



Anzac Legacy Gallery

QUEENSLAND MUSEUM

Learning Resource

YEAR NINE STUDENTS



QUEENSLAND
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Australian Curriculum

Year 9 History: The Making of the Modern World

World War 1 (1914 - 1918)

Historical Knowledge and Understanding

An overview of the causes of World War 1 and the reasons why men enlisted to fight in the war (ACDSEH021)

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

The impact of World War 1, with a particular emphasis on Australia including the changing role of women (ACDSEH096)

The commemoration of World War 1, including debates about the nature and significance of the Anzac legend (ACDSEH097)

Historical Skills

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)

Use historical terms and concepts (ACHHS165)

Historical questions and research

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

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 learning resource can be used to stimulate engagement with the following topics:

- Reasons for enlistment in the war, including:
 - Appeals to nationalism and masculinity
 - Fear of ‘foreign’ threat
 - Threats to women and the Australian way of life
- The places where Australians fought
- The nature of warfare during the First World War, including:
 - The difficulties of trench warfare and use of tank, aeroplanes and chemical weapons
 - Experiences of those on the front line during and after the war
 - The role of Aboriginal peoples in the war
- The impact of the First World War on Queensland and Queensland society, including:
 - The treatment of people of German descent
 - The changing role of women
- The commemoration of the First World War, including:
 - Ideals associated with the Anzac tradition
 - How and why the First World War is commemorated in Australia

It is recommended that you explore the learning resource with your students prior to entering the exhibition. In order to maximise their learning experience in the exhibition, students may work in small groups (of two to four) to complete the learning resource. Ensure your students make use of the interpretative panels, labels and interactives featured throughout the exhibition to complete the learning resource and develop an understanding of the main themes of the exhibition.

You may also choose to engage your students in the ‘jigsaw’ teaching technique to complete the trail. This will involve:

- Dividing your students into ten groups.
- Assigning each group with an activity from the resource to complete during their visit to the exhibition.
- Forming new groups upon returning to the classroom. Each new group should contain one student from each of the original ten groups. Students share their findings with their peers and the class.

You will also find ‘At School’ activities within the learning resource. These activities may be implemented after your visit to prompt further inquiry into exhibition themes and concepts. Students may conduct additional research to assist their completion of these activities.

The *Anzac Legacy Gallery* Handling Kit can be used to complement your visit to the exhibition.

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

Visit and search the [online catalogue](#) either by curriculum link, year or topic to identify relevant resources. Alternatively, QM Loans can be contacted directly via their [online inquiry form](#).

Anzac Legacy Gallery

Learning Resource

Over 57,000 Queenslanders enlisted to fight in the First World War. These people were supported by many others, from medical professionals on the front line, to family and friends back home.

Each individual experienced the war differently; each individual has a different story to tell. We use objects of war and warfare, some of which belonged to these individuals, to tell these stories.

You will use these objects to investigate three inquiry questions:

- What motivated people to fight in the war?
- What was the nature of warfare during this period?
- What were the immediate and long term effects of the First World War on Queensland and Queensland society?



Australian troops just before going back into the line.
Fred Port Album Collection, Queensland Museum

What motivated people to fight in the war?

Activity 1

Recruitment posters were designed to elicit an emotional response from their target audience. Some posters inspired action, while others challenged inaction.

Find and analyse one of the following recruitment posters in **TOGETHER** or **WORLD**. Write down, record or film your response to the following questions.



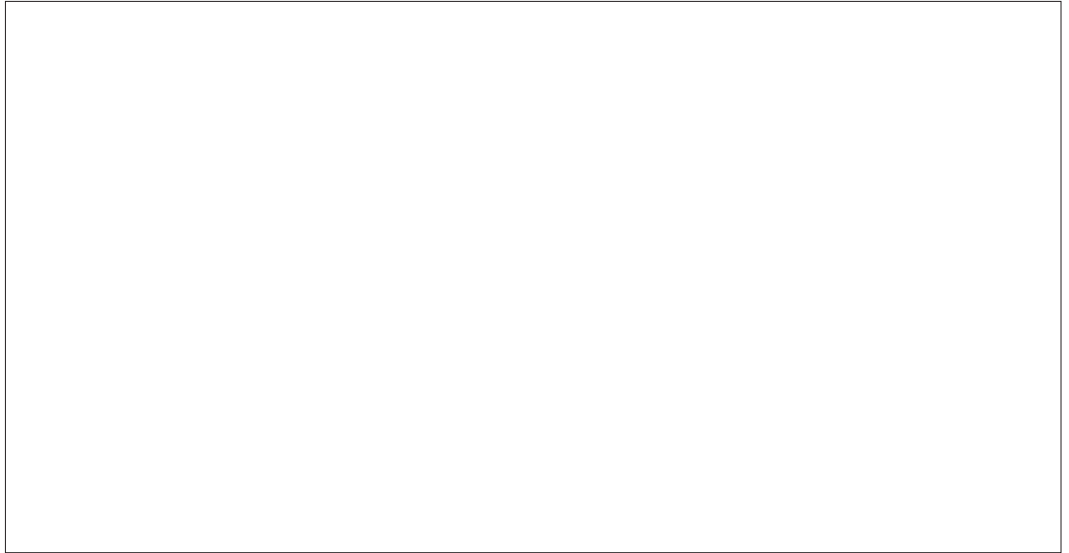
Source 1: Poster – 'Were YOU There Then?'
Australia, World War 1, 1914-1918



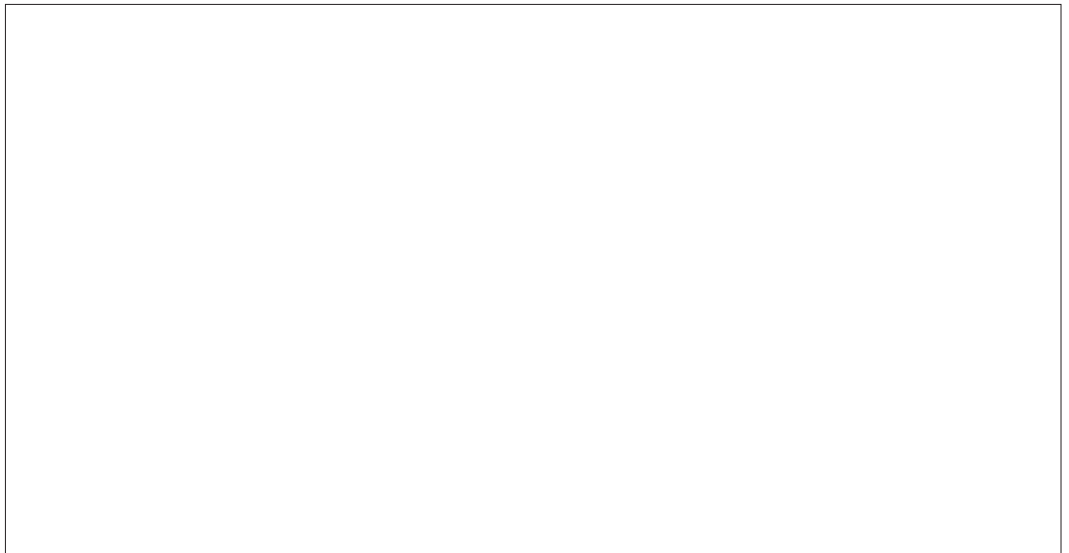
Source 2: Queensland Recruiting Committee
Poster, 1915

Describe what you can see in the poster, including images and text.

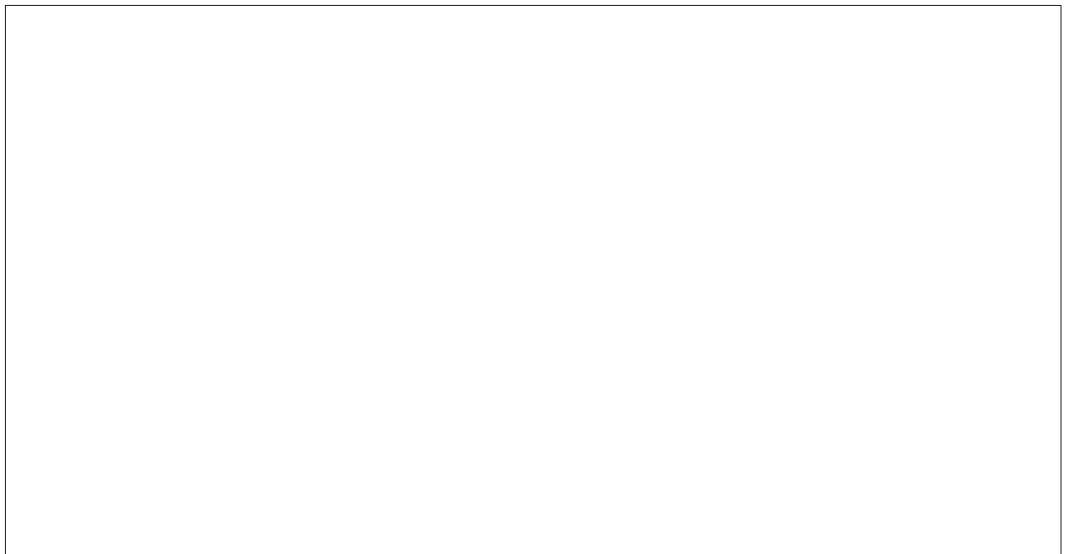
Close your eyes, and then open them. What do you look at first?



Why is your attention drawn to this part of the poster?



Who is the target audience for the poster?



What emotional response does the poster draw from the target audience?

How does the poster motivate this audience to support the war?

Would this poster motivate you to support the war? Why or why not?

At school:

- Explore other posters used to elicit an emotional response during the First World War. Compare the posters considering intended purpose, target audience, use of imagery and language.
- Consider the posters explored in the previous activity. Which would you classify as recruitment posters and which would you classify as propaganda posters? Ensure you justify your response. You may like to use a Venn Diagram or engage in a classroom debate to complete this activity.

Activity 2

As Australians enlisted, embarked and died in their thousands, the ability to keep men enthusiastic about the war became increasingly difficult.

Explore each of the following objects in **TOGETHER**.



Source 3: Poster - ? [Question mark]

Norman Lindsay. Melbourne: Chas. Steele & Co. Issued by the Government of the Commonwealth of Australia, 1918. State Library of Queensland.



Source 4: Edith Cavell Badge, 1914-1918



Source 5: Replica of the 'Lusitania' Medallion, 1915-1918

What do these objects have in common?

Describe how these objects might have increased enlistments.

The anti-German attitudes portrayed by these objects were experienced by German-Australians, many of whom were snubbed by their friends and neighbours, and sometimes even verbally and physically assaulted from the beginning of the war. Almost 7000 men, women and children of German heritage in Australia became prisoners of war, despite having lived in the country for many years or even many generations.

What was the nature of warfare during this period?

Activity 4

Explore the experiences of two individuals who actively served in the First World War from the list below, then complete the following activities.

HONOUR



Major Roderick Stanley Dallas

HONOUR



Sister Gladys Echlin
Courtesy of State Library of
Queensland

WORLD



Herbert William Homer
Courtesy of State Library of
Queensland

MEMORIES



Edward Gilchrist (Ted) Hope
Courtesy of Hope Family

Name:	Draw or photograph an object belonging to this individual.
Service Location:	
Role:	
Personal Experiences:	Explain the significance of this object.
Achievements:	

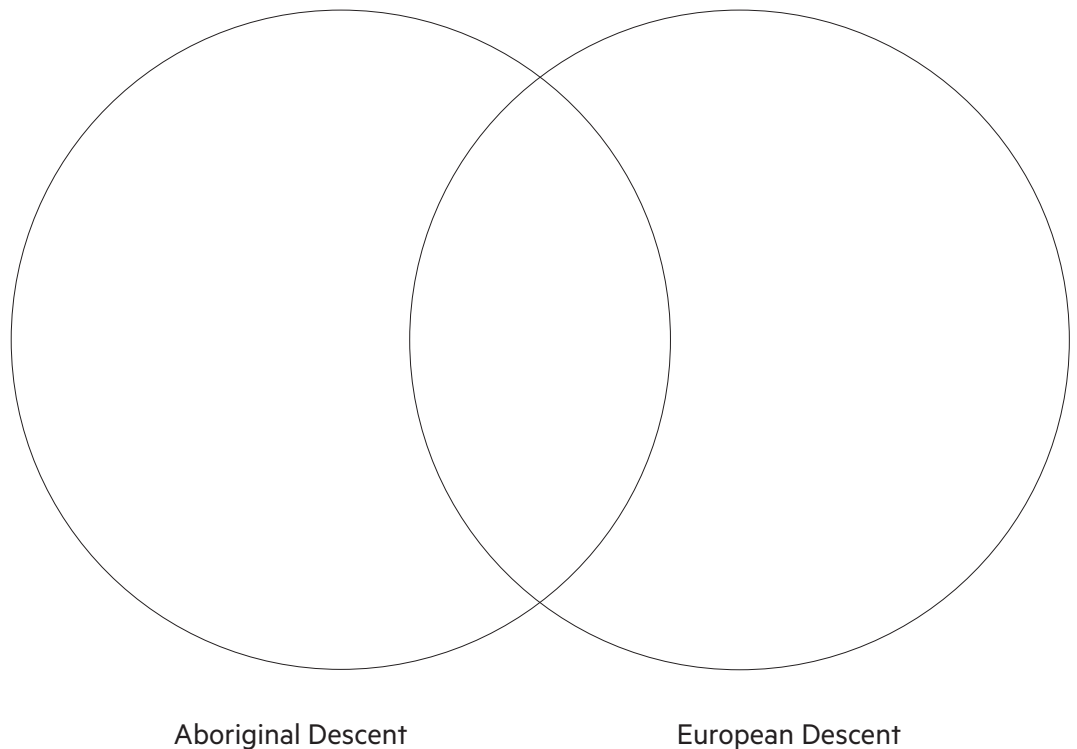
Name:	Draw or photograph an object belonging to this individual.
Service Location:	
Role:	
Personal Experiences:	Explain the significance of this object.
Achievements:	

Activity 5

Experiences of war varied markedly for Aboriginal and Torres Strait Islander peoples. Under the *Defence Act 1909*, those who were not substantially of European descent were unable to serve in the war. Some Aboriginal men were able to enlist by lying about their heritage.

Mounting casualties in 1915 and 1916 led to a need for more recruits. In March 1917, the government allowed Aboriginal peoples to enlist if they had one parent of European descent. While this change provided Aboriginal men with an opportunity to fight for their country, most did not receive the same treatment as other Australians after returning from service.

Locate Private Archibald Marshall (**HONOUR**) and Vincent Tripcony (**ECHOES**) within the gallery. Compare their wartime experiences with those of European descent.

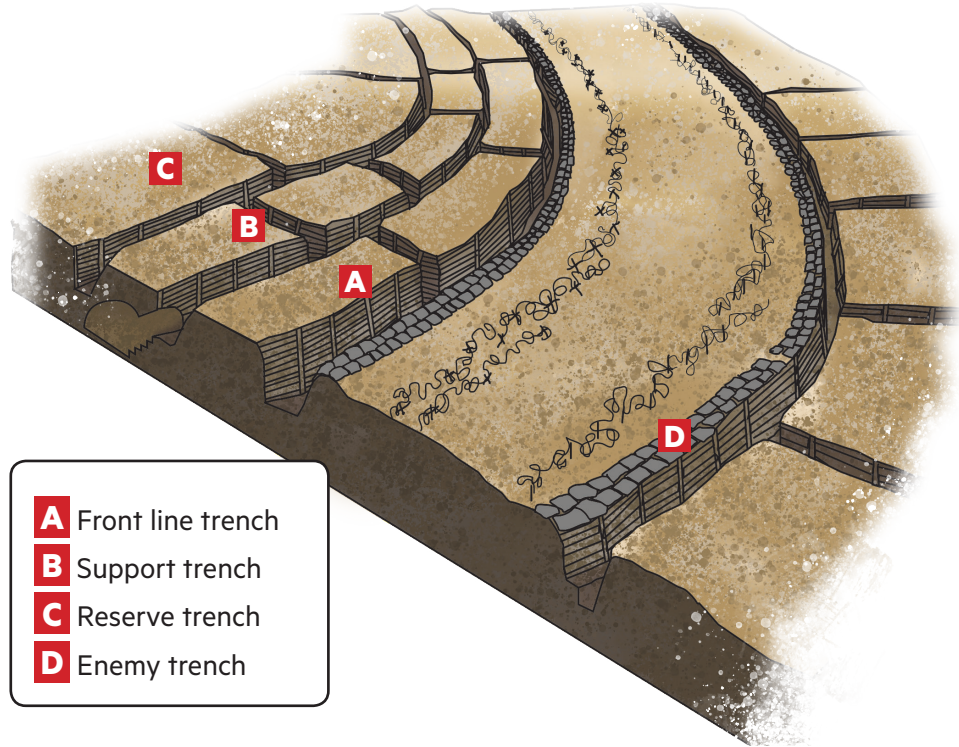


At school:

- Investigate the Aboriginals Protection and Restriction of the Sale of Opium Act 1897. Explain how the 1897 Act impeded on the rights and freedoms of Aboriginal peoples. Analyse the effects of the 1897 Act within and across generations.

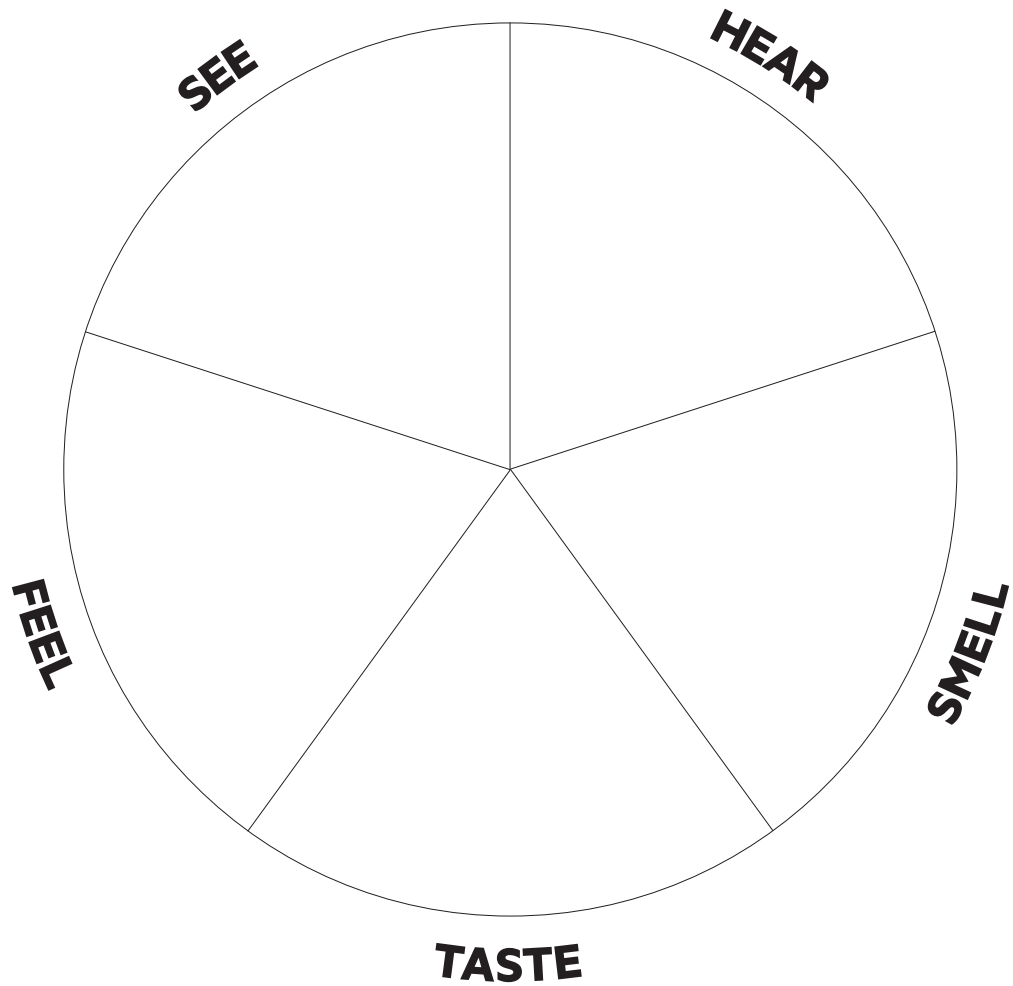
Activity 6

Australian soldiers fought across Europe, Africa and the Middle East. Many soldiers who served in Europe engaged in trench warfare. Trenches acted as a form of defence, designed to provide protection from gunfire and stop enemy lines from advancing.



Members of the 52nd Battalion, 4th Australian Division in the reserve trenches on Anzac Ridge.
Fred Port Album Collection, Queensland Museum

What would a soldier see, hear, smell, taste and feel in the trenches? Use evidence from **MACHINE** to answer this question. Record your findings below. Be sure to make a note of the primary or secondary sources of evidence you use to complete this task.



Primary Sources	Secondary Sources

At school:

- Research how trenches were constructed during the First World War. You could even choose to make a scale model of the trench system.

Activity 7

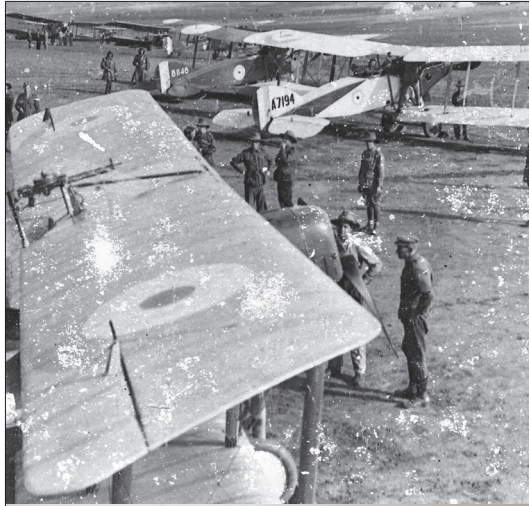
Many different technologies were used to gain an upper hand during the war. Locate the following objects within **MACHINE** and **MEPHISTO**. Identify the object's purpose, as well as any advantages and disadvantages associated with its use during the war.

	Purpose:
	Advantages:
	Disadvantages:

Source 6: World War 1 British Mills Bomb No. 5 Mark 1, 1914-1918

	Purpose:
	Advantages:
	Disadvantages:

Source 7: Cloth British Hypo Gas Helmet, 1915



Purpose:

Advantages:



Disadvantages:

Source 8: Members of 1 Squadron AFC, with aircraft, Palestine, 1918

Source 9: Aircraft message streamer, 1914-1918



Purpose:

Advantages:

Disadvantages:

Source 10: Military authorities investigating *Mephisto* after its capture by 26th Battalion AIF, 1918.

At school:

- Explore how new technologies changed warfare and the ways in which these technologies changed after the First World War.

What were the immediate and long term effects of the First World War on Queensland and Queensland society?

Activity 8

Approximately 420,000 Australians enlisted for service in the First World War, representing 38.7 per cent of the male population aged between 18 and 44.¹ The absence of such a large proportion of the population, and inability of some who did return to resume their pre-war roles and responsibilities, impacted society – immediately and for generations to come.

Locate Elsie Wright within ECHOES, and then read the following quote:

'It was pretty rough, I can tell you.'

To what do you think Elsie was referring to when she made this statement?

Consider the dominant gender roles of this time period. Explain how Elsie's post-war contribution reflected and challenged these roles at the same time.

At school:

- About 2229 Australian women served in the First World War as nurses and medical workers.² If the Australian population was approximately 4.9 million between 1914 – 1918, what percentage of Australian women served during the First World War? Explain why this number is significantly different to the percentage of men who served during the war.
- Compare these figures with those from different wars, including the Second World War and more recent military campaigns. Use evidence from a range of sources to explain differences in the data.

¹ E. Scott, *Australia during the war: the official history of Australia in the war of 1914–1918*, vol. 11, Angus and Robertson, Sydney, 1941, p. 889.

² Department of Veterans' Affairs, *Unit 2: Australian women in World War 1 (1914 – 1918)*, n.d., p. 27.

Activity 9

Various organisations were formed in order to assist and support servicemen and their families. A number of these organisations still provide services today.

Find three organisations that were established during or following the First World War within **LEGACY**.

Identify when these organisations were established, their purpose and impacts on Queenslanders and Queensland society.

	Organisation	Organisation	Organisation
Established in:			
Purpose:			
Impacts on Queenslanders and Queensland society: Please note: Additional research may be required to complete this question.			

Activity 10

The first Anzac Day commemorations were held on 25 April 1916, to coincide with the landing of Australian and New Zealand soldiers on the shores of Gallipoli. Initial commemorations served to highlight the sacrifices made by Australian and New Zealand soldiers who served during the First World War. Today, the sacrifices made by citizens from both countries across all wars are remembered.

Anzac Day means different things to different people; some celebrate this day, while others do not.

What does Anzac Day mean to you? How is Anzac Day commemorated by your family, school or local community? Share your thoughts with a classmate.

Listen to seven Queenslanders as they share their views of Anzac Day in **REMEMBER**. Identify how and why these individuals support or challenge the commemoration of Anzac Day.

Support	Challenge

Compare your views with those shared in the video. Were there any perspectives that made you reconsider your views? Describe these perspectives and explain why they made you reconsider your attitudes, values or beliefs.

At school:

- Research shrines of remembrance and/or war memorial sites in your local community. You may record information about the location of the shrine or memorial, the types of services that are typically held there, and what conflicts the memorial commemorates.