



SCHOOLING, SERVICE AND THE GREAT WAR



Australian Government
Department of Veterans' Affairs



CONTENTS

Introduction	3
Advice to Primary School Teachers	4
Structure and components of this resource	5
The Australian Curriculum	6
Disclaimer and Acknowledgements	7
What does that word mean?	8

INVESTIGATION 1

What were schools like during the Great War? How did students learn? Which family members were likely to serve in the Great War?

Background information	10
Learning activities	11
Activity 1: Source 1	13
Activity 2: Sources 2–9	15
Activity 3: Sources 10–14	20

INVESTIGATION 2

What did students learn about the British Empire, its allies and enemies during the Great War?

Background information	26
Learning activities	27
Sources 15–20	34

INVESTIGATION 3

What were some of the values taught by schools during the Great War?

Background information	38
Learning activities	39
Sources 21–29	41

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Commemorations Branch
Department of Veterans' Affairs
GPO Box 9998
CANBERRA ACT 2601
Tel: (02) 6289 1111
Fax: (02) 6289 4849
Email: education@dva.gov.au

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Educational content by DVA and Dr Rosalie Triolo, Monash University, Victoria.

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INVESTIGATION 4

How did the Great War affect daily life in schools?

Background information	46
Learning activities	47
Sources 30–36	49

INVESTIGATION 5

What patriotic activities did many students perform at school or home, and why?

Background information	54
Learning activities	55
Sources 37–44	58

INVESTIGATION 6

How did families and school communities cope with the sadness of losing people they knew? How did they remember people who did not return? How did they help those who did return?

Background information	66
Learning activities	67
Activity 1: Sources 45–52	70
Activity 2: Sources 53–60	75

INTRODUCTION

Schooling, Service and the Great War: A Resource for Primary Schools enables teachers of the Australian Curriculum: History to explore the experiences of Australian school communities during the Great War.

Primary school teachers are encouraged to provide students with the activities and sources as a discussion starter. Younger students may find it difficult to comprehend how people in Australian society thought and acted one hundred years ago. Understanding the complex nature of social, religious, political, historical and economic drivers in a nation's decisions and attitudes requires high level historical skills. This resource aims to introduce the idea that life, schooling and how people thought was very different one hundred years ago. The activities provide a comparison to our contemporary education and society.

The sources of photographs and objects are provided to enable students and teachers to explore how Australian society was similar or different at the time to how it is now, how schools and schooling were similar and different to now, and how strongly the impact of the war was felt in families, schools and communities on the home front.

Learning approach

The resource models inquiry methodology. Students and teachers are not given simple or synthesised answers; rather, they are given open-ended questions, with primary and secondary sources to scaffold their learning.

Portrait of 2nd Lieutenant Charles Windeyer a New South Wales school teacher. AWM PO7806.001



ADVICE TO PRIMARY SCHOOL TEACHERS

Each of the six investigations uses historical sources. Primary teachers will be able to use these as a whole class focus, in small groups or individually for more able or older students. To scaffold the concepts in each investigation, teachers are encouraged to follow the sequence of learning activities provided.

1. Read the *'Background information'* as your historical context before commencing the activities with your students. This information will help you support the learning of your students. Each investigation deals with complex issues of time, continuity and change. Sensitivity in the choice of investigation may be required as there are some concepts of death and dying which may not be appropriate for some students.
2. Choose one or more of the *'Tuning in'* activities for students to complete. These activities introduce the concepts and scaffold students' learning prior to the introduction of the sources.
3. Choose how the class will work to complete the learning activities *'Using the sources'*. The sources are mostly visual with text, photographs and explanatory references to support students to individually or collectively answer the overall inquiry question. For some investigations supporting information can be copied for students to cut out and match to the source. Each learning activity encourages discussion, sharing of ideas and feedback to the whole group.
4. Following the activity ask students if the sources raise any new questions. Support students in attempting to answer the questions.
5. Choose one or all of the *'Going further'* activities for additional investigation of the concepts. These explore more deeply some of the concepts of time, continuity and change. The activities will extend more able or older students' historical understandings.
6. Discuss with students what they have learned and their answers to each investigation's overall inquiry question.



STRUCTURE AND COMPONENTS OF THIS RESOURCE

Six investigations explore concepts of what schools were like, what was taught in schools, how the war affected life in schools and the patriotic activities students undertook in their schools and communities. The final investigation explores how families, schools and communities coped with the loss of people they knew and how they remembered people who did, and did not, return.

Each investigation provides the following:

Background information

This section provides a brief historical context to assist teachers' facilitation of their students' work. Teachers may also choose to share this information with their students to assist their investigation of the sources.

Learning activities

The *'Tuning in'* activities enable students to think about the nature of schools and how learning happens today, facilitating comparison with the conditions of education one hundred years ago.

The *'Using the sources'* sections provide activities and information that support the investigation of primary and secondary sources. These sources include:

- photographs
- images of three-dimensional items, e.g. badges and brooches
- images of larger items, e.g. honour boards and floats
- images of paper items, e.g. postcards, school certificates and posters
- images of written sources, e.g. excerpts from school magazines and poems.

Students are encouraged to discuss what each image may be and how it contributes to answering each investigation's overall inquiry question. The teacher will be able to choose how the activities run and whether students work in small groups with different sources or the whole class works on understanding each source.

The *'Going further'* questions and activities encourage deeper thinking and testing of students' conclusions. Some investigations contain summary tables to assist students with the recording and development of their understandings. The questions and activities also encourage students to draw comparisons between education today and a century ago, or to explore personal values and attitudes.

What does that word mean?

A glossary of terms with a simple definition for words relating to military terms and those words associated with service in the Great War is provided as a reference for teachers and students. It may be used by older or more able students as a supporting spelling list.

Poster

A poster collage of some of the artefacts and issues embraced by this resource is provided for classroom display and supports further thinking about the investigations. Students can use this as a direct comparison to contemporary education and to consider how values and attitudes change or remain the same over time. A list and description of each of the images and artefacts is provided on the Department of Veterans' Affairs website at www.dva.gov.au.

The Australian Curriculum

The six investigations fit within the parameters of the key inquiry questions in the Australian Curriculum: History. Teachers are well equipped to use some of the investigations to align with the following.

Year 2

Key inquiry questions:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Historical knowledge and Understanding: The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. (ACHHK044)

Historical skills: Distinguish between the past, present and future. (ACHHS048)

Year 3

Key inquiry questions:

- How has our community changed?
- What features have been lost and what features have been retained?
- How and why do people choose to remember significant events in the past?

Historical knowledge and Understanding: One important example of change and one important example of continuity over time in the local community, for example in education. (ACHHK061)

Historical skills: Sequence historical people and events. (ACHHS065)
Use historical terms. (ACHHS066)

Year 6

Key inquiry question:

- How did Australian society change through the twentieth century?

Historical knowledge and Understanding: The contribution of individuals and groups to the development of Australian society, for example in areas such as education. (ACHHK116)

Historical skills: Sequence historical people and events. (ACHHS117)
Use historical terms and concepts. (ACHHS118)

Disclaimer

The Department of Veterans' Affairs cannot be assumed to agree with or endorse any content or opinions expressed in websites or publications quoted or referred to in this resource.

Teachers are advised to use due care and diligence according to their personal and school philosophies when using sources that may include language or values considered inappropriate today or content that could be distressing to students. Investigations include the discussion of the impact of death and dying, which may be distressing to some students. Teachers may consider the appropriateness of activities for those students who have had experience of war zones or with family members currently serving overseas.

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The Department of Veterans' Affairs would like to thank the following individuals and groups for their generous support:

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Elizabeth Burness from the Tuggeranong Homestead School, Australian Capital Territory, for access to its collection

Phil and Yvonne Robson from the Hall School Museum, Australian Capital Territory, for access to its collection

Pymble Ladies College, New South Wales, for access to its archive of photographs and documents.

What does that word mean?

A.I.F.	The Australian Imperial Force (A.I.F.) was the volunteer force raised for overseas service by Australia in the Great War. It later came to be known as the First AIF.	Great War	Later known as the First World War, the Great War commenced for the British Empire on 4 August 1914 and ended on 11 November 1918. It was called 'great' because it involved so many people and so much suffering that most people believed such a war could never happen again.
allies	Countries which have made formal agreements to help each other in times of war.	honour board	A large, usually wooden, board that contains the names of people who either served or died during war or conflict. The spelling of the word 'honour' varied and was also spelt 'honor'.
Anzac	Anzac is the acronym formed from the initial letters of the Australian and New Zealand Army Corps, into which Australian and New Zealand soldiers were grouped.	honour book	A book with the names of people who either served or died during war or conflict.
Anzac Day	Anzac Day is held every year on 25 April. This was the day that the Anzacs landed on Gallipoli in Turkey in 1915. It is now a national day of commemoration to remember Australians and New Zealanders who have fought and lost their lives in all wars and conflicts. Services are held at dawn, the time of the Anzacs' original landing, at war memorials in many cities and towns in Australia and New Zealand, and internationally.	honour roll	A list of people who have either served or died during war or conflict.
attestation papers	The papers completed by a person on enlistment. These normally give details of next of kin, employment, marital status, age, place of birth and physical description.	memorial	A statue or structure built to remind people of a person or event.
battalion	An army unit usually consisting of a headquarters and four companies of soldiers. In the Great War a battalion had approximately 1000 soldiers, but today it has only about 600.	meningitis	Meningitis is when the membranes that surround the brain and spinal cord (meninges) become infected. Meningitis can be caused by bacteria or viruses. It is a disease that can cause death.
British Empire	A former empire consisting of the United Kingdom of Great Britain and Ireland, Canada, Australia, New Zealand, South Africa, India and many other nations that Britain colonised or controlled. At its height the British Empire covered almost a quarter of the Earth's total land area. After the Second World War, most of the colonies of the British Empire became independent states and members of the Commonwealth.	Military Cross	An Imperial (British) medal for gallantry (bravery) that was awarded to officers in the British or Commonwealth forces.
colour patch	Worn on a uniform, the patch of colours indicates which unit a soldier belongs to.	no man's land	The land in the field of battle between two opposing armies.
commemoration	An event or activity honouring those people who have served or presently serve in wars and conflicts.	patriotism	A feeling expressed or inspired by love for one's country.
Empire Day	A day to celebrate the British Empire. During the Great War it was celebrated throughout the British Empire on 24 May (Queen Victoria's birthday) in schools and by the general public.	pound	A British unit of money, used in Australia until 1966.
enlist	To join the armed forces. During the Great War enlistment by Australians was voluntary.	propaganda	Unreasonably biased information to influence people's opinions and beliefs.
evacuate	To quickly move people away from a threat or hazard.	Red Cross	The Australian Red Cross was established in 1914 by Lady Helen Munro Ferguson. The Red Cross has been a leading humanitarian organisation in Australia. During the Great War the Red Cross actively supported the war effort by the promotion of humanitarian laws and values and the supply of comforts to Australian soldiers on the battle field, in hospital or as prisoners of war.
front	The line of battle, and scene of actual fighting. (see also Western Front)	Remembrance Day	Observed on 11 November and originally known as Armistice Day to commemorate the end of the Great War in 1918, the day now commemorates the service and sacrifice of members of the armed forces and of civilians in many wars and conflicts.
Gallipoli	The Gallipoli peninsula is located in Turkey, with the Aegean Sea to the west and the Dardanelles Straits to the east. Australian soldiers first landed there on 25 April 1915.	service	Work done by one person or group that benefits another. This could be military service or service in and for local communities on the home front.
		service records	A collection of documents about the military service of people who have joined the army, navy or air force.
		shilling	A British unit of money, used in Australia until 1966.
		values	The principles or standards of behaviour to be upheld, based on a person's judgement of what is important in life.
		Western Front	The name given to the two opposing trench lines that ran more than 700 kilometres from the Belgian coast, through France, to the Swiss border, during the Great War.

What were schools like during the Great War?

How did students learn?

Which family members were likely to serve in the Great War?

This investigation explores what schools were like one hundred years ago and how students learned. It also explores the impact on families when one or more members enlisted and went away to war.

Background information

In the early 1900s, Australian children were educated in government, private or religious schools. They were taught, at the minimum, basic literacy and numeracy, civic virtues and loyalty to their state, country and British Empire. In rural areas single classroom schools, where a teacher might teach multiple grade levels, dominated. In any school, rote learning was the main form of instruction.

Family structures were commonly two parents and with larger numbers of children than usual today. Family ancestry, due to years of migration, was most often linked to the British Empire and peoples with English, Scottish, Irish and Welsh ancestries. There was a strong connection and interest in the Empire and allegiance to its values and views. Many families had deep religious affiliations with either the Catholic or Protestant churches. Yet Australia was a multicultural society, including people of diverse nationalities such as Austrian, German, Italian and Chinese.



AWM REL34062

Learning activities

Tuning in

1. Think about what you do in a day at school and look around your classroom.
 - What sorts of activities help you learn at school?
 - What does your teacher do to help you learn?
 - What items in your classroom help you learn?

Discuss and fill in the table below.

My classroom today		
What students do	What our teacher does	What things we use

2. How long ago was 1914?
 - What do you understand by the word 'century'?
 - What is a 'time-line'?
 - With the help of your teacher, draw a time-line that belongs to you and your family's history. Show the year of your birth and, where known, the years of birth for your parents, grandparents and great-grandparents. You may need to talk to your family members to learn the dates.

Using the sources

Activity 1: What were schools like during the Great War?

Look at the poster and Source 1 to answer the questions and complete the table on page 13.

Activity 2: How did children learn?

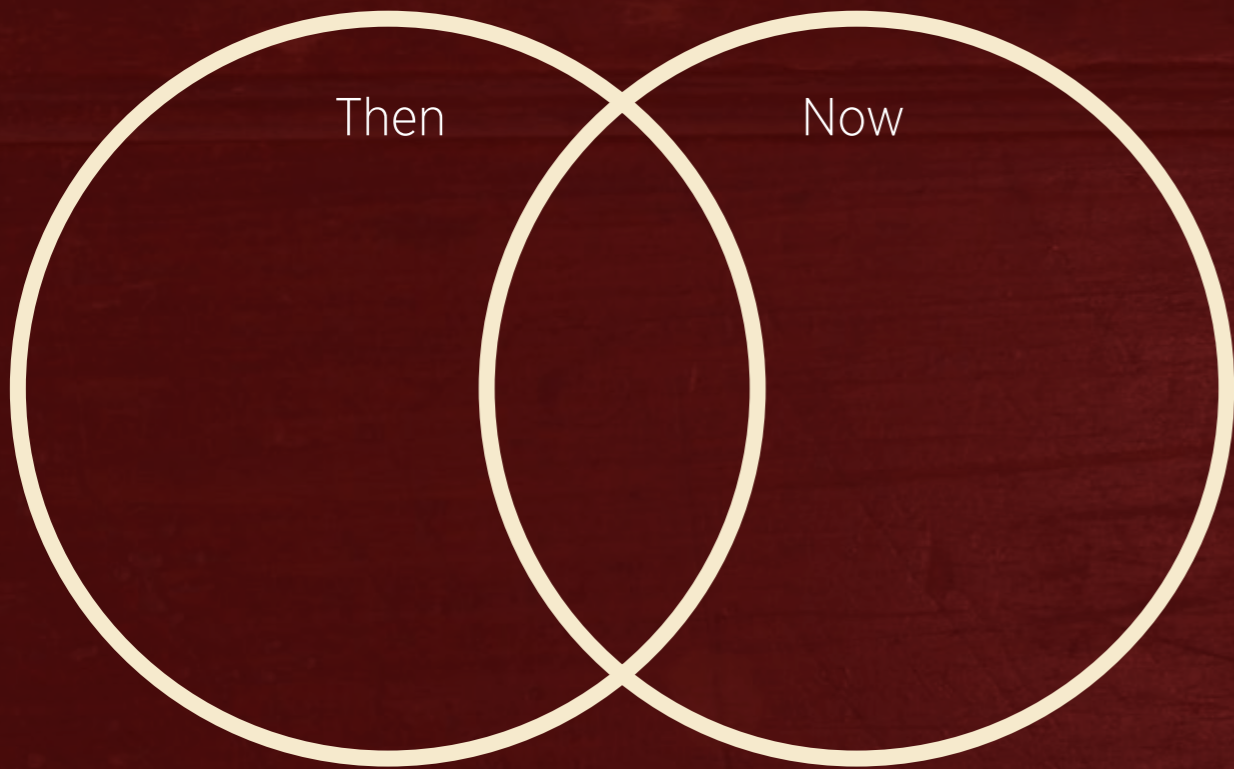
Look at the Sources 2–9 on pages 16 and 17 to answer the questions on page 15.

Activity 3: Which family members were likely to serve in the Great War?

Look at one of Sources 10–14 to answer the questions on page 20.

Going further

1. Take a photograph of your classroom and place it beside the poster found in the front of this publication. Draw lines between the two classroom photographs to connect what is the same about the layout of the classrooms. Highlight the things that were different in a classroom one hundred years ago.
2. Use a Venn Diagram to write the similarities and differences between your classroom today and the classroom of 100 years ago.



3. If your school was open during 1914–18 find an archival photograph or image from this time and compare it with today. In what ways is your school the same? In what ways has it changed?
4. Use the five sources from Activity 3 to identify the likely cultural backgrounds of the people in the photographs. Compare this with the cultural backgrounds of students in your class. Are there similarities or differences? Why do you think this is so?

INVESTIGATION 1

Activity 1

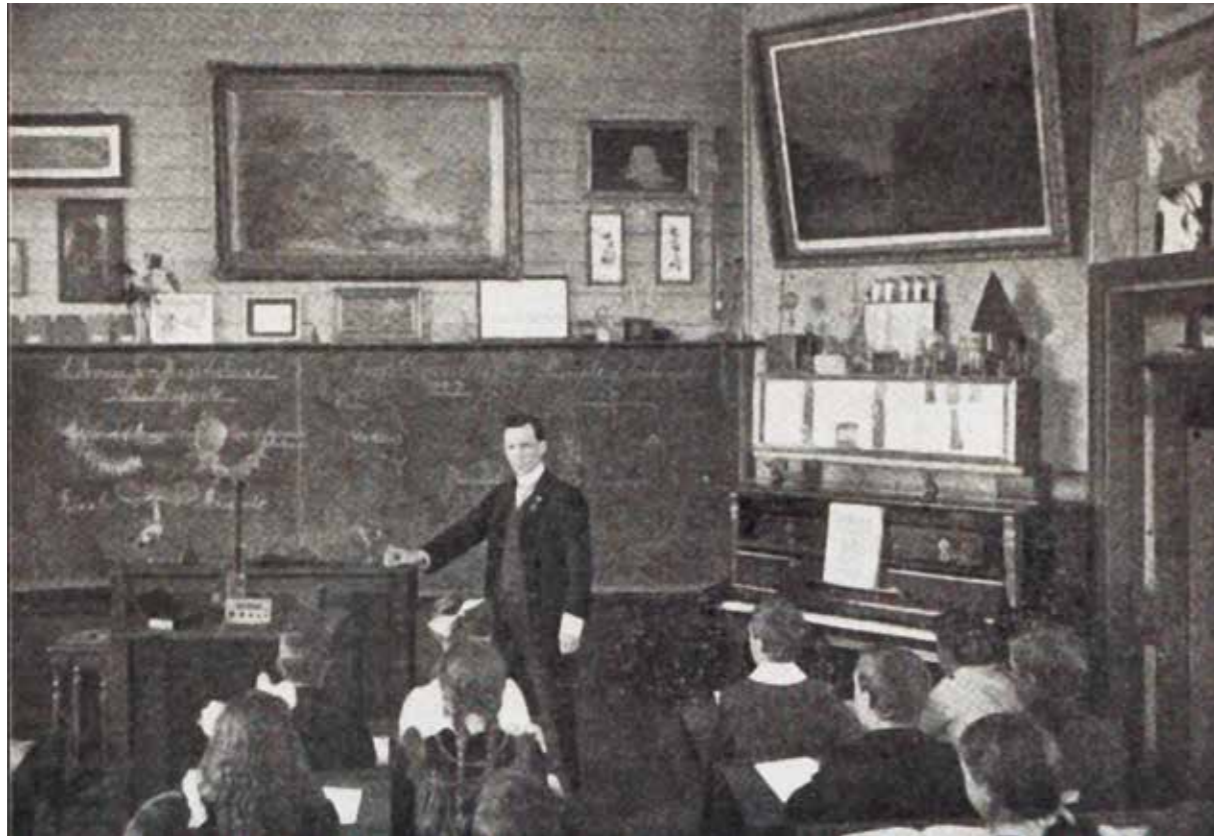
What were schools like during the Great War?

1. Look at the A2-sized poster in this resource and the photograph in Source 1.
2. List the things that you can see in the classroom of one hundred years ago. How different is this classroom from yours? How similar? Fill in the table below with your ideas.

What's in a classroom	A classroom in 1914–18 Use poster and Source 1	My classroom today
Students		
Teachers		
Things to help you learn		
Things you learn about		
Technology		

Source 1

A Victorian government school

**More information about Source 1.**

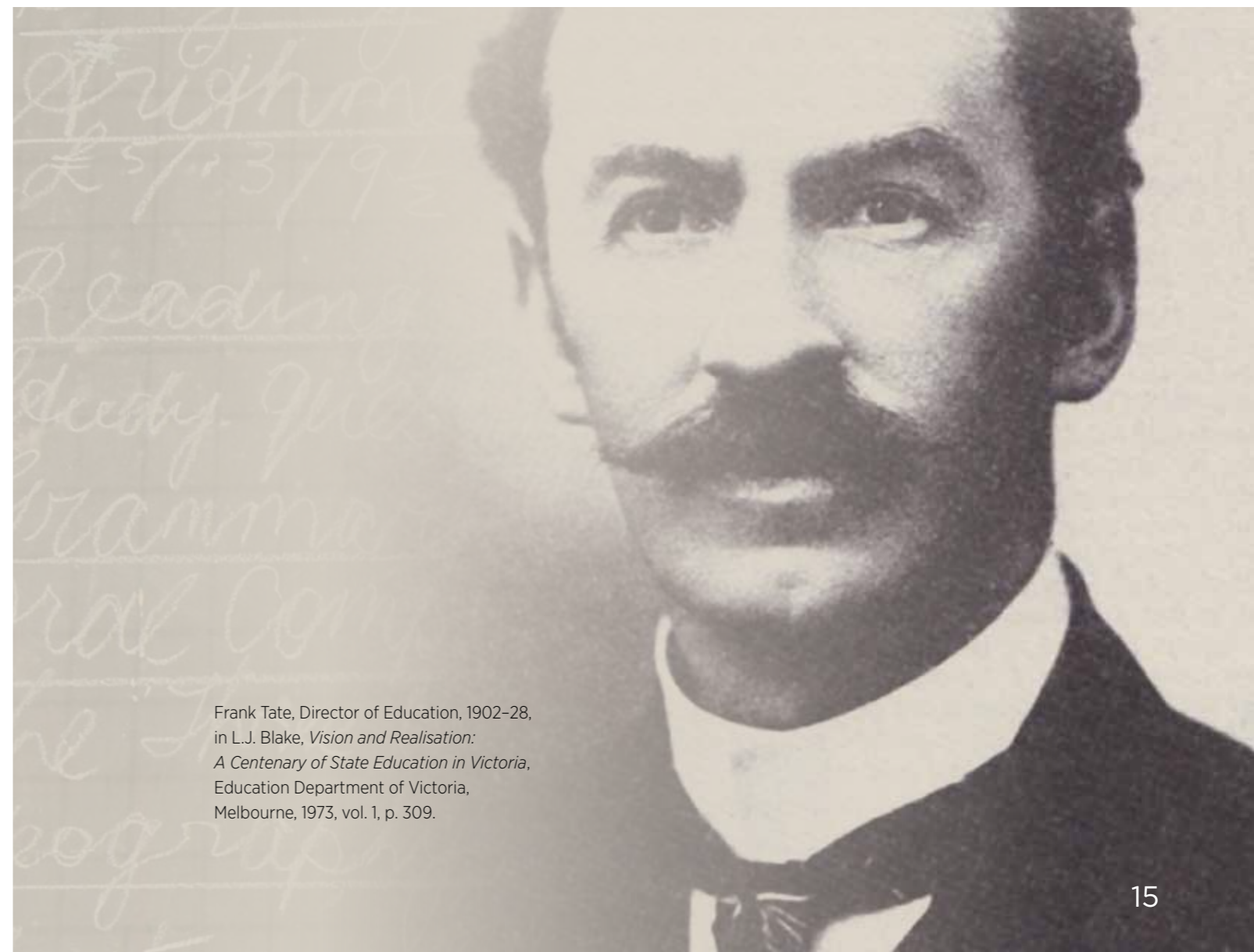
An unknown Victorian government school classroom, probably primary, in March 1914, five months before the Great War began.

Education Department, Victoria, *Education Gazette and Teachers' Aid*, March, 1914, p. 78.

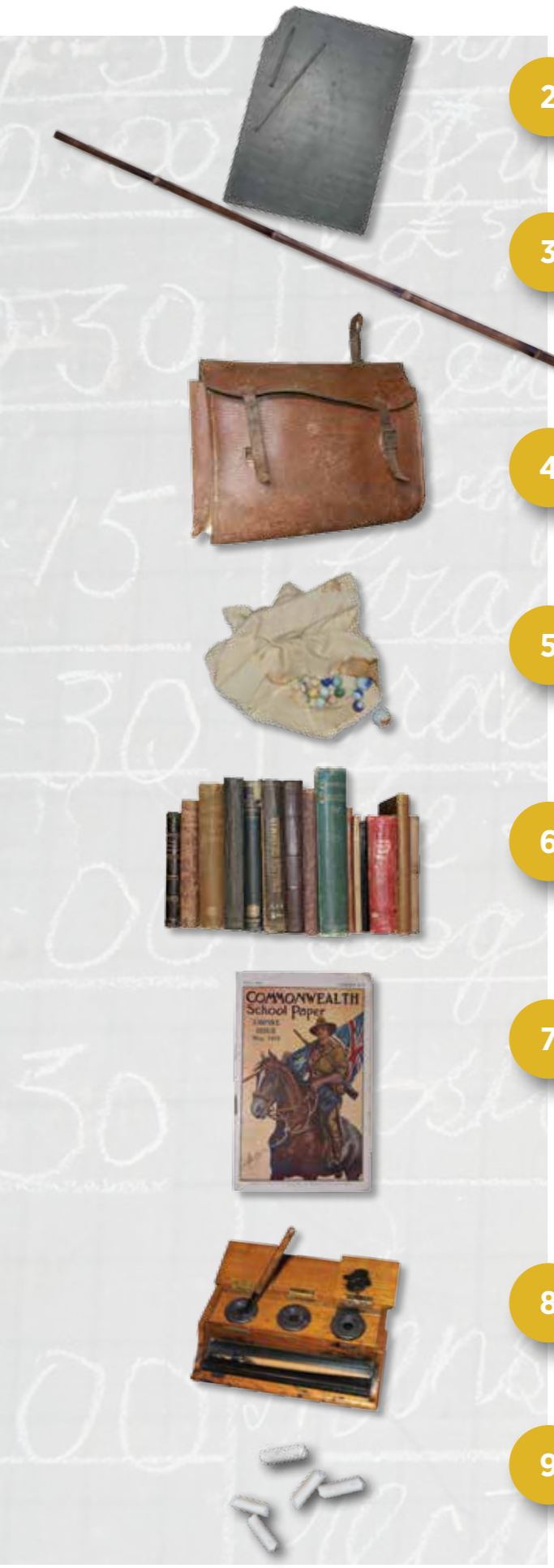
INVESTIGATION 1

Activity 2**How did students learn?**

1. Look at Sources 2–9 on pages 16–17.
2. What do you think each object is?
3. What was the object used for in a classroom one hundred years ago?
4. Do we still use this object in a school today?
 - a. If so, is it different in any way?
 - b. If not, what do we use today?
5. One hundred years ago students learned many things by rote. What do you think 'rote' means? Do you learn any things by rote? How has learning changed?
6. What technology do classrooms of today have that did not exist in 1914?

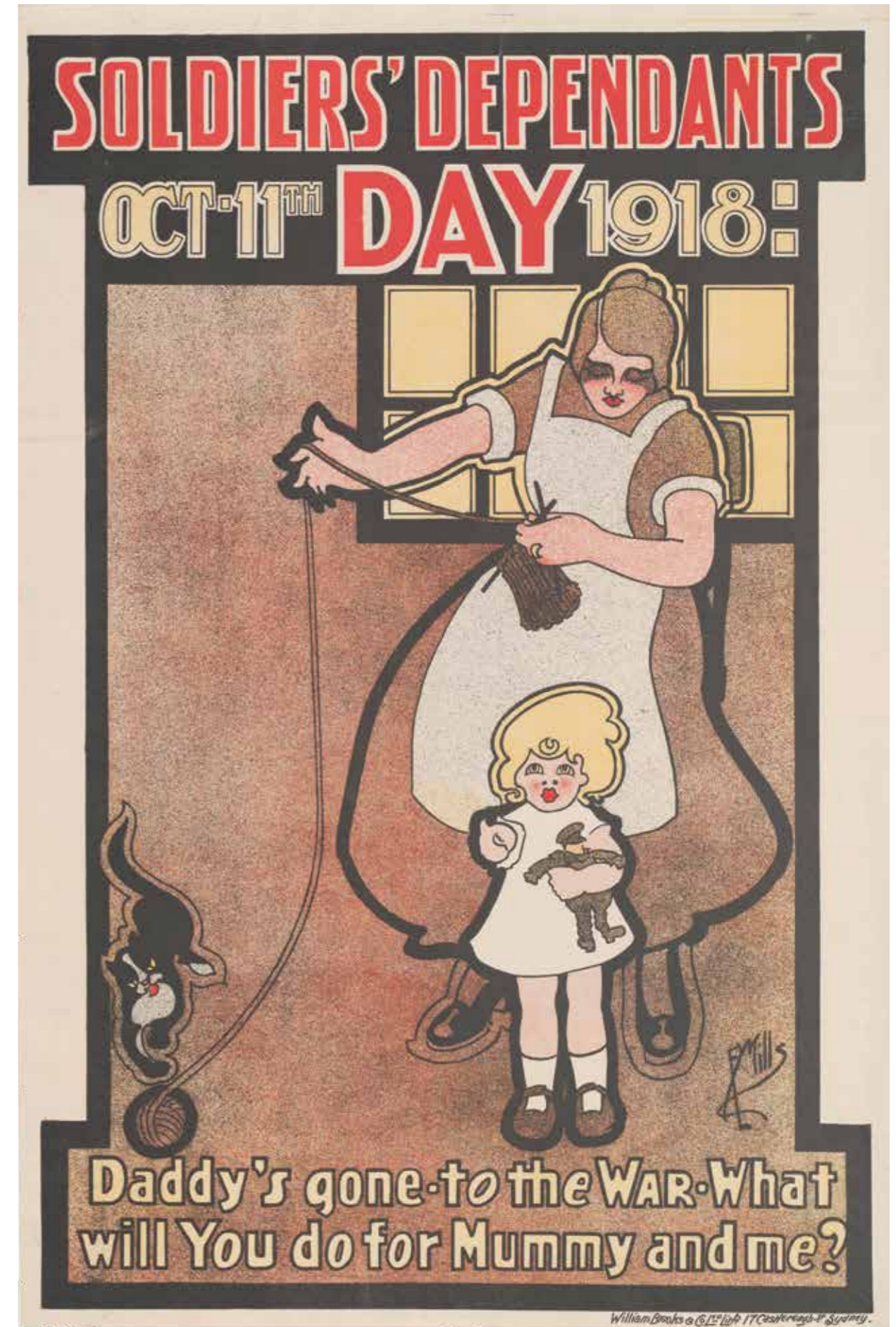


Frank Tate, Director of Education, 1902–28, in L.J. Blake, *Vision and Realisation: A Centenary of State Education in Victoria*, Education Department of Victoria, Melbourne, 1973, vol. 1, p. 309.



- 2 A writing slate commonly used in schools prior to 1900.
- 3 A cane commonly used to discipline school students for misbehaviour. A record of punishment was often kept by the teacher and checked by an inspector.
- 4 A leather school satchel to carry books to and from school.
- 5 A bag of marbles for play in the schoolyard.
- 6 A series of text books commonly used for instruction in schools.
- 7 New South Wales Department of Public Instruction, *Commonwealth School Paper*, Empire Issue, Classes V-VI, May 1915.
This magazine was approved reading in many New South Wales primary schools.
- 8 An ink well and pen used by teachers and students.
- 9 Chalk commonly used by teachers on a blackboard.

Artefacts courtesy Australian National Museum of Education, University of Canberra and Hall School Museum.



National Library of Australia. Image nla.pic-an7721248

INVESTIGATION 1

Activity 3

Which family members were likely to serve in the Great War?

1. Look at each photograph. Describe what you see.
2. Who do you think the people are?
3. Who do you think took the photograph?
4. Why do you think the photograph was taken?
5. Who went to war?
6. Write in each thought bubble how these individuals may have been feeling when the photograph was taken.
7. Unfold the page and read the information below the image. Discuss how the family may have felt. Is your response different to your thought bubbles in question 6? Why or why not?
8. How do you think children belonging to or friendly with this family may have felt at school or in the community during the war?

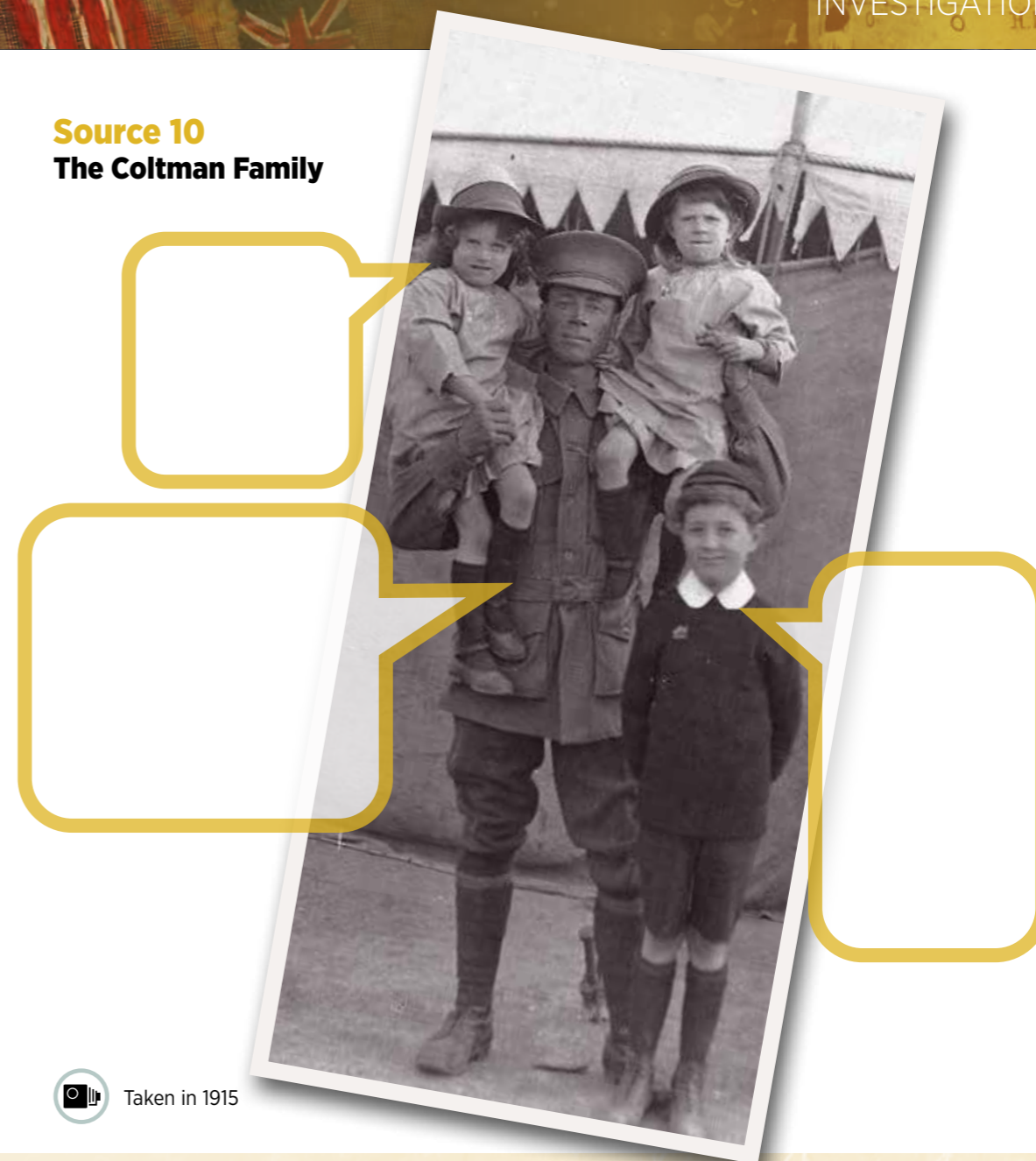
Portrait of Lieutenant Arthur Limb
previously a school teacher from
Gawler, South Australia.
AWM P00515.001



AWM RC02385

AWM REL39127

Source 10 The Coltman Family



Taken in 1915

More about the Coltman Family

This is a photograph of Percy Coltman of Kew, Victoria, with his twin daughters Dorothy (left) and Margery (right), and son Selborne. Percy left Australia for Egypt in May 1915 and served on Gallipoli before becoming ill. He then served in France on the Western Front in March 1916 and was killed in action in August 1916, aged 44.

Percy was the older brother of Major Charles Stanley Coltman, who won a bravery award: the Military Cross (MC). Charles died of an illness in Egypt in January 1916.

The Great War had a big impact on the lives of the Coltman family.

Australian War Memorial P07426.002

Source 11
The Malcolm Family



Taken in 1919

Source 12
The Nolan Family



Taken in 1916

More about the Malcolm Family

This is a photograph of the brothers and sisters of the Malcolm family of Melbourne, Victoria, all of whom served during the Great War and returned home safely to Australia.

In the photograph from left to right is:

Lieutenant Norman Malcolm, 2nd Pioneer Battalion, who enlisted in May 1916 and returned to Australia in June 1918.

Sister Stella Malcom, Australian Army Nursing Service (AANS), who enlisted in December 1916 and returned to Australia in May 1919.

Lieutenant Eric Malcolm, 3rd Divisional Artillery, who enlisted in July 1916 and returned to Australia in July 1919.

Staff Nurse Edith Malcolm, AANS, who enlisted in June 1917 and returned to Australia in August 1918.

Despite returning safely, the Great War had a big impact on the lives of these people and other members of the Malcolm family.

Australian War Memorial P03166.001

More about the Nolan Family

This is a photograph of the Nolan family of Rozelle in Sydney. Charles is the eldest son and sits in uniform in the middle. He enlisted in the 19th Battalion AIF at the age of eighteen.

Standing in the back row from left to right are his sisters Jessie, Ivy, Kathleen and Ruby.

Sitting in the front from left to right are Norman, Mr John Nolan (Charles' father), Charles, Mrs Clara Nolan (Charles' mother), baby Madge, and John.

Private Charles Nolan was reported missing in action in France, in May 1917. Not until December was it confirmed that he was killed. He was nineteen years old.

The Great War had a big impact on the lives of the Nolan family.

Australian War Memorial P08048.002