the Germans to attack and sink merchant ships (see Source 5.47). They were commonly referred to as U-boats (*Unterseeboote*) and were able to limit the transportation of imported food and vital goods between allied countries. The involvement of the USA in World War I was a direct result of Germany’s U-boat campaign.

Another naval tactic that reduced the ability of ships to carry soldiers and supplies, was the laying of underwater mines (explosives) in the North Sea. Although agreements had been made regarding where mines could be placed, neither side was very strict in following them. Mines made the North Sea a very dangerous place for ships. This was also a problem for the neutral nations of Norway and Sweden, which were heavily reliant on the North Sea for their trade with the rest of the world.

Another reason for the United States entering the war was the publication of the Zimmerman 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.



Source 5.48 South Australians celebrating Armistice Day near Parliament House

The end of the war

The stalemate on the Western Front dragged on through 1916, 1917 and into 1918, with little change. By early 1918, troops on both sides were exhausted, resources were depleted and morale was at rock bottom. For the surviving original Anzacs who had enlisted with such enthusiasm in 1914, there was a feeling that the war would never end.

Australian troops had distinguished themselves at Pozieres, Ypres, Passchendaele and Villers-Bretonneux. In mid 1918, they helped to drive the Germans back from south of the Somme. Some Australian officers, particularly General John Monash, distinguished themselves on the Western Front, with Monash responsible for developing tactics for coordinated infantry, artillery, tank and aircraft attacks.

On 11 November 1918, the Armistice (ceasefire) was signed and ‘the war to end all wars’ was over.

Check your learning

- 1 Identify and list some features of life in the trenches.
- 2 Suggest one reason why it was good that soldiers such as John Alexander Raws (Source 5.43) wrote to family about the real horrors of war, and one reason why it was not.
- 3 In what ways did submarines change the way in which World War I was fought?
- 4 What qualities did nurses need to possess in order to do their jobs successfully under such difficult circumstances?

Answers: Check your learning

- 1 Answers may include: the trenches were infested with rats and lice; soldiers struggled to sleep; offensives were usually conducted in the early morning or at dusk, so soldiers were often bored during the day; constant rain turned the trenches to mud; the trenches often flooded and soldiers on the frontlines often suffered trench foot which could require amputation if it became gangrenous; the cold was a major problem for soldiers with unsatisfactory uniforms and equipment, especially in winter; there was a lack of fresh drinking water; toilets often overflowed and the stench of decaying flesh hung

over the trenches; the noise of constant shelling gave many soldiers ‘shell shock’; and disease was rife.

- 2 Points raised might include: Positive: it may have discouraged other young men from enlisting; letters such as Raws’ might have helped to rally support against the conscription campaign; and it allowed family members to know to send useful items such as socks and biscuits to the soldiers at the front. Negative: letters such as Raws’ would have made the war less popular and affected recruitment numbers; and letters such as Raws’ would probably have been censored.

- 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 weblink in the obook extras panel on this spread).

obook extras

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

ID05.21 Weblink: The end of the war

Visit the BBC website to watch an audio slideshow on the end of World War I.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

HISTORICAL SKILLS

- Use historical terms and concepts.



Answers: Big ideas

- 1 Infantry forces made up of units from France, Britain, Australia, New Zealand, India and Newfoundland landed on the Gallipoli Peninsula. The first wave of the Australian force suffered heavy casualties during the landing, and failed to fulfil its objective of reaching seven kilometres inland. The landing was a disaster and the Australian troops and the New Zealand reinforcements were ordered to dig into their positions and secure the ground they had gained.
- 2 Bridges thought that the landing had been a failure and believed that the AIF should leave Gallipoli before they suffered further losses of life.
- 3 Answers may include:
 - a Machine guns, artillery, trench warfare, infantry charges, tanks and creeping barrage tactics
 - b Ships, submarines and sea mines
 - c Zeppelins, planes for surveillance and spying, machine guns and planes for aircraft-to-aircraft ‘dogfights’
- 4
 - a Answers may include: the terrible living conditions, including the constant cold and damp, the rats and the poor food; the constant noise of shells exploding; shell shock; knowing that a sniper could shoot you at any time; the emotional trauma of seeing your friends killed or wounded; and diseases and medical conditions such as trench foot.
 - b Individual responses will vary.
- 5 Points raised might include: that their resources were fairly evenly matched; that technological developments had made the war into a stalemate; that neither side’s pre-war planning was successful; and that both sides failed to understand the nature of the war they had committed to.
- 6
 - a Points raised might include: so that people on the home front would not pressure young men to enlist; to tell the people on the home front not to support Billy Hughes’ push for conscription; and to provide an alternative account of the war to the official version presented in the media or by government.
 - b Points raised might include: people may have opposed conscription; they may have stopped pressuring young men into enlisting; they may have joined anti-war and pacifist groups; they may

bigideas

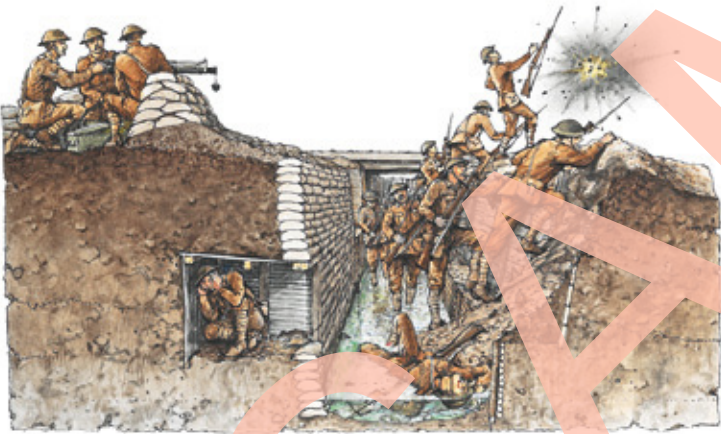
5.2 How and where was World War I fought?

Remember

- 1 What happened on the first day of the Gallipoli campaign?
- 2 What was the view of Major General Bridges about the future of the Gallipoli campaign?
- 3 Give an example of one weapon or tactic used during the war:
 - a on land
 - b at sea
 - c in the air.

Understand

- 4 Look at the image below.
 - a Identify as many factors as possible that made life in the trenches hard for soldiers.
 - b Of these factors, which do you think would be the most difficult to tolerate. Give reasons for your answer.
- 5 What can you learn about the resources and tactics of the two sides from the fact that there was a stalemate along the Western Front for four years?
- 6 Read the letter written from the trenches by John Raws (Source 5.43).
 - a Why do you think he felt that people at home should know what he was going through?
 - b What impact do you think these letters would have had on the views of war at home? Suggest several responses.
- 7 Why do you think that women were excluded from the armed services but were encouraged to join as nurses?



Apply

- 8 Re-read ‘Breaking the stalemate’. Use the material to write a song or poem about the futility of war.
- 9 Compare the views and experiences of John Alexander Raws (Source 5.43) and Lieutenant Frank Boyes (Source 5.33).
 - a What are the similarities and what are the differences between the two men’s experiences?
 - b What do you think were the reasons for these differences?
- 10 Take on the role of a relative of either of the men listed in Question 9. Write a letter to him commenting on the horror of his experiences but also attempting to boost his spirits and spur him on to continue the fight.
- 11 Conduct research on an Australian soldier who died in World War I. You may like to gather information on a family member, or investigate a name from your local war memorial, church or school, or the honour board at your local RSL. Once you have decided who you would like to research, go to the Australian War Memorial website and collect information on the following points:
 - a name and age at time of enlistment
 - b possible reasons for enlistment
 - c role in the war (major battles fought, interesting information)
 - d date and cause of death.

Analyse

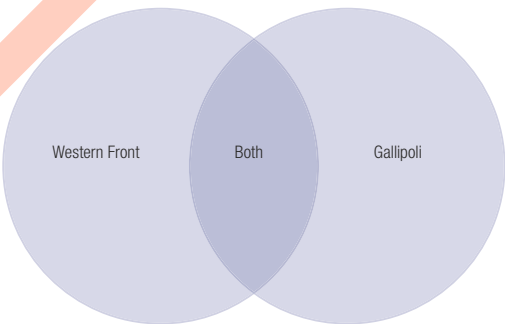
- 12 Do you think the Gallipoli landing and the Anzac legend would have become as central to Australian culture and folklore if it had not been the nation’s first experience of war?
- 13 Conduct a survey of ten people (males and females of varying ages and backgrounds) about the legend of Simpson and his donkey. Base the survey around the following questions:
 - a What did Simpson do at Gallipoli?
 - b Where did Simpson come from?
 - c What had he done before enlisting in the AIF?
 - d Why did he enlist in the AIF?
 - e Why is he so famous?
 - f Does he deserve his legendary status?Use the information you have gathered from the survey to prepare a class debate on the topic: ‘Simpson was a great Australian.’
- 14 Although the United States did not enter the war until April 1917, the sinking of the *Lusitania* in 1915 is often cited as a reason for US involvement. What would you say to someone who said that the sinking of the *Lusitania* was the event that brought on US involvement?
- 15 Soldiers who suffered from ‘shell shock’ were often regarded as cowardly.
 - a Why were they regarded as cowardly?
 - b If you had lived during World War I, do you think that you, too, would have regarded such soldiers as cowards? Give reasons for your response. Remember to use your historical empathy skills when you answer this question.

Evaluate

- 16 To what extent do you think the experience of World War I has been a defining feature in the development of Australian identity?
- 17 Based on the knowledge you have gained from this chapter and from other sources, do you think people’s attitudes towards war in general has changed over the years? Give reasons for your response.

Create

- 18 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.



- 19 Draw a sketch or make a papier-mâché model of the beach at Anzac Cove where the troops landed during the Gallipoli campaign (see Source 5.32 and find other resources on the Internet or in your school library). Ensure that you label your sketch or model, and highlight the difficulties that the soldiers would have faced on arrival. You can find more information at the Australian War Memorial website.
- 20 Create a PowerPoint presentation or photo essay (a combination of images and words) that tells the story of Australia’s involvement in World War I from the outbreak of war to Armistice Day. Your presentation may include writing, your own sketches, cartoons, posters and pictures—or a combination of all of these. Choose suitable music from the war era to accompany your presentation.

join the war on the side of the Allies because it needed to ensure the Allies won so that American banks would recoup their investment in the war effort.

- 15
 - a Points raised might include: because shell-shocked soldiers’ symptoms often prevented them from returning to the front; some people thought soldiers were faking their symptoms to avoid returning to the front; and because there was little medical knowledge of post-traumatic stress disorder or other mental illnesses during World War I.
 - b Individual responses will vary.
- 16 Points raised might include: that for much of Australia’s history Anzac Day and other experiences of World War I were considered a small part of Australia’s identity; that the celebration and commemoration of Australia’s World War I experience was revived and transformed in the 1990s; that the experiences of World War I shaped Australia’s involvement in World War II; and that the qualities that were prized in the AIF, such as mateship, camaraderie, courage and ingenuity, are still prized as central to Australia’s self-identity today.
- 17 Individual responses will vary. Points raised might include: Australia has continued to take part in wars overseas since World War I; while there were protests against World War I, protests have become larger and more vocal since the Vietnam War; the development of television means that the realities of warfare are far more visible today; and the United Nations has replaced the alliance system as the main deterrent to war.
- 18 Points raised might include: Western Front: equipment shortages forced soldiers to use the clothes and equipment of their dead comrades; constant rain, mud and flooded trenches were a major problem; soldiers suffered extremely cold conditions, especially in winter; the AIF were deployed as ‘shock troops’ rather than ordered to simply hold a particular area; and the Australians were supported by tanks, heavy artillery, machine guns and aeroplanes, unlike at Gallipoli or in Palestine.

Both: there was a stalemate for much of the campaigns; soldiers in both campaigns had to wear the same garments for extended periods; both campaigns had problems of water shortages, lice, rats, trench foot and disease.

Gallipoli: soldiers suffered uncomfortably hot, sweaty conditions; there was a lack of fresh water, so washing was only possible in the ocean; the soldiers’ woollen uniforms were unsuitable for the conditions at Gallipoli; and the AIF had to dig their own trenches and hold the beach head.
- 19 Individual responses will vary.
- 20 Individual responses will vary.

- 7 Points raised might include: women were perceived as physically inferior; women were needed to keep the home front functioning; it was thought that the presence of female soldiers might distract the young men and undermine military discipline; it was feared that women would be corrupted by the brutality of war; and non-combatant roles such as nursing were considered more acceptable.
- 8 Individual responses will vary.
- 9
 - a Points raised might include: Similarities: both men had to wear the same garments for extended periods of time; both had water shortages which prevented them from washing; both mention the terrible smell; and both had problems with lice. Differences: the heat and the sweat were major problems for Boyes in Gallipoli but not for Raws in France; Boyes does not complain of sleeplessness but Raws does; and Boyes did not have to take the equipment of dead soldiers because of shortages.
 - b Points raised might include: the two men were describing different theatres of war with vastly different climates and conditions; different tactics,

such as ‘creeping barrage’ artillery fire, were used on the Western Front; and the AIF was larger and its resources were further stretched on the Western Front than at Gallipoli.

- 10 Individual responses will vary.
- 11 Individual responses will vary.
- 12 Individual responses will vary. Points raised might include: Yes: World War I was not the nation’s first experience of war, as the small Australian army had been involved in the Boer Wars; and even if Australia had been heavily involved in previous wars, World War I was so different to previous wars that the experience would have been significant anyway.

No: much of the ‘Anzac legend’ was based on the fact that the AIF surpassed all expectations of it, so if Australia had been heavily involved in previous wars, this legend may not have been so significant; and a similar ‘legend’ may already have developed around previous experiences of war.

- 13 Individual responses will vary.
- 14 Points raised might include: that the sinking of the *Lusitania* was symbolically important but was not the major reason for American intervention; that the *Lusitania* was one of many passenger and merchant ships carrying Americans that were sunk by the German navy; and that the United States was always likely to

Australian Curriculum focus

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HISTORICAL SKILLS

- 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 for use as evidence in an historical argument.
- Identify and analyse the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.



Skillbooster: The human cost of war

This activity is designed to encourage students to take a closer look at the statistics with regard to casualties in World War I and develop a better appreciation of them.

- 1 Ask students to create a bar chart showing the percentages of World War I casualties from the Commonwealth countries Britain, Canada, Australia, New Zealand and India using the figures from the last column of Source 5.50.
- 2 The table in the right-hand column of this spread shows casualties from both Allied nations and Central Powers nations in World War I. Allied nations are shaded in green and Central Powers nations are shaded in blue.
 - a Calculate how many casualties there were in total from the Allied and Central Powers nations.
 - b Calculate how many casualties there were from Central Powers nations.
 - c Calculate how many casualties there were from Allied nations.
 - d Which countries or empires suffered the greatest casualties?
- 3 Statistics sometimes do not mean a lot to us unless we compare the statistics with data that is familiar to us. Compare the total casualties in all nations in World War I with the population of Australia which is now approaching 23 million. Describe the enormity of human loss in World War I using this comparison.



Source 5.49 An Australian pro-conscription poster from 1917 encouraging Australians to enlist. After heavy casualties on the Western Front, Britain pressured Australia to make a bigger contribution to the war effort.

5.3 How did World War I affect life at home in Australia?

World War I was different from all other wars that came before it. Historians often describe it as the first 'total war', because it was the first time that nations had mobilised all of their industries, resources and citizens for the war effort. 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.

During World War I, civilians in all countries were forced to make sacrifices. Shortages of food, luxuries and even everyday necessities had to be accepted so that armies could be adequately supplied and supported. With so many men away at war, there was an expectation that women would take on many duties previously the responsibility of men. Women did a great deal of voluntary work, including fundraising and assisting with recruiting. They also moved into previously male domains in the workforce, such as working in munitions factories. In Britain, women were also able to join the armed forces, but only for home defence.

For your information

Allied soldiers who fought in World War I referred to the total number of casualties suffered in each battle as the 'butcher's bill'.

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 European combatant (fighting) nations introduced some form of conscription or national service. In Germany, for example, the Hindenburg Programme in 1916 made all men aged between 17 and 50 eligible for national service, either in the army or in war-related industries. In all combatant nations, soldiers too badly wounded to return to the front had to be cared for by a combination of government aid and charity. Food shortages were a problem for all the home fronts. In Germany, people were forced to make do with substitute goods, such as coffee made from acorns instead of coffee beans.

The war also had a major impact on neutral nations. Denmark, Norway and Sweden relied on the North Sea trade, and this was threatened by Germany's submarine warfare. Despite remaining neutral throughout the war, the Netherlands suffered widespread unemployment and food shortages because of the drop in trade, and was even forced to introduce rationing in 1917.

The effects of the war on Australia's home front

World War I had a significant impact on Australia. The nation was only 13 years old when it was drawn into this conflict, which is still seen as one of the most important events in the history of the world.

As a result of World War I, Australia lost over 60 000 young men. Many of these men were the fittest and most able of the male population. As a percentage of total troops sent to war, Australia's losses were the highest of any of the Commonwealth nations (see Source 5.50).

The initial enthusiasm with which most Australians greeted the outbreak of war did not last. By the middle of 1915, the reality of war began to dawn. Following the landing at Gallipoli, Australians received the news of more than 2000 deaths. As a result, many in the nation took a more sober view or became disillusioned. There was still strong support for the war and the soldiers, but any excitement had evaporated.

By late 1916, Australia was a bitterly divided country. Not only was there a growing dissatisfaction with the war, but a real sense that there was 'inequality of sacrifice'. Many working-class Australians felt that they had contributed the most in terms of enlisting soldiers, and that they were also being exploited at home. There was a perception that middle- and upper-class people were less affected by the war. Some were even seen to be profiting from lucrative government war contracts.

These perceptions were not always accurate, but they still had an impact on the growing divisions in the nation. There was also division between those who had gone to war and those who had not. Much of this bitterness came to a head with the conscription debate in 1916 and 1917.

Source 5.50 A comparison of British Commonwealth casualties, World War I

Country	Total soldiers sent to war	Total casualties (captured, missing, wounded or killed)	% of casualties
Britain	5 000 000	2 535 424	50.71
Canada	422 405	210 100	49.74
Australia	331 781	215 585	64.98
New Zealand	98 950	58 526	59.01
India	1 096 013	140 015	12.77

Statistics from *Australian Campaigns in the Great War*, Lt. The Hon Staniforth Smith



Source 5.51 Australia Labor Party anti-conscription leaflet

Casualties (captured, missing, wounded or killed) from Allied and Central Powers nations World War I

Nation	Total Casualties
British Empire	3 249 179
French Republic	4 331 375
Russia	7 190 000
Italy	1 600 123
Japan	3314
Belgium	196 098
Serbia, Slovakia and Montenegro	435 596
Romania	279 540
Greece	28 007
Portugal	15 280
U.S.A.	233 954
Casualties: Allied nations	=
Germany	6 116 200
Austria	2 521 734
Turkey	883 19
Bulgaria	446 000
Casualties: Central Powers nations	=
Total casualties: all nations	=

Statistics from *Australian Campaigns in the Great War*, Lt The Hon. Staniforth Smith.

obook extras

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

ID05.01 Flashcard glossary: World War I

Australian Curriculum focus

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Skillbooster: Positive and negative aspects of the war

Have students first read through the text on these pages of their student books. Read the following scenarios to the class and ask students to decide whether the scenario indicates a positive or negative aspect of the war.

- 1 I am not talking to my next door neighbour now. I cannot believe she is going to vote ‘no’ for conscription when my son is over there fighting and needs all the help he can get.
- 2 I am enjoying work as a nurse and feel I have something to offer the men of Australia who are fighting so hard for us.
- 3 I lived in Germantown but the name of my town has been changed to Holbrook.
- 4 I am afraid. My parents are German immigrants and I was born in Australia. We changed our surname.
- 5 The German family in the next street was taken away by the authorities. They were good people but everyone is scared now.
- 6 I am a female bank teller and now the war is over they expect me to give up my job.
- 7 I have stopped using Aspirin as the company that makes it is German.
- 8 Everyone is pulling together to help the war effort. I just spent the morning knitting for soldiers fighting over there.

The War Precautions Act

In 1914, the federal government passed the War Precautions Act, which gave the government increased powers for the duration of the war. This Act gave the federal government the legal right to, among other things, monitor and intern German–Australians, levy a direct income tax, censor letters and publications, and set fixed prices for certain goods.

The impact of war on Australian women

Most women were supportive of involvement at the start of the war and more than 2000 served, generally as nurses. While these women faced dangerous conditions overseas, the women on the home front also found their lives changing.

Before the war, most women had been homemakers, with a small number working in traditionally female roles such as teaching, nursing, dressmaking or domestic work. However, with around 500 000 young men off at war, women wanted to support the war effort at home. There was some resistance by trade unions to hiring women in traditionally male jobs, as it was thought that this might lower wages. However, women were able to take on some traditionally male roles, such as store clerks and bank tellers. The government controlled war-related work and women were rarely able to gain jobs in these areas. By the end of the war, the percentage of women working outside the home had risen by about 13 per cent.

During the war, vast numbers of women were involved in volunteer organisations such as the Australian Red Cross and the Country Women’s Association. These groups put together care packages for soldiers and their families. Women and girls sewed and knitted to ensure that the troops had warm clothing, and they raised money to help those affected by the war.

Some women, such as political activist Vida Goldstein, were opposed to any involvement in the war. Goldstein formed the Women’s Peace Army in 1915. There were also some women who wanted to play a more active role in the war effort. The Australian Women’s Service Corps was formed with the aim of training women to take over male jobs in the services at home, to free more men to fight overseas. However, they were told that their services were not necessary.

Source 5.53

The Australian Women’s Service Corps, which has a membership of 1000, and which was formed recently with the object of training women to undertake the duties of motor-drivers, orderlies, clerks, and kitchen hands, in order to release men for fighting purposes, a few weeks ago made an offer to the Defence authorities to provide 700 women for such duties. A reply has been received from Mr. T. Trumble, secretary of the Defence department, thanking the corps for its patriotic offer, but intimating that there are no positions available wherein the services of women could be utilised.

The Argus, Melbourne 4 January 1917

When the war was over, there was an expectation that women who had moved into men’s traditional roles would return to the home, making way for returned soldiers. Most women were willing to do this. However, there were roles such as secretaries, typists and telephonists that continued to be regarded as women’s work.



Source 5.52 Australian Red Cross poster

Even the women who had worked in voluntary occupations had gained skills and confidence. For many women, especially younger ones, the war had opened up opportunities that were to help shape their lives as the nation moved into the 1920s.

Discrimination against ‘the enemy within’

Throughout the second half of the 19th century, many Germans had settled in Australia. They were particularly well represented in areas such as the Barossa Valley in South Australia and the Western Districts of Victoria. Germans lived in the major cities and small towns. Almost immediately after the start of World War I, these German–Australians came under suspicion and scrutiny. Many Anglo-Celtic Australians believed they had divided loyalties.

At the time, many German–Australians had come to think of themselves as Australian first. Indeed many of them enlisted in the AIF. For example, the first Australian commander of the AIF, General John Monash, was the son of German migrants. However, when Australia and the rest of the British Empire were at war with Germany, German–Australians were considered potential threats to national security, and many were taken into custody.

- 12 I got a job with the Newcastle steelworks in 1915.
- 13 I am a shearer and have never been so busy.
- 14 I was a coal miner in the Hunter Valley and watched while the owners became rich and the purchasing power of my wages dropped.
- 15 I am an Aboriginal soldier and served my country but I am not granted land under the Returned Servicemen’s Settlement Scheme.

In response to the threat of German–Australians, the government closed down German schools and changed the names of towns that it thought sounded ‘too German’. In New South Wales, Germantown became Holbrook; in Tasmania, the town of Bismarck became Collinsville; and in Victoria, Mount Bismarck was renamed Mount Kitchener—after the British Field Marshal, Lord Kitchener. In Townsville, the German Gardens became the Belgian Gardens. Many German–Australians changed their names to more English-sounding ones.

There are also reports of absurd reactions, such as children throwing stones at German breeds of dog such as the dachshund and rottweiler. Even soldiers with German names who enlisted in the Australian army sometimes faced suspicion and hostility.

Over the course of the war, 4500 people considered to be ‘Germans’ were imprisoned in Australia. Of these, 70 had been born in Australia and about 700 were naturalised Australians.



Source 5.54 This poster, created by the New South Wales Recruitment Committee, uses anti-German sentiment to encourage people to enlist in the armed forces.

focus on ...

empathy: prejudice during war time

When times are tough, whether through war, depression or natural disaster, it is human nature to look for someone to blame.

Ethnic or religious groups such as Irish Catholics, Jews or Muslims have often been held responsible, or used as scapegoats (those seen to bear the blame), for particular events over the course of history. The general public usually knows little about the scapegoat group, which makes it easier to hate and blame. When individual members of the targeted group are actually known it becomes easier to empathise with them.

During World War I, Germans and Turks were demonised in the press, in posters and in general conversation. In the 1917 election, Australian-born Germans were forbidden from voting. A soldier fighting in France wrote to the *British-Australasian Magazine* in 1918 objecting to the fact that his mother (an Australian-born woman of German descent) was denied the vote: ‘Now this has hurt me very much ... She worked hard in every respect towards assisting the troops on this side, she paid particular attention to the Red Cross.’

However, there were still Australians who empathised with Germans. Some in the Barossa Valley continued to mix on friendly terms with neighbours, and to shop and trade with German businesses such as wineries and bakeries. When there was talk of banning the German language in schools, the NSW Education Minister Arthur Griffiths said, ‘I might remark that we are at war with the German nation; we are not at war with German literature.’

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Teaching tips

Ask students what they think is likely to happen to the price of a desired good when there is a shortage of that good. Follow this up by defining inflation for students. Inflation occurs when there is more money in circulation than there are goods to purchase. As a result, prices for those goods increase causing the purchasing power of the currency to decline. Students might like to know that post World War I, Germany experienced hyperinflation which is extremely high inflation. In Germany, banknotes were used as wallpaper or kindling for fires as they had very little monetary value.

Skillbooster: Cast your vote

- 1 Have students draw up the table below in their notebooks. Before they read anything about whether eligible people should be forced to undertake military service, have them think about the issue from both sides and ask them to present any possible arguments they can think of in their table (whether they personally agree with the arguments or not).

Arguments for conscription	Arguments against conscription



Source 5.55 Aspro was developed in Australia as a direct result of the war. Aspirin, a pain relief medication that had been used in Australia for years, became unpopular because it was made by the German company Bayer.



Source 5.56 Wool, used to make soldiers' uniforms, was a valued commodity during the war.

Impact on the Australian economy

World War I had a major economic impact on Australia and other nations. The cost of providing weapons, ammunition and supplies to the forces at home and overseas was vast. To meet these expenses, the federal government introduced income tax. It was also necessary to borrow funds from overseas. Australia borrowed heavily from Britain to build vital wartime infrastructure, such as expanded railways. Australia would take over 20 years to pay back loans taken out during the war.

The redirection of raw materials to the war effort and the needs of wartime industries caused inflation. As a result, the cost of living in Australia rose by up to 50 per cent during the war years. The war also disrupted international trade. Naval blockades and the use of shipping for military purposes meant fewer ships were available to move trade goods to overseas markets. The Australian government had introduced tariffs (or taxes) on imported goods to protect its local wartime supplies. Many countries looked elsewhere for trade and discovered new sources in Japan and the USA.

On the positive side, however, Australia developed new industries. The fact that fewer goods could be brought in from overseas meant that inventive Australians began to develop alternatives that were made here. By the end of the war, 400 new products were being manufactured in Australia. The Newcastle steelworks, opened in 1915, was flourishing, the Australian National Shipping Line had been established and the role of the Commonwealth Bank expanded considerably.

One new product, developed as a direct result of the war, was a medication called Aspro (see Source 5.55). Before the war, aspirin (which at the time was a trademarked German-made pain reliever called Aspirin) had been widely used for pain relief in Australia. After the outbreak of war, the use of aspirin became unpopular and unpatriotic because it was made by the German company Bayer. Two Australian pharmacists, George Nicholas and Henry Smith, analysed aspirin and came up with an Australian version, which they called Aspro. Aspro became one of the most widely used over-the-counter medicines available in Australia.

There were people who profited from supplying goods needed for the war effort. These included farmers who supplied wheat, dairy products and meat to feed the soldiers here and overseas. Wool was in great demand for soldiers' uniforms and munitions factories were working overtime to support the war effort.

However, many workers felt that they were not sharing in the wartime profits. Wages fell but the cost of living rose. This led to some resentment and even to strike action in the coal industry, the railways and the wharves. These strikes drew much criticism. The strikers were described as unpatriotic and selfish, and they were largely unsuccessful.

how they would have voted in the 1916 and 1917 plebiscites. Give students each a piece of paper with the following question and ask them to cast their vote. Once you have collected their votes, compare the class vote with the decisions of both the 1916 and 1917 plebiscites.

Are you in favour of conscription?
☐ Yes ☐ No

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 calling up eligible people (in this case, men) for compulsory military service. By 1916, most of the initial excitement of war had been replaced by the grim reality that war meant suffering and death. Although there was a peak in enlistments after Gallipoli, from late 1915, numbers steadily declined.

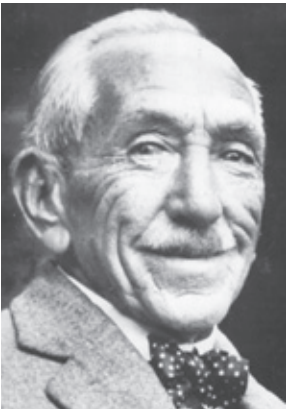
The Labor Prime Minister, Billy Hughes (see Source 5.57), announced in 1916, following a trip to the Western Front, that conscription was vital to continue the war effort. This was despite the fact that only a year earlier he had declared, 'In no circumstances would I agree to send men out of this country to fight against their will.'

A plebiscite (a public vote or opinion poll) on conscription for overseas service was held in October 1916. It was narrowly defeated. Most of Hughes' Labor parliamentarians were opposed to conscription and, as a result, the Labor Party split. At the end of 1916, Hughes and 24 of his supporters left the Labor Party and formed a new party. The new Nationalist Party was made up of Hughes and his supporters, along with most of the former members of the Liberal Party. A second plebiscite was held in late 1917 and it was also defeated. Hughes could still have introduced conscription, as the results of the plebiscite were not binding, but he chose not to.

Although both plebiscites were defeated, achieving no change at all, the divisive impact on the nation was lasting. The issue split friends, neighbours, workmates and even families. Well into the 1920s the scars of these bitter battles could be felt in the Australian community.

Supporters of conscription tended to be middle- and upper-class people of British and Protestant background. The pro-conscriptionists argued that it was the patriotic duty of Australians to continue to support the war effort. They accused opponents of being lazy and selfish, of being 'German lovers' and of letting down the thousands who had already given their lives. In their propaganda, they used images of noble Australian soldiers and showed the Germans as grotesque, inhuman monsters (see Source 5.58).

Opponents of conscription were more likely to be working class, Catholic and of Irish background. Catholic Archbishop Daniel Mannix was the unofficial leader of the anti-conscription campaign and he urged Catholics to vote 'No'. Those who opposed conscription claimed that Australia had already given enough of its young men. They said that it was not really Australia's war. They also argued that several hundred thousand soldiers had gone voluntarily to the war and that it was not necessary to force Australians to fight.



Source 5.57 William Morris (Billy) Hughes



Source 5.58 World War I poster, encouraging Australian men to fight against a monstrous enemy

Workbook resources

Activity 5.2 Enlistment, recruitment and conscription

obook extras

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

ID05.22 Weblink: Conscription debate

Visit the Museum of Australian Democracy website and listen to audio tapes about the conscription debate.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- 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)

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.



Answers: Check your learning

- 1 Answers may include: it highlighted divisions in Australian society, such as between Catholics and Protestants and between the working and upper classes; the number of women working outside the home rose by 13 per cent during the war and many young women continued to seek employment after the war ended; Australia borrowed heavily to finance the war, creating debts that took several decades to repay; Australia developed new industries, such as pharmaceuticals, in response to the decline in wartime trade; the conscription debate had established that most Australians did not believe in conscription; and Australia's population was altered by the deaths of more than 60 000 mostly young men during the war.
- 2 Answers may include: the government invested heavily in war-related industries, such as the wool industry; new local industries were developed in response to the decline of wartime trade, such as the Newcastle Steelworks; and the war created industrial unrest in the manufacturing industries, as some trade unions believed the war was being used as an excuse to reduce wages and working conditions.
- 3 Answers may include: by internment 6500 German-Australians in internment camps; towns with German names were renamed; many German-Australian businesses were boycotted; German schools were closed; children sometimes threw stones at German breeds of dog; soldiers in the AIF with German names were often treated with hostility; Australian-Germans (even those born in Australia) were forbidden from voting in the 1917 elections; and attempts were made to ban German literature in schools.
- 4 Because conscription would have forced many of them to abandon their farms to serve in the AIF, potentially destroying their livelihood.
- 5 Answers may include: working as store clerks, bank tellers, secretaries, drivers, teachers, nurses, dressmakers, domestic servants; and being involved in volunteer organisations such as the Australian Red Cross.



Source 5.59 A pro-conscription poster (AWM ARTV05469)

Many trade unionists opposed conscription, arguing that the war was a capitalist war and should not be supported. Some trade unionists also argued that if the majority of able-bodied Australian men were sent to the front, employers would begin to employ non-whites at lower wages, undermining the gains that Australian workers had made over the preceding 14 years. Women were equally divided on the issue and were used by both sides of the campaign. Images of women and children frequently appeared in conscription propaganda (see Source 5.59).

However, it is important to recognise that the divisions between the two sides were not clear. Many farmers were opposed to conscription even though they actually prospered as a result of the war. There were also some Protestant religious leaders who were anti-conscription. Among those who had lost loved ones in the war there were those who did not want others to suffer as they had.

Other bereaved families wanted to make sure that the war was won so that their sons would not have died in vain.

The consequences of war

Approximately 65 million people from 30 nations were directly involved in World War I. Of those involved, 9 million soldiers were killed or mortally wounded, 22 million were wounded and 5 million went missing in action and were never recovered. Civilians were also at grave risk. During the war, around 9 million people who were not directly involved in the fighting died from starvation, epidemics or military actions. For Australia, which was still a young nation, the total losses were enormous. About 60 000 or 18.5 per cent of Australians who served overseas never made it home.

Australia, which had entered the war with such enthusiasm and confidence in 1914, was a more serious, sober and divided nation when the war was over. There had been much sorrow and division but there had also been reason for great pride. As the years progressed, many were to look back on World War I as one of the defining influences on the nation's development.



Source 5.60 A sculpture commemorating Australian soldiers in World War I on the Anzac Memorial, Sydney

Check your learning

- 1 Identify three ways in which World War I changed Australia.
- 2 How did the war influence Australian manufacturing?
- 3 How did Australians show their contempt for Germany during the war?
- 4 Why did many farmers oppose conscription?
- 5 What roles did Australian women play in the war effort in Australia?

governments do not necessarily have to act on the results of a plebiscite (unlike a referendum).

- 3 Points raised might include: because women could exercise influence over men to enlist or stay at home; because their votes could be decisive for both sides; and because women were worried about the prospects of life without a male breadwinner when peace returned.
- 4 Australia had the highest casualty rate as a percentage of troops sent to war of any Commonwealth nation in World War I.
- 5 Hughes' own Labor Party did not support conscription, so a successful plebiscite would have given him the

bigideas

5.3 How did World War I affect life at home in Australia?

Remember

- 1 What roles were open to Australian women during World War I?
- 2 What is a plebiscite?
- 3 Why do you think both sides of the conscription issue used women, especially mothers, in their propaganda?
- 4 What was significant about the number of Australian deaths in World War I?

Understand

- 5 Why do you think that Billy Hughes held two plebiscites when he had the power to introduce conscription without the nation's support?
- 6 Why do you think that the offer of the Australian Women's Service Corps was rejected?
- 7 Can you explain why middle- and upper-class people were more likely to support conscription than working-class people?

Apply

- 8 Divide the class into two sections, one for conscription and one against it. Hold a conscription rally. You may wish to do some further research on the arguments used and the people involved in the conscription campaigns. Each side must prepare:
 - a speech
 - a persuasive cartoon
 - a poster that would be carried in a rally.
- 9 Aspro was developed because Bayer Aspirin was no longer imported from Germany. Research other products that had been imported from Germany and Austria before the war to see if their banning led to the development of other Australian products.
- 10 Many women wrote letters to newspapers arguing for and against conscription. Choose one side of the argument and write a letter to the editor from the perspective of a parent whose son is a soldier at the front line.

Analyse

- 11 Negative attitudes towards Germans, even those who were born here or were naturalised Australians, were widely held during World War I.
 - a How do you explain this reaction?
 - b Do you think the same reaction would happen today if Australia were at war with a country from which many Australian citizens had migrated?

Evaluate

- 12 Do you think that wars are more likely to have a unifying or a divisive impact on a country? Explain your view.
- 13 Do you think the war might have affected Australia differently if conscription had been introduced? Write a report to outline the possible effects of conscription on the war effort and the home front.

Create

- 14 Put yourself in the role of a business operator during World War I. When one of your male employees enlisted, you employed a young woman who has proved to be excellent. You have spent time and money developing her skills and knowledge. When your former employee returns from the war, he expects to be re-employed. He has lost a leg and is suffering from shell shock. You have to decide what to do. You cannot afford to employ them both.
 - a On a sheet of paper, write all the arguments for sacking the woman and re-employing the man. On the other side, list the reasons why you should keep the young woman and tell the man to look elsewhere.
 - b Write a letter to the one who will not get the job, justifying your decision.

support the British war effort; and Irish Catholics, who were a vocal section of the anti-conscription movement, were generally working class.

- 8 Individual responses will vary.
- 9 Products to research might include: German breeds of dog, such as Dachshunds and Rottweilers, and food products, such as German sausages and German beer.
- 10 Individual responses will vary.
- 11 a Answers may include: propaganda successfully convinced Australians that Germans were their monstrous enemies; most people were affected by the war in some way or knew someone who was fighting the German army on the Western Front, so German-Australians became convenient scapegoats; and Australia as a nation was extremely nervous about the threat of invasion, so many Australians could have genuinely feared that German-Australians were a threat to their national security.
 - b Individual responses will vary. Points raised might include: Yes: similar things occurred during World War II and after the September 11 terrorist attacks; and Australia is still nervous about its status as a resource-rich, scarcely populated landmass, so that same fear could motivate a similar reaction. No: international bodies, such as the United Nations, would place pressure on Australia not to react in a similar way; and Australia's multicultural society has made it more accepting of naturalised Australians in recent years.
- 12 Individual responses will vary.
- 13 Individual responses will vary. Points raised might include: the government may have struggled with what to do with conscientious objectors; members of the anti-conscription group, especially the anti-conscription socialists, may have radicalised in response; Australia would have suffered even greater casualties in the war; the AIF may have been forced to introduce a harsher code of discipline to integrate reluctant conscripts into military life; Australia's agriculture and raw industries would have suffered from a lack of labour; the army may have been forced to create more non-combatant roles for pacifists and conscientious objectors; and most volunteer soldiers serving on the Western Front voted against conscription, so they may have been angry at having to serve alongside inexperienced conscripts who had not shared their experiences.
- 14 a Individual responses will vary.
 - b Individual responses will vary. Students' responses should refer to specific examples taken from (a).

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

HISTORICAL SKILLS

- 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.
- Identify and analyse different historical interpretations (including their own).



Skillbooster: The Anzac legend

A legend is a story that has been handed down from generation to generation. Legends are often said to have taken place, but parts of them are often not able to be authenticated—meaning they may not be true.

The Anzac legend (sometimes referred to as Anzac spirit) tells of how the Anzacs (members of the Australian and New Zealand Army Corps) possessed certain qualities. Some of these Anzac qualities are expressed below.

- Anzacs will never quit.
- Anzacs help their mates.
- Anzacs are brave.
- Anzacs endure hardship.
- Anzacs are larrikins.

- 1 Ask students to consider each of these statements and explain whether they think the Anzacs possessed these qualities. Students must support their answer with examples from the source material in this chapter.
- 2 It has been said that the qualities possessed by the Anzacs have become part of our national identity (what it means to be an Australian). Ask students if they think that Australians possess the qualities in the statements? Why/Why not?
- 3 ‘In times when disasters have hit Australia in the form of floods, bush fires and cyclones, Australians have come together to help each other. They have helped in rescue efforts and have provided food and shelter as well as comfort to survivors. This is a way in which the Anzac spirit continues today.’
Comment on whether you agree or disagree with this statement.



Source 5.61 The Shrine of Remembrance opened in Melbourne in 1934 to commemorate Victorians who gave their lives in World War I. Similar war memorials exist in towns and cities across Australia.

5.4 How is World War I remembered and commemorated?

Since the beginning of recorded history, certain individuals have been recognised for their actions during times of war. Whether they are seen as honourable leaders or bloodthirsty villains, key historical figures like Charlemagne, Attila the Hun, William the Conqueror, Genghis Khan and Napoleon are remembered all around the world for the contributions they made in battle and for the ways in which they altered the course of history.

In the same way, wars can be defining points in the development of nations. For example, the USA was born as a result of the American War of Independence, and the unified nations of Germany and Italy were established following a series of wars in the 19th century.

Symbols, traditions and events that commemorate war are important elements in almost all nations. Well-tended war cemeteries can be found wherever significant battles have been fought. The Australian War Memorial in Canberra is one of the most visited sites in the country. War memorials, avenues of honour and statues of war heroes can be found in virtually every Australian town and city. Events and ceremonies that commemorate the wars in which Australia has fought are held each year on Anzac Day in April and Remembrance Day in November.

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.

The War Service Homes scheme was responsible for the development of new suburbs—streetscapes of comfortable Californian bungalows that are so desirable today. New hospitals, including the Repatriation General Hospital established in Hobart in 1921, were set up to care for those who had returned from war with physical or sometimes mental injuries. The Returned and Services League (RSL), established in 1916, continues to provide support and advocacy for the veterans of any war that Australia has engaged in over the past century.

However, the war also left Australia a bitterly divided nation. The conscription debate had reignited sectarianism (disagreement between Protestants and Catholics) and split the Labor Party. The nation was saddled with huge war debts, a rising unemployment crisis, and a series of costly and unsuccessful schemes to convert large parts of the country to agricultural production. The Paris Peace Conference also had a lasting legacy on Australian society. The Australian delegation’s refusal to accept the racial equality proposal ensured that the White Australia policy would dominate Australia’s interwar immigration policy. It also turned Japan from an ally into a potential enemy.

The Anzac legend

For Australians, commemoration of war has always been closely tied to the Gallipoli landing on 25 April 1915. Despite more successful or more destructive engagements during World War I, and despite up to 15 war experiences since 1918, it is Gallipoli that symbolises Australia’s war experience.

Despite the disastrous landing and loss of life, Australians at home met the news from Gallipoli with a sense of pride. In the first news reports that reached Australia, the soldiers were praised for their courage and gallantry.

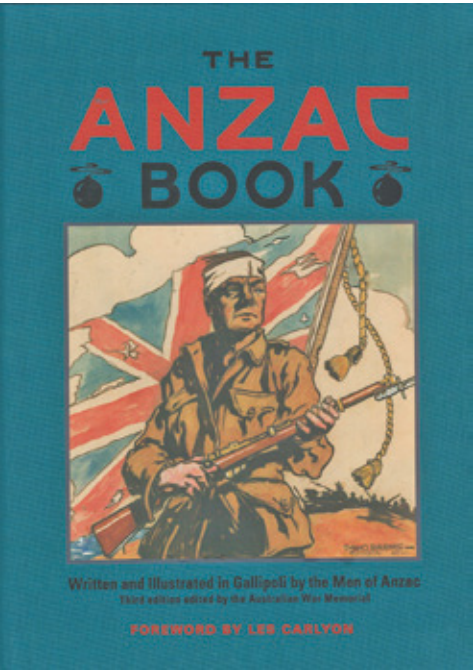
British war correspondent (journalist) Ellis Ashmead-Bartlett wrote of the Anzacs, ‘There has been no finer feat in this war than this sudden landing in the dark and storming the heights, above all holding on whilst the reinforcements were landing.’ (*The Argus*, 8 May 1915). His views were echoed by British General Sir Ian Hamilton:

Source 5.62

... History contains no finer record of dauntless bravery than is here described, while the knowledge of the magnificent part taken in this spectacular drama by our own gallant troops will thrill every heart in our own land.

Ian Hamilton, ‘Australia’s Glorious Day: The Official Story of the Landing and Attack by Our Combined Forces at the Dardanelles’

The greatest praise of all came from King George V, who stated that the diggers had ‘indeed proved themselves worthy sons of the empire’.



Source 5.63 Cover of *The ANZAC Book*, a collection of stories, poems, sketches and reminiscences by the Australian soldiers at Gallipoli, edited by CEW Bean (AWM ART90422)

Also of interest in this discussion is the building of the Anzac legend. Charles Bean was Australia’s official war historian and wrote about the legend. It has been said that Bean exaggerated the sacrifices that the Anzacs made in order to provide comfort to those families who had lost their loved ones in the war.

Teaching tips

For background information, or if you your students are particularly interested and competent, it is worth watching the Q&A Anzac Day special (see the weblink in the obook extras panel on this spread). The program discusses the Anzac legend and whether it is relevant today.

For your information

It is interesting to note that Professor Manning Clark in *A History of Australia* found evidence that the Anzacs did not always live up to their honourable reputation. Clark documented that some soldiers in Egypt behaved badly on occasion by drinking too much, brawling and going to brothels.

It might be worthwhile noting that some criticise the legend of the Anzacs, believing it to be based on male mateship, excluding females.

obook extras

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

- ID05.01 Flashcard glossary: World War I
- ID05.23 Weblink: Anzac legend

Visit the ABC website to view the Q&A Anzac Day special.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

HISTORICAL SKILLS

- 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 the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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.



Skillbooster: Report on Anzac Day commemorations

Have students use the Internet to research traditions and rituals that are now 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
- the Anzac Day march and who is allowed to march
- two-up
- wearing medals (describe the protocol)
- wearing rosemary
- laying a wreath of flowers
- the ode of remembrance
- the last post
- Anzac biscuits.

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



Source 5.64 Dawn service is held on 25 April each year at Anzac Cove, Gallipoli.

Anzac Day commemoration

Anzac Day, 25 April, was made a day of commemoration in 1916, and ceremonies and marches were held all around Australia. A march was also held in London, England, where the Anzac troops were hailed by local newspapers as ‘The Knights of Gallipoli’. By 1927, Anzac Day had become a public holiday in Australia, with marches and dawn services held around the country annually.

The events of 25 April 1915, on a peninsula in Turkey, continue to resonate with Australians today. More than any other event in Australia’s history, the Gallipoli landing occupies a special place. A legend has developed around Gallipoli that grows stronger as the years pass. Schoolchildren learn about the Gallipoli landing and relish legends such as the story of Simpson and his donkey. Hundreds of thousands of Australians join in or watch Anzac marches through large capital cities and small country towns. Many more take part in commemorations and wreath-laying ceremonies at war memorials throughout the country.

Each year, increasing numbers of young Australians find their way to Gallipoli to be present at the Anzac Day dawn service. It has become something of a rite of passage. Anzac ceremonies, wherever they are held, traditionally conclude with the words from Laurence Binyon’s poem ‘For the Fallen’:

Source 5.65

*They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.*

Laurence Binyon, ‘For the Fallen’

Origins of the legend

The significance of the Gallipoli campaign, and the origin of the Anzac legend that surrounds it, can largely be linked to the fact that it was the first time that Australians had fought in a war. As a united country, Australia had only existed for 13 years at the time it went to war. Australians at home waited eagerly for accounts of the first encounter of the Australian Imperial Force. When news of the first battles at Gallipoli appeared in Australian papers on 8 May 1915, the fact that the landing had been a failure was almost completely overlooked.

Commentators at the time, and in the years since 1915, have developed the theme that Gallipoli was a defining national experience. It has been said that ‘Australia became a nation on the shores of Gallipoli’. Historians have referred to the Gallipoli experience as Australia’s ‘baptism of blood’ or ‘baptism of fire’. Australian historian Bill Gammage wrote of the experience, ‘The circumstances of a national army,



Source 5.66 Anzac soldiers in the trenches using periscope rifles (AWM A03868)



an arena, a brave enemy ... led three nations, Australia, New Zealand and Turkey, to create national traditions from the Gallipoli Campaign.’

It has also been suggested that, although they were enemies, a sense of respect developed between the Anzac soldiers and the Turks. Engraved at Anzac Cove are the words written in 1934 by Kemal Atatürk, Commander of the Turkish 19th Division during the Gallipoli campaign, and the first President of the Turkish Republic, from 1924 to 1938:

Source 5.68

*Those heroes that shed their blood and lost their lives ...
you are now lying in the soil of a friendly country.
Therefore rest in peace. There is no difference between
the Johnnies and the Mehmets to us where they lie side by
side here in this country of ours. You, the mothers, who
sent their sons from far away countries, wipe away your
tears; your sons are now lying in our bosom and are in
peace. After having lost their lives on this land they have
become our sons as well.*

Memorial written by Kemal Atatürk, 1934

Source 5.67 ‘A present from home—“Do they think we’re on a bloomin’ pic-nic?”’, cartoon from *The ANZAC Book*, 1916, edited by CEW Bean, p. 64 (AWM ART00052)

Teaching tips

Watch a short video clip showing the Anzac Day service in Townsville (see the weblink in the obook extras panel on this spread). Stop at various points and ask students to point out the symbols, rituals, music and poetry that are part of the service.

For your information

Anzac Day is now a day that commemorates all Australians who served and died in wars, conflicts and peacekeeping operations. It is no longer just about the Gallipoli landing on 25 April 1915.

obook extras

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

ID05.24 Weblink: Anzac Day service

Visit the ABC website to view the Anzac Day dawn service in Townsville.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

HISTORICAL SKILLS

- Use historical terms and concepts.
- 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.
- Identify and analyse different historical interpretations (including their own).
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.



Skillbooster: Indigenous Australian soldiers and the Anzac spirit

Read these case studies to students and then have them answer the questions which follow.

Case study 1: Douglas Grant

Private Douglas Grant was an Indigenous serviceman who served in the 13th Battalion during World War I. Some sources say 400 Indigenous Australians enlisted in World War I but it is difficult to confirm this number given that many did not list their Aboriginal background for fear of rejection. Douglas was captured by the Germans in World War I and placed in charge of a camp of black prisoners, but not before German doctors and anthropologists had studied him, clearly marking him out as someone ‘different’. It is claimed that after the war Douglas was frustrated by the racism he still found and the lack of recognition he received even though he had fought for his country. He was not granted a soldier settlement block. After the war, returned servicemen could be allocated land to farm under various state settlement schemes. It seems that only one Indigenous soldier was granted land under the soldier settlement schemes.

Case study 2: Herbert Lovett

Herbert Lovett served on the Western Front in France with the Fifth Machine Gun Battalion. He was accepted to fight in the war as recruiting officers at the time had documented that Herbert was not a pure-blooded ‘black’. He belonged to the traditional lands of Lake Condah in Victoria

and when he returned from the war he found that many Aboriginal families had been removed from the Aboriginal Mission in Lake Condah to Lake Tyers Station in Gippsland. Despite this, Herbert also enlisted in the World War II. Upon his return from World War II, John applied for a soldier settlement block on his traditional lands at Lake Condah. He never received a reply to his application.

- 1 What is the soldier settlement scheme?
- 2 Do you think the treatment of these two Indigenous Australians captures the Anzac spirit? Why/Why not?
- 3 Describe the ‘double injustice’ that occurred to both the men in these case studies.



Source 5.69 As this photo (taken on 19 August 1966 during the Vietnam War) indicates, Australian soldiers have maintained the spirit of ‘mateship’ in battle first evident at Gallipoli 50 years earlier. (AWM FOR/66/0665/UN)

The Anzac legend today

The Anzac legend has not remained static. It was expected that as the last of the World War I diggers died, the significance of Gallipoli would begin to fade. There was some decline in interest in Anzac Day in the decades after World War II, but since the 1980s Anzac Day has grown in significance.

The reasons for this resurgence of interest in the Anzac legend and the Gallipoli story are complex. The attention paid to the declining numbers of World War I veterans combined with the popularity of films such as *Gallipoli* have brought the events of 1915 to the attention of the wider community. The pilgrimage of Gallipoli survivors in 1990, to mark the 75th anniversary of the campaign, brought widespread media and popular awareness of the Gallipoli landing.

Today, interest in Anzac Day has never been stronger. School assemblies, church services, television and radio programs and even sporting events are linked to the commemoration of the Gallipoli landing. In fact, as the nation approaches the centenary of Gallipoli in 2015, the place of the Anzac legend is firmly and securely at the centre of national consciousness.

Nevertheless, the legend is not without its critics. Some have suggested that other war engagements are more deserving of national commemoration. The battles at Pozieres and Villers-Bretonneux in World War I, Tobruk and Kokoda in World War II and the Battle of Long Tan in the Vietnam War (see Source 5.69) have all been suggested as possible replacements for Anzac Day.

Others have argued that the focus on Anzac Day glorifies war and that other aspects of the national story, good and bad, should be recognised alongside or instead of the Gallipoli landing. It is unlikely that this will happen, but it is important to recognise that the Anzac legend is not static. As the years progress, its place in Australia will continue to grow and change.

significance: Alec Campbell

The last living Australian link to the Gallipoli campaign was lost on 16 May 2002 with the death of Alexander William (‘Alec’) Campbell, aged 103. Campbell enlisted in the AIF at age 16, after lying about his age to meet the minimum age of 18 requirement. Campbell landed at Gallipoli in November 1915. He carried ammunition, supplies and water to the trenches. He was discharged on medical grounds around a year later. Campbell’s funeral was attended by the then Prime Minister John Howard and the chiefs of the defence forces. On this day, around Australia and overseas, flags were flown at half-mast to pay respect to this final link to Gallipoli.

Source 5.70 Alec Campbell



contestability: the Anzac legend

Although Anzac Day is significant in Australian society, opinions on its origins and importance vary. This range of sources clearly indicates that Australians have debated the meaning of the Anzac legend across time.

Source 5.72

Life was very dear, but life was *not* worth living unless they could be true to their idea of Australian manhood.

CEW Bean, *The Story of Anzac* (1938)

Source 5.73

Soldiers, your deeds have won you a place in the temple of the Immortals. The world has hailed you as heroes. Your comrades in the British Army have claimed you as brothers in arms, and the citizens of the Empire are proud to call you kinsmen.

Prime Minister Billy Hughes, Anzac Day ceremony, London, 1916

Source 5.74

... the beery haze which had settled over the most solemn day in the Australian calendar, wrote Seymour, ‘seemed to me then somehow excessive and dangerous in that it tended to amplify the already heady sentimentality of that day.’

Alan Seymour, *The One Day of the Year*, 1960

Source 5.75

The Anzac spirit is an integral part of the Australian past and present, and central to the Australian identity. When the first Anzacs swarmed the beaches of Gallipoli, the seeds of a legend were planted ... Everyone who has heard the stories from their parents, grandparents and teachers carries the Anzac spirit inside them.

Edwina Chestney, Simpson Prize Essay, 2010

Source 5.76

No one can express all that this day means to us Australians and New Zealanders. It is, said Australia’s great historian Manning Clark, ‘about something too deep for words’. But in the stillness of the early dawn, and in the silence that will settle once more along this shoreline, we feel it in the quiet of our hearts. The sense of great sadness. Of loss. Of gratitude. Of honour. Of national identity. Of our past. Of the spirit, the depth, the meaning, the very essence of our nations. And of the human values which those first Anzacs—and those who came after them—embodied and which we, their heirs, must cherish and pass to the future.

May they rest with God.

Address by His Excellency the Governor-General Sir William Deane at Gallipoli, 25 April 1999



Source 5.71 Australian soldiers in a boat headed towards Anzac Cove, 25 April 1915 (AWM AQ2781)

Source 5.77

Whilst alterations have been made to account for absent voices and crusades, the essential nature and heart of the legend beats to the rhythm of a bygone era. Thus, the essence of the Anzac legend has not changed; rather, it has changed us, collectively as a people.

Lauren McAlary, Simpson Prize Essay, 2010

Source 5.78

It is essential to look again at the overbearing idea that the spirit of the nation was born among the members of the Australian Imperial Force (AIF) on active service on the other side of the world. A significant problem with this proposition is the very uniqueness of their experience. The soldiers were far removed from normal life ... They were in the distinctive situation of being in all-male company for years on end, and even then their associates were drawn from a very narrow male age cohort. We might well ask how such an unnatural society could give birth to a spirit of general relevance. The key premise of the Anzac legend is that nations and men are made in war. It is an idea that had currency a hundred years ago. Is it not now time for Australia to cast it aside?

What’s Wrong with Anzac? Henry Reynolds (ed.) and Marilyn Lake, New South Books, April 2010

Teaching tips

Consider playing a song to conclude. ‘I Was Only 19 (A Walk in the Light Green)’ by John Schuman of the Australian band Redgum was a song written about Vietnam. It describes the war experience and refers to the lie of the Anzac legend when compared with the horrors of warfare. (See the weblink in the obook extras panel on this spread.)

obook extras

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

ID05.25 Weblink: ‘I was only 19’

Listen to the song ‘I Was Only 19 (A Walk in the Light Green)’ and read the lyrics. This website also contains information about the songwriter John Schuman.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

HISTORICAL SKILLS

- Use historical terms and concepts.



For your information

Red poppies are a symbol of remembrance. In France and Belgium they were the first plants to grow after action on the battlefields had stopped. The red colour symbolises the shedding of blood and sacrifice.

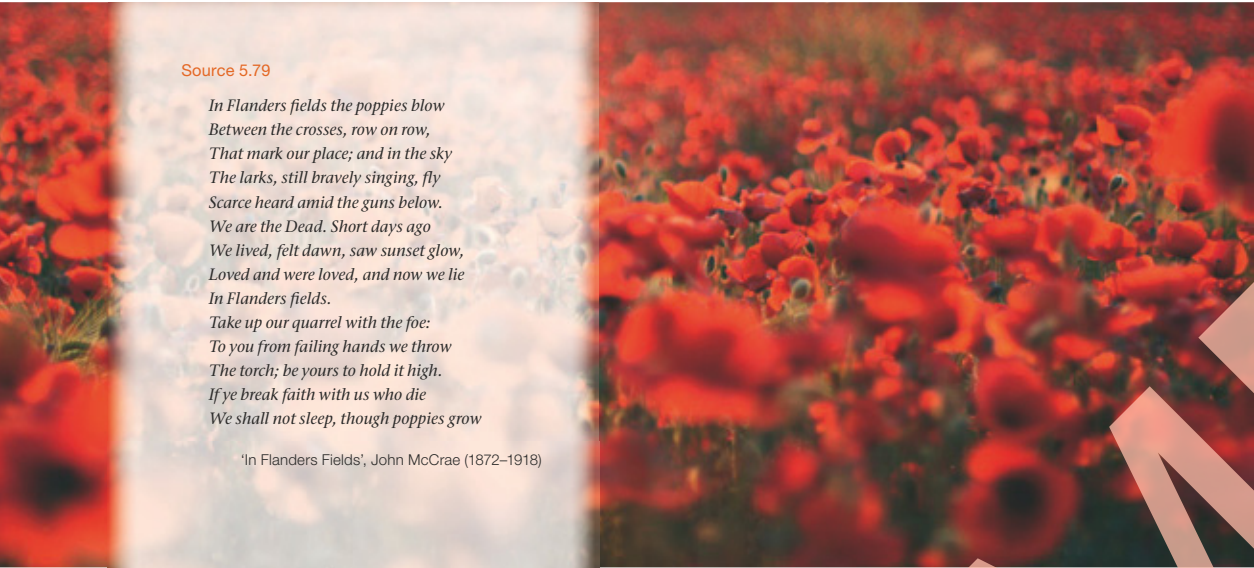
Answers: Check your learning

- 1 Answers may include: war cemeteries, war memorials, national days of commemoration, statues of notable soldiers and leaders, literature and walks of honour.
- 2 Answers may include: the Australian War Memorial in Canberra, which is both a memorial and a museum; there are local war memorials in most towns in Australia, as well as in many schools and universities; ceremonies are held to commemorate war on Anzac Day (25 April) and Remembrance Day (11 November); sporting events are held on significant days, such as Anzac Day; and school assemblies and church services are held on Anzac Day.
- 3 Points raised might include: it was only Australia's second involvement in the war, and its first major campaign since federation; it was well reported and publicised by official correspondents such as CEW Bean; the AIF fought valiantly at Gallipoli, despite the terrible planning of the Dardanelles Campaign by the British commanders; and the Gallipoli Campaign has been politicised and romanticised to fit various ideologies.
- 4 Answers may include: because it glorifies war; because the Gallipoli landing was unsuccessful in so many ways; because it was not Australia's first action in World War I; because several AIF actions on the Western Front — both successful and unsuccessful — may be more deserving of national commemoration; and because the focus on Anzac Day as the defining national experience of Australia ignores other significant aspects of Australia's history that have also contributed to the national identity.
- 5 Because he was the last survivor of the Gallipoli Campaign when he died in 2002.
- 6 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 invoked by many different people and groups.

Remembrance Day (Armistice Day)

Anzac Day is the main day for war commemoration in Australia and New Zealand. However, Remembrance Day, 11 November, is a more general recognition of the sacrifices made in war. This date marks the day and the hour when the Armistice (ceasefire) was signed, bringing an end to World War I.

In many countries, people pause for one minute at 11.00 a.m. on Remembrance Day to remember those who gave their lives in war. Red poppies are worn to symbolise the dead. At these ceremonies, the poem 'In Flanders Fields' is frequently read.



Source 5.79

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.
Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow*

'In Flanders Fields', John McCrae (1872–1918)

Check your learning

- 1 What evidence is there that war commemoration is an important part of many nations' histories?
- 2 In what ways do Australians commemorate war?
- 3 Why do you think the Gallipoli landing is such a significant event in Australia's history?
- 4 Why do some Australians challenge the celebration of Anzac Day?
- 5 Why is Alec Campbell considered to be a significant individual?
- 6 How do you explain the fact that there are different interpretations of the importance of the Anzac legend?

Answers: Big ideas

- 1 Australian newspapers praised the soldiers for their courage and dignity.
- 2 Answers may include: creativity, great courage, resourcefulness, resilience and humour.
- 3 To symbolise and commemorate the dead, and in reference to the poem 'In Flanders Fields'.
- 4 Individual responses will vary. Points raised might include: because Australia was still a Dominion of the British Empire, such tributes from British journalists and officials were symbolically significant; the highest honours which could be bestowed on Australian

soldiers were still British awards; such praise helped Australian officials justify the war to an increasingly dissatisfied and war-weary public; and the Australian media and government bestowed similar praise on the AIF.

- 5 Points raised might include: there was little historical enmity between Australia and Turkey; volunteer soldiers on both sides had enlisted for similar reasons; both sides respected the bravery of their opponents; both sides appreciated the respect shown to the dead and wounded; and the respective governments have made specific attempts to improve relations since World War I.

bigideas

5.4 How is World War I remembered and commemorated?

Remember

- 1 What was the immediate reaction in Australia to news of the Gallipoli landing?
- 2 According to the legend, what are the main characteristics of the Australian 'digger'?
- 3 Why are red poppies worn on Remembrance Day?

Understand

- 4 Was it significant that the Anzacs were praised by an English journalist, a British general and the King of England?
- 5 The Anzacs were fighting the Turks on their home soil. They could be said to have invaded Turkey. However, there seems to have been a mutual respect between the two peoples, which has grown through the years. How would you explain this?

Apply

- 6 Reread the memorial written by Kemal Atatürk (Source 5.68). Imagine you are one of the mothers whose sons are buried at Gallipoli. Write a letter of gratitude to Atatürk.
- 7 Research one of the war engagements that some suggest should replace Gallipoli as the day of national commemoration (Pozières, Villers-Bretonneux, Tobruk, Kokoda or Long Tan). Write a proposal to the Government suggesting the change and giving evidence to support your proposal.

Analyse

- 8 Why do you think that wars and war experiences are such significant parts in so many national stories?
- 9 Examine the cartoon 'A present from home' (Source 5.67).
 - a What point is it making and how is the point made?
 - b How would a cartoon such as this contribute to the Anzac legend?
- 10 Some have suggested that the Peter Weir film *Gallipoli* (1980) played an important role in the revival of interest in the Anzac legend. View the film and suggest why the film may have had this impact. Refer to specific features of the film (scenes, characters, incidents, symbols and music).

- 11 Examine the observations in Sources 5.72 to 5.78.

- a Divide them into two categories: those supporting the Anzac legend and those questioning it.
- b How do you explain the fact that there are different interpretations of the Anzac legend?
- c How do you envisage that Anzac Day may be celebrated in the year 2050?

Evaluate

- 12 It has been argued that wars are essential to a nation's development and sense of identity. Do you believe this is true? In your answer, make reference to features of Australia's war experiences at several points during World War I.
- 13 Around the time of Anzac Day, analogies are often made between sport and war. References are made to 'mateship', 'teams going into battle', 'combat', 'courage' and so on. Some suggest that this is appropriate; others say it is disrespectful to the soldiers who gave their lives. What is your view?

Create

- 14 Carefully study the observations on the Anzac legend (Sources 5.72 to 5.78). For each observation, provide an image that reflects its sentiments. You may use photographs, sketches, paintings, cartoons or other images.
- 15 Interview ten people (males and females of various ages and occupations). Use these interviews, plus other material in this chapter, to write an article for your school newsletter or annual. The article is to be titled: 'What Anzac Day means to Australians today'.

integral and ongoing part of Australia's identity; Source 5.76 says that the values embodied by the original AIF soldiers are still incredibly important today; and Source 5.77 suggests that the Anzac legend has collectively influenced the nature of the Australian people.

Sources questioning the Anzac legend: Source 5.74 says that Anzac Day has become a celebration of drinking and nationalism rather than solemn commemoration of war; and Source 5.78 says that the AIF represented a tiny fraction of Australian society who experienced exceptional circumstances, and that it is wrong to claim that such a small, uniform group of young men could define the identity of an entire society.

- b Points raised might include: that all historical events are open to interpretation; that people's perspectives on historical events can change over time; that the Anzac legend has been invoked by many different people and groups with very different ideologies; and many of the Anzacs, such as Alec Campbell, resisted the glorification of the war.
- c Individual responses will vary. Points raised might include: that Anzac Day might become celebrated as Australia's National Day, because it is more accessible and inclusive than Australia Day; that it might decline in importance as military achievements become less relevant to Australian society; it might continue to be commemorated with memorial services and marches by currently serving and former soldiers; and the descendants of soldiers may outnumber the serving and former soldiers in the Anzac Day marches.

- 12 Points raised might include: Yes: the experiences of the AIF at Gallipoli were adopted as the cornerstone of Australia's national identity; and Australia was represented by its own delegation at the Paris Peace Conference, despite Britain being responsible for Australia's foreign affairs, suggesting that Australia became increasingly recognised by other nations because of the achievements of the AIF.

No: Because Australia did not fight in its own defence in 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 prior to World War I.

- 13 Points raised might include: For: it is part of the Australian tradition and identity to stand by your mates and sport is the peacetime equivalent of that ethos. Against: it continues the male dominated view of Australian identity that links it to physical toughness and precludes females from an equal sense of national identity; it trivialises the sacrifices made by soldiers in World War I and subsequent wars.

- 14 Individual responses will vary.
- 15 Individual responses will vary.

- 6 Individual responses will vary.
- 7 Individual responses will vary.
- 8 Points raised might include: because many nations were formed out of military uprisings; because war has historically played a key role in Western ideas of manhood and nationhood; and because popular culture has transmitted military values and beliefs.
- 9
 - a The cartoon makes the point that packages and presents soldiers received were often impractical, showing that people at home knew little of the realities of the war. The cartoon uses irony to make this point, as the soldier is seen opening a 'home cookery' book sent from home.
- 10 Individual responses will vary.
- 11
 - a Sources supporting the 'Anzac legend': Source 5.72 says that the AIF soldiers at Gallipoli were willing to die for their ideal of 'Australian manhood'; Source 5.73 says that the soldiers of the AIF were celebrated as heroes by all the Allied nations; Source 5.75 says that the Anzac legend is an

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- An overview of the causes of World War I and the reasons why men enlisted 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 the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, 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.



Answers: Unprecedented injuries

- 1 Answers may include: shrapnel wounds; poison gas burns; disfigured 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; difficulties reconnecting with old friends and family members; feelings of shame about their appearance; difficulties finding a job; and difficulties functioning normally.

connectingideas

Plastic surgery then and now

World War I was a brutal war that resulted in the deaths of about 15 million soldiers and wounded about 20 million. Civilians were also horribly affected, with over 7 million killed. Many of these deaths were the result of more effective weapons, such as machine guns, mortar bombs, chemical weapons and flamethrowers. The damage these new weapons inflicted on human beings could be horrific. Medical science did its best, given the still relatively primitive resources and technologies at the time, to make life for damaged people more bearable. Perhaps the most significant medical innovation to come out of the war was plastic surgery.

Unprecedented injuries

The new weaponry of World War I was responsible for entirely new types of injuries. Metal pieces (shrapnel) from exploded bombs, mines or shells mangled and disfigured soldiers' faces and bodies, poison gas burned their skin, and bullets from machine guns shattered their bones or tore off limbs. The injuries sustained by many soldiers were horrific. To allow maimed and wounded soldiers to return to any kind of normal life, new types of reconstructive surgery needed to be developed.

- 1 What were some of the new types of wounds and injuries suffered by soldiers in World War I?
- 2 What kind of obstacles do you think injured soldiers would have had when they returned to civilian life after World War I?

Source 5.80 Devastating new weapons introduced during World War I caused terrible injuries.

Answers: A new kind of surgery

- 1 Answers may include: skin grafts, flap surgery and staged 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 prevented them from leading a normal civilian life after the war ended. The surgical techniques developed to treat these wounds, and allow the soldiers to live relatively normal lives, began to be used for purely cosmetic purposes in the second half of the 20th century.
- 2 Points raised might include: Similarities: plastic surgery can still be used to allow people with terrible wounds to live a relatively normal life; many of 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; plastic surgeons are highly paid professionals, rather than experimental surgeons breaking new ground.



A new kind of surgery

At the outbreak of World War I, plastic surgery was still very basic. The development of anaesthetics had made more complicated surgical techniques possible, but those techniques were still not fully developed. As surgeons had to deal with an increasing number of men with horrific wounds, many new techniques were improvised on the spot. Devastating facial wounds (most often caused by gunshots) became a priority for plastic surgeons because they often prevented soldiers from returning to any kind of normal life. Harold Gillies, a New Zealand facial surgeon based in England, pioneered many methods such as skin grafts, complicated 'flap surgery', and 'staged' grafts in order to treat these types of wounds. Gillies founded a hospital for facial wound victims which conducted over 11 000 operations on 5000 men.

- 1 What were some of the plastic surgery techniques pioneered by Harold Gillies?
- 2 What do you think would have happened to the man in Source 5.81 if he had not had reconstructive surgery?

Source 5.81 Four stages of facial reconstruction around the time of World War I

From 'normal' to 'perfect'

After World War I, plastic surgery served a vital role: to allow soldiers with terrible wounds to function in civilian society again. People today who have been disfigured by injuries can also benefit from techniques that had their beginnings in that war. Cosmetic surgery (that is, unnecessary but desirable plastic surgery to alter one's appearance) became more popular in the last half of the 20th century. Today, cosmetic surgery often caters to the modern-day obsession with 'perfection'. In 2010, in the USA alone, an estimated 10 million purely cosmetic procedures were carried out on perfectly healthy men and women aiming to cosmetically improve their appearances. The dramatic increase in the number of procedures worldwide has caused many to question the ethics of surgeons who have much to gain financially. Others argue that the choice to 'enhance' one's natural appearance is a basic right.

- 1 How did the nature of the wounds suffered by soldiers in World War I lead to the development of purely cosmetic surgery?
- 2 What similarities and differences can you identify between the role of plastic surgery in World War I and cosmetic surgery today?



Source 5.82 Jocelyn Wildenstein after her cosmetic surgery



What evidence is there that plastic surgery has become a way for people to 'improve' on nature?

Teacher resources
Chapter 5 World War I

Editable chapter test

Available online at www.oup.com.au/bigideashistory9. Click on the 'Teacher Resources' tab and enter the password (which can be obtained by contacting your Oxford representative).