



Anzac Legacy Gallery  
QUEENSLAND MUSEUM

Handling Kit  
TEACHER NOTES



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# Contents

Australian Curriculum	2
The Exhibition	3
Helpful Hints	4
Guided Inquiry	
Teacher Notes	6
Student Notes	7
Handling Kit Object Information	
Web Equipment Pattern 1908	8
British Mark 1 Brodie Helmet	9
Mess Tins	10
First Field Dressing	11
British Small Box Respirator and Gas Mask	12
Field Service Postcard	14
Entrenching Tool: Head and Handle	15
Hard Tack Biscuit	16
Jam Tin Bomb	17
Puttees and Socks	18
First World War Photographs	19
Alan Dodd Diary Entry	28

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# Australian Curriculum

## Year 9 History: The Making of the Modern World

### World War 1 (1914 - 1918)

#### Historical Knowledge and Understanding

The places where Australians fought and the nature of warfare during World War 1, including the Gallipoli campaign (ACDSEH095)

#### Historical Skills

Chronology, terms and concepts

Use historical terms and concepts (ACHHS165)

Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)

Evaluate and enhance these questions (ACHHS167)

Identify and locate relevant sources, using ICT and other methods (ACHHS168)

Analysis and use of sources

Identify the origin, purpose and context of primary and secondary sources (ACHHS169)

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)

Perspectives and interpretations

Identify and analyse the perspectives of people from the past (ACHHS172)

Identify and analyse different historical interpretations (including their own) (ACHHS173)

Explanations and communication

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

# The Exhibition

*Anzac Legacy Gallery* explores the First World War from a Queensland perspective, examining the war itself, its impacts from the multiple viewpoints of those in the front-line as well as their families, friends and associates back in Queensland, and its legacies, both historical and contemporary, which have had a lasting or profound impact on this state and its peoples. *Mephisto*, an iconic object and Queensland Museum's most valuable collection item, has a central role in the gallery, acting as a pivotal object to connect the two gallery spaces *Queensland at War* and *Queensland Remembers*.

The key messages for this exhibition are:

- Queenslanders were involved in and affected by the war and its legacies, both on the battlefield and at home.
- Although the fighting ended in November 1918, Queenslanders have continued to live with the legacies of that conflict.
- Queensland and its citizens were impacted by the war's acceleration of scientific, social, cultural, economic, political and technological changes.
- Today's collective memory focuses on Anzac Day and Gallipoli but other important legacies of the First World War can also be found in everyday Queensland life.
- *Mephisto* has an enduring importance for Queensland, and Queenslanders, as both a war trophy and an iconic object.
- The First World War changed the face of Queensland and continues to shape our lives, over a century later.

## **Group excursions must be booked.**

**Web:** [Online Booking Form](#)

**Phone:** (07) 3153 4401

Monday – Friday

8.15am to 3.30pm

**Email:** [education@qm.qld.gov.au](mailto:education@qm.qld.gov.au)

The following adult to student ratios are suggested when visiting as a school or group:

- Prep: 1 adult per 3 students
- Primary: 1 adult per 5 students
- High school (Yr 7 – 10): 1 adult per 10 students
- Seniors (Yr 11 – 12): 1 adult per 15 students

The exhibition will be a space that schools and groups share with other members of the public. Please ensure your students understand the importance of being considerate to other visitors.





## Helpful Hints

The handling kit can be used to stimulate engagement with the First World War, including the nature of warfare, the difficulties of trench warfare and the use of chemical weapons.

The handling kit features a variety of primary resources and replica First World War objects.

Quantity	Object
2	Web Equipment Pattern 1908
2	British Mark 1 Brodie helmet
2	Mess tin
2	First field dressing
2	British small box respirator and gas mask
2	Field service post card
2	Entrenching tool, head and handle
2	Hard tack biscuit
2	Jam tin bomb
2	First World War puttees
2	Socks
16	First World War photographs
2	Alan Dodd diary entry

Background information about each of the above objects, including suggested discussion questions to guide student investigation, is provided in this resource.

Teachers may choose to engage their students in a guided inquiry, as described on the following pages, or design their own learning experience using the objects within the handling kit.

Teachers are asked to:

- Read the Handling Kit Risk Assessment before using the resource with students.
- Ensure students are seated away from main entrances and thoroughfares when working in small groups or as a whole class.
- Pay attention to how students use objects within the handling kit, and report any damages when returning the kit to Queensland Museum staff.
- Ensure specific objects, including the gas mask mouthpiece, are cleaned using the disinfectant wipes stored within the handling kit after use.

The *Anzac Legacy Gallery* Learning Resource can be used to complement your visit to the exhibition.

You can also borrow kits and artefacts from Queensland Museum Loans service to further engage students in your classroom.

# Guided Inquiry

## Teacher Notes

1. Lay out all objects on the floor. Provide time for students to observe each of the objects.

Ask students:

- Have you seen any of these objects before?
- Where have you seen these objects?
- When have you seen these objects?

2. Introduce the learning task:

*You are entering the First World War as a soldier. You will be provided with one or two objects that will assist you during the war in some way. Explore and analyse the objects to answer the following questions:*

- *Describe the object. What is it?  
How will you use it?*
- *Evaluate the object. What are its strengths? What are its limitations?*
- *Explain the object's significance. Why is this object important to you as a soldier serving in the First World War?*

*You may like to use the supporting discussion cards and photographs to help you complete this task.*

Distribute selected objects as well as supporting discussion cards and photographs from the handling kit to student groups. Students use the above stimulus to:

- Describe the object;
- Evaluate the object; and,
- Explain the object's significance.

3. Students share their responses with the class group.
4. If time permits, students participate in a small group or whole class discussion to determine if any of the objects could or would be used in similar situations today.
5. After returning to school, students reconsider the objects in the handling kit and investigate:
  - Any modern equivalents of handling kit objects.
  - The context/s in which the modern equivalents are used.
  - How the modern objects are similar or different to those objects used during the First World War.



# Guided Inquiry

## Student Notes

You are entering the First World War as a soldier. You will be provided with one or two objects that will assist you during the war in some way. Explore and analyse the objects to answer the following questions. You may like to use the supporting discussion cards and photographs to help you complete this task.

Date	
Name	Group

Describe the object.	
What is it?	How will you use it?
Evaluate the object.	
What are its strengths?	What are its limitations?
Explain the object's significance. Why is this object important to you as a soldier serving in the First World War?	

## Web Equipment Pattern 1908

Web Equipment Pattern 1908 was used by the Australian Naval and Military Expedition Force and the Australian Imperial Force from 1914. A range of tools, equipment and ammunition could be attached to the webbing and carried by soldiers when marching or fighting.

The webbing within the handling kit includes the following items: waist belt (1), ammunition pockets (2), water bottle carrier (3), haversack (4), frog to hold the bayonet sheath in place (5), pack and straps (6), braces (7) and rear carrier to store the head of the entrenching tool (8). The pack and straps were generally left at base when soldiers entered the front line before battle.

### Discussion Questions

- Try on the object. Is it easy or difficult to wear, heavy or light? Share these and other observations with your group.
- Why might there be so many different parts to this object?
- Would all of the parts be worn at the same time, all of the time? Why?
- This object is made from canvas. Previous iterations of this object were made from leather. Describe the positive, negative and/or interesting aspects associated with the use of these materials. You may like to consider typical weather conditions and/or production needs.



## British Mark 1 Brodie Helmet

Steel helmets were adopted by all combatants on the Western Front in an effort to counter artillery shrapnel injuries. The Brodie helmet was designed by John L Brodie. It was patented in 1915 and approved for service on 15 May 1916. Prior to this time, soldiers went into combat with limited head protection.

Commonwealth and American Expeditionary Forces on the Western Front all used the British Brodie steel helmet which, although weighing 0.6 kilograms, could withstand the impact of a pistol bullet fired at close range. The helmet was constructed in one piece from a single sheet of metal, increasing its strength and ease of production.

The design however did little to protect a soldier's neck and lower head. The helmet also reflected light, which could reveal a soldier's position on the battlefield. Its liner could be slippery and the sharp edge of the brim could cause injury. The helmet was later modified to address some of these issues: a new liner was inserted into the helmet, a chinstrap added and a non-reflective textured paint used on its surface.

### Discussion Questions

- What do you notice about how this object has been made? Consider design and use of materials.
- When would this object be most effective in protecting its wearer? Why?
- When would this object be least effective in protecting its wearer? Why?
- How could this object be improved to better protect its wearer?





## Mess Tins

Mess tins were used by soldiers in a variety of ways. The tins were used for heating food, to boil water, as a plate to eat from and as a bowl to wash and shave in. Mess tins were lightweight and sturdy. When not in use the tins could be stacked, clipped together and stowed away.

### Discussion Questions

- What do you notice about how this object has been made? Consider design and use of materials.
- Are the materials used to make the object a suitable choice? Why?
- How might the handles of this object influence its use?
- Why would it be important to keep this object clean?



## First Field Dressing

First field dressings comprised a wool pad, a piece of gauze, a bandage and pins sealed within a cloth bag. Soldiers were issued with dressing packs so they could treat the wounds of their comrades or treat their own injuries if medical personnel were not available.

### Discussion Questions

- Where will you keep this object? Why here and not elsewhere?
- Should everyone keep this object in the same place? Why?
- When would you not be able to use this object?
- Apply the object to yourself or a friend. Imagine doing this under fire, during the middle of battle. How would you feel completing this task?



## British Small Box Respirator and Gas Mask

The notion of using toxic substances as a weapon was known before 1914, but it was considered barbaric and forbidden by the Hague Convention of 1899. However, when trench warfare became common, this stigma was ignored. Both sides had experimented with the use of tear gas and in April 1915 the German army launched the first chlorine gas offensive of the First World War, at the start of the Second Battle of Ypres. The British retaliated with their own gas attack at the Battle of Loos in September of the same year.

The British Small Box Respirator (SBR) was designed in 1916 to protect soldiers' lungs, eyes and faces from chemicals used in gas attacks. The SBR consisted of a mask, made from thinly rubberised canvas. The mask was connected to a canvas covered hose, which was attached to a chemical absorbent canister. The SBR was carried in a canvas bag, or haversack, usually on a soldier's chest to allow for quick and easy access during gas attacks. In this instance, a soldier would fasten the mask to their face, leaving the canister in the haversack, and adjust the internal nose clip to ensure air was not inhaled through the nose. The soldier would then inhale through their mouth, drawing air through the canister, where it was purified before passing through the tube and into the mask.





While the SBR proved to be highly effective against gas attacks, it did have a number of weaknesses. The flexible hose was delicate and could be damaged easily if not treated with care. This could allow gas to enter the mask without passing through the chemical absorbent canister. The nose clip could cause great discomfort if worn for long periods of time, and the eyepieces were prone to fogging or misting up, reducing visibility.

An earlier gas mask, the hypo gas helmet, is on display in the *Anzac Legacy Gallery*.

### **Discussion Questions**

- How is this object worn? What parts of your body does this object protect?
- How might this object work? What could this object protect you from?
- Will you need to keep this object with you at all times? Why?
- What could reduce the effectiveness of this object? Consider the materials used to construct the object, its design and a soldier's facial features.

## Field Service Postcard

Field service postcards, such as this one, were used by the armies of many countries involved in the First World War. In order to complete the postcard, the writer simply had to cross out sentences that were not relevant to their situation at the time of writing. As suggested by the postcard's instructions, if the writer added any other information to the document it would be destroyed. Field service postcards were therefore a fast form of communication for those involved in the war as censorship was not required.

### Discussion Questions

- How much information does the postcard reveal about your war time experiences, health and location? Why would this be important?
- When would you use this object to communicate instead of writing a letter?
- How would you feel sending this object home to a loved one?
- How would you feel receiving this object from a loved one serving in the war?



## Entrenching Tool: Head and Handle

Entrenching tools were issued to all soldiers during the war. These tools consisted of two parts, a cast iron or steel head (combined shovel and pick) and a wooden helve (handle) that could be assembled and disassembled when needed. When not in use, the entrenching tool was stored in a soldier's webbing for quick and easy access.

Entrenching tools were a highly versatile piece of equipment. While they were predominately used to dig defensive and fighting trenches on the Western Front, they were also used as a weapon for hand-to-hand fighting in the close confines of the trenches.

### Discussion Questions

- The object can be broken into two parts. Why might this be useful?
- What could each part and the whole object be used for?
- Is one part more valuable than the other? Why?
- Where is this object likely to be used?





## Hard Tack Biscuit

Hard tack biscuits formed part of a soldier's food rations during the First World War. Also known as the Anzac Wafer or Anzac Tile, hard tack biscuits were a nutritional substitute for bread and ideal for war as they were cheap to make, easy to transport and could keep for a very long time without spoiling.

Many soldiers found the hard tack biscuit unappealing; made from self-raising white and wholemeal flour, sugar, milk powder, salt and water, the biscuit was relatively tasteless and, as its name suggests, extremely hard. In order to eat the biscuits, soldiers often softened them in water, added jam then cooked them over a fire, or grated the biscuits and soaked them in powered milk to make a cereal or porridge like meal.

You might like to make hard tack biscuits with your students using [this recipe](#) from the Australian War Memorial. The hard tack biscuit was known to break soldiers' teeth, so be careful if you choose to make and eat these biscuits!

### Discussion Questions

- This object formed part of your food rations, acting as a substitute for bread.

What types of food would make the best rations? Why these and not others?

- How might an increase in the number of serving soldiers affect the supply of food rations?
- This object was known to be very hard to eat. What could you do to resolve this problem?

Hint: Think of the other rations Australian soldiers were supplied with during the First World War.

- How would you feel eating this object day in, day out?



## Jam Tin Bomb

Australian and New Zealand soldiers were not supplied with the resources, equipment and weapons needed to fight effectively at Gallipoli. As a result, they often created improvised weapons that were suited to the static nature of trench warfare. Jam tin bombs are perhaps one of the most famous examples of soldiers' inventiveness from this period.

As an improvised grenade, jam tin bombs were popular in front line trenches. Soldiers would fill old tin cans with explosives and shrapnel, before inserting a fuse and sealing the bomb. The bombs were then lit and thrown into enemy trenches.

### Discussion Questions

- Where was this object made and by whom? How do you know? Consider design and use of materials.
- What weapon does this object remind you of?
- Where do you think this object was used? Why here and not elsewhere?
- How could you protect yourself from the effects of this object?



## Puttees and Socks

Puttees (below) were issued to soldiers during the First World War. They were wrapped around the leg from the ankle to just below the knee. Puttees were designed to support soldiers' legs while walking and to prevent debris, mud and water from entering soldiers' boots and pants. Despite this, they could contribute to the development of trench foot if wound too tightly around the leg.

Trench foot was an ailment experienced by many soldiers who fought in the trenches during the war. The swelling, blistering and infection of feet resulted from long periods of exposure to the cold, which lowered blood circulation to the feet, and damp, muddy conditions. Severe cases of trench foot often required amputation. As puttees could further reduce blood circulation to the lower limbs and feet, soldiers were encouraged to wear this item of clothing slightly looser around the leg. Soldiers were also encouraged to keep their boots well-oiled, to keep their feet as clean and dry as possible, and to change their thick woollen socks regularly.

### Discussion Questions

- How are these objects worn? Do you need any other items to wear these objects properly?
- Both objects can contribute to the development of trench foot. How?
- Both objects can prevent the development of trench foot. How?
- Would these objects only be worn by soldiers in the trenches? Why?





## First World War Photographs

The following photographs have been selected for their ability to support and extend the stories told by objects within the handling kit. Students may receive the relevant photograph/s with their objects at the start of the learning experience. These photographs could also be used to develop students' visual literacy skills.



*The above image is a close up of Photograph 3.*



## Photograph 1

**Description**      Caring for the feet of men who have been several days in the trenches.

**Location**        Belgium: Flanders, West-Vlaanderen, Ypres

**Date**              12 October 1917

### Handling Kit Objects

- Puttees
- Socks

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- Why do you think this is happening?
- How often do you think this occurred?
- What have you learnt about war from this photo?



## Photograph 2

**Description** Stretcher bearers and dressers of the 9th Field Ambulance utterly exhausted fall asleep in the mud in spite of the cold drizzling rain and screaming of shells.

**Location** Belgium: Flanders, West-Vlaanderen, Ypres, Zonnebeke

**Date** 10 October 1917

### Handling Kit Objects

- Puttees
- Socks

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- What might have happened before the photo was taken?
- How might these people be feeling?
- What have you learnt about war from this photo?





### Photograph 3

**Description** Grub time. Australian troops receiving their rations in a ruined town near the Front.

**Location** Unidentified

**Date** Unidentified

#### Handling Kit Objects

- Hard tack biscuit
- Mess tins

#### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- Why do you think this is happening?
- How might these people be feeling?
- What have you learnt about war from this photo?



## Photograph 4

Description	Two Australian soldiers making improvised hand grenades from empty jam tins.
Location	Ottoman Empire: Turkey, Dardanelles, Gallipoli
Date	1915

### Handling Kit Objects

- Jam tin bomb

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- Why do you think this is happening?
- Where have these objects come from?
- What have you learnt about war from this photo?





## Photograph 5

**Description** An Australian battalion marching to the trenches.

**Location** British Western Front

**Date** Unidentified

### Handling Kit Objects

- Web Equipment Pattern 1908

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- How might these people be feeling?
- How might these people be feeling in three months' time?
- What have you learnt about war from this photo?



## Photograph 6

**Description** A stretcher case being attended to at an advanced dressing station of the 3rd Australian Field Ambulance.

**Location** Belgium: Flanders,  
West-Vlaanderen, Ypres

**Date** 20 September 1917

### Handling Kit Objects

- First field dressing
- Field service post card

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- What might have led to this event occurring?
- Would news of this event be shared with others? Why/why not?
- What have you learnt about war from this photo?





## Photograph 7

**Description** Members of the 52nd Battalion, 4th Australian Division in the reserve trenches on Anzac Ridge. A strafed German guard post is seen on the hill in the background.

**Location** Belgium: Flanders,  
West-Vlaanderen, Ypres, Zonnebeke

**Date** 28 September 1917

### Handling Kit Objects

- British Mark 1 Brodie helmet
- Entrenching tool, head and handle

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- How was this area constructed?
- Where might these soldiers be located: in the front line, support or reserve trenches? How do you know?
- What have you learnt about war from this photo?





## Photograph 8

**Description** Australian soldiers of the 45th Battalion with respirators on in the advance trenches.

**Location** Belgium: Flanders, West-Vlaanderen, Ypres, Menin Road, Garter Point

**Date** 27 September 1917

### Handling Kit Objects

- British small box respirator and gas mask

### Discussion Questions

- Describe what you see. Have you seen or handled any of these items today?
- What is happening in the photo?
- Was this image was taken in battle during a gas attack? How do you know?
- How would this photo differ if it was taken in the midst of battle?
- What have you learnt about war from this photo?





## Alan Dodd Diary Entry

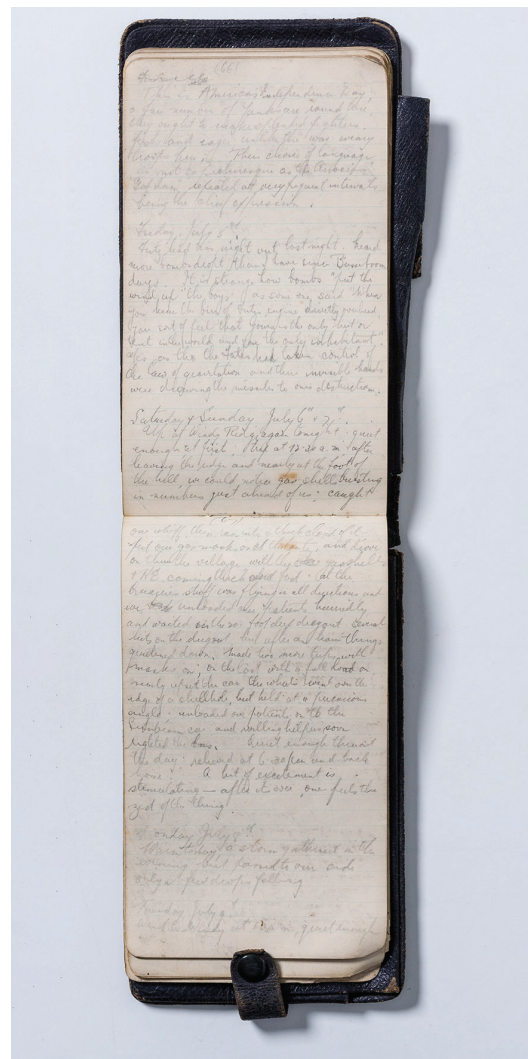
Alan Parkhurst Dodd was a budding 20 year old entomologist when he enlisted in the Australian Army in February 1916. His father was Frederick Dodd, a well-known naturalist nicknamed 'the Butterfly man of Kuranda'. As a boy, Alan had been involved in the family business of collecting and preserving insects for sale worldwide. He had published 12 papers in Australian and European scientific journals by the age of 19, and was working in research with the Queensland Bureau of Sugar Experimental Station at Gordonvale when he enlisted.

Alan left Australia in July 1917 and served as a medical orderly with the 15th Field Ambulance in France. He kept meticulous record of his war service in three small, covered notebooks, documenting the weather, the landscape, and his, sometimes harrowing, experiences with his unit.

### Diary transcript:

Saturday and Sunday, July 6th and 7th

"Up at Windy Ridge again tonight. Great enough at first [illegible words] at 12.30am, after leaving the ridge and nearly at the foot of the hill, we could notice gas shells bursting in numbers just ahead of us; caught one whiff, then ran into a thick cloud if it. Put our gas masks on at the [illegible word], and drove on thru [sic] the village with [illegible word] gas shells and HE [high explosives] coming thick and fast. At the [illegible word] stuff was flying in all directions and we unloaded our patients hurriedly and waited in the 20 foot deep dugout. Several hits on the dugout but after an hour things quietened down. Made two more trips with masks on; on the last with a full load on nearly upset the car,



the wheels went over the edge of a shell hole but held at precarious angle; unloaded our patient onto the Sunbeam car and willing helpers soon righted the *[illegible word]*. Quiet enough through the day. Relieved at 6.30pm and back home. A bit of excitement is stimulating – after it's over, one feels the zest of the thing."

### **Discussion Questions**

- How did you feel as you read the diary entry?
- What was the author's main role during the war?
- Why might the author have described these events as exciting?  
How would you feel if you were in the same position?
- How reliable is this diary entry as a source of evidence about the war?
- What have you learnt about the war from this diary entry?