



Australian Curriculum: History

Year 9

WORLD WAR I

1914-1918



Government of South Australia
Department for Education and
Child Development



A product of the RSLSA-DECD Learning Partnership



RSL Virtual War Memorial TEACHER RESOURCE

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RSL Virtual War Memorial

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Introduction

About the RSL Virtual War Memorial

“Comprehensive coverage of the communities and of the men and women that they gave up to write history in our name”

The RSL Virtual War Memorial is a unique endeavour designed to combine the power of digital technologies with public and private collections to enable unparalleled access to the stories, photographs, audio-visual sources of those who have served Australia since 1899.

The RSL Virtual War Memorial aims to be the definitive resource and repository for anyone wanting to research, study or contribute to the commemoration of South Australia's and the Northern Territory's socio-military history, from the Boer War to the present day.

Founding principles:

Education - local context for school students studying under the National Curriculum

Commemoration - give greater depth of meaning to our memorial infrastructure

Community Engagement - crowd sourcing of community family and personal information

Accessibility – connect 24/7 anywhere with internet access via mobile devices

This site is unique in its ambition, scope and reach. It complements and will interact with others sites such as the Australian War Memorial and National Archive of Australia sites with whom we are actively collaborating. The Virtual War Memorial is both a repository and a resource for students, family, researchers, teachers, historians, genealogists and communities. It is the research project that will never end, as we strive to make stories as complete as we can.

Our “Virtual Memorials” provide a digital home for all who served, whether or not they are recorded on physical memorials. We also have a feature which, when enabled through mobile devices, will provide relevant streaming digital content triggered by geo-spatial proximity to physical memorials.

About this document

This document is intended to support teachers interested in using the RSL Virtual War Memorial as a resource for teaching the Year 9 Depth Study on World War I. It outlines the links between the Australian Curriculum: History and the RSL Virtual War Memorial. It also includes opportunities for learning outside of the classroom and a number of support resources. The RSL Virtual War Memorial aims to cater, as much as possible for the needs of teachers, so all feedback and suggestions would be gratefully appreciated.



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The RSL Virtual War Memorial lends itself particularly well to the Australian Curriculum: History depth study on World War One and effective use of the RSL Virtual War Memorial can help teachers to foster in students each of the historical skills expected of students at the Year 9 level. The following pages highlight where and how explicit links can be made between the RSL Virtual War Memorial and the Australian Curriculum.

Historical Knowledge and Understanding

Overview of the causes of World War I and the reasons why men enlisted to fight in the war

- Rise in nationalist sentiment
- Values & attitudes towards the war
- Idealistic notions of war; sense of adventure

Through the RSL Virtual War Memorial Schools Program, students:

- Use sources which demonstrate the values and attitudes to the war.
- Are exposed to the war as seen through the eyes of their individual, families, comrades, commanding officers etc.

Places where Australians fought and the nature of warfare

- Places: Fromelles, the Somme, Gallipoli, Sinai, Palestine
- Nature of warfare: using sources to investigate fighting at Gallipoli, trench warfare; use of tanks, aeroplanes and chemical weapons
- Experiences of Aboriginal and Torres Strait Islander people during the war.

By creating a profile of an individual who served, students:

- Develop their understanding of the campaigns of World War I and the nature of warfare in the trenches, the desert, at sea and/or in the air.
- Explore the experience of their individual through sources from personal letter to official unit diaries, which detailed daily life for those serving.
- Are also provided with the opportunity to research and the experiences of Aboriginal and Torres Strait Islander people who served despite being prohibited from enlisting.
- Are able to share their research and the experiences of their individual with the world.



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Impact of the war (especially on Australia)

- The war's impact on Australia's economy and society
- Changing role of women

Through their research into an individual, students:

- Develop their understanding the impact of the departure and, in many cases, the loss of each person on their family and their community.
- Understand the impact of the war at the regional and state levels through public sources such as newspapers
- Who profile a servicewoman will also develop a greater understanding of contemporary attitudes towards women, their roles in Australian society, and how these were influenced by the conflict.

Commemoration

- Nature of ANZAC tradition – ie. associated ideals
- How WWI is commemorated within Australian society
- Why WWI is commemorated within Australian society



LATE PTE. PRICE.

Pte. Price came to South Australia six years ago, and settled at Penong, west coast, and later at Pinnaroo, and indulged

1 *The Register*, Sat. 2 Oct. 1915, p. 10



2 Aboriginal and Torres Strait Islander War Memorial, Torrens Parade Ground, Adelaide

The RSL Virtual War Memorial is, by nature, dedicated to the commemoration of the men and women who have served Australia. Students are able to:

- Develop their understanding of the ideals and values associated with the ANZAC tradition, through the actions and experiences of the men and women who served.
- Search and explore online the profiles of 1,699 memorials scattered across South Australia.
- Make a real contribution to commemoration by compiling a profile rebuilding the links between servicemen and women and the units that became their families during World War I.



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Historical Skills

Chronology, terms & concepts

Students develop their understanding of World War One chronology, terms & concepts

- compiling individual timelines of life and service
- developing familiarity with conflict timelines and the chronology of campaigns
- interpreting military terminology from a range of primary sources
- examine contemporary perspectives of a number of contested concepts specific to conflict studies including invasion and remembrance
- key historical concepts covered include:
 - o significance
 - o evidence
 - o continuity & change – at personal, communal and global levels
 - o cause & consequence – as seen through the perspective of individuals
 - o ethical understanding – developing historical empathy



TODD, David Leslie

Service Numbers: Officer, 1366, SX23761

Enlisted: 19 August 1914, South Australia

Last Rank: Captain

Last Unit: 4th Garrison Battalion

Born: Adelaide, South Australia, 29 June 1891

Home Town: Adelaide, Adelaide, South Australia

Schooling: Grote Street School + 6 years of schooling in Scotland

Occupation: Clerk / Accountant

Died: Netherby, South Australia, 12 February 1969, aged 77 years,
cause of death not yet discovered

Cemetery: Centennial Park Cemetery
RSL, Wall 128, Niche E007

Memorials:

World War 1 Service

20 Oct 1914: Second Lieutenant, 10th Infantry Battalion,
Enlistment/Embarkation WW1

20 Oct 1914: Embarked HMAT Ascanius, Adelaide

1 Feb 1915: Lieutenant, 10th Infantry Battalion

25 Apr 1915: Lieutenant, 10th Infantry Battalion, ANZAC Gallipoli

25 May 1915: Captain, 10th Infantry Battalion, ANZAC Gallipoli

3 Oct 1915: Lieutenant, 10th Infantry Battalion, ANZAC Gallipoli

9 May 1916: Captain, 50th Infantry Battalion

12 Aug 1916: Captain, 50th Infantry Battalion, Pozieres/Mouquet Farm

2 Apr 1917: Captain, 50th Infantry Battalion, German Withdrawal to
Hindenburg Line and Outpost Villages

11 Nov 1918: Captain, 50th Infantry Battalion



RSL Virtual War Memorial TEACHER RESOURCE



5 10th Infantry Battalion on the battleship 'Prince of Wales' in Mudros Harbour, AWM A01829

Davey VC, MM (1896-1953)
Dictionary of Biography article [HERE](#) (adb.anu.edu.au)
(1896-1953), railwayman and soldier, was born on 10 October 1896 at Unley, South Australia, son of William George Davey, carpenter, and his wife Elizabeth, née O'Neill. Educated at St Peter's Model School and Goodwood Public School, he worked as a horse-driver at the time of his enlistment in the Australian Imperial Force at Morphetville on 22 December 1914.
Davey embarked on 2 February 1915 at Melbourne with the 10th Battalion's 2nd reinforcements and proceeded to Egypt and Lemnos prior to the attack on Gallipoli on 25 April 1915. He was present at the landing and took part in four days of heavy fighting which followed. He was engaged in the subsequent trench fighting until eventually invalided from the peninsula with enteric fever. After treatment at the 1st Australian General Hospital at Heliopolis, Egypt, he returned to Australia in January 1916. On 27 June Davey re-embarked with the 10th Battalion's 18th reinforcements and proceeded to England. He joined his battalion in France in September just before it moved into the line at Hill 60 in the Ypres sector. He was accidentally wounded on 15 March 1917 and was gassed on 3 October.

Perspectives & interpretations

Students are introduced to multiple, and sometimes competing, perspectives from varied sources. Through their research and development of an individual's profile, students:

- Investigate the role of human agency in the course of war
- May also be led to investigate the role of human agency in technological, social and political developments on the front and at home
- May be introduced to a range of differing accounts of events and can analyse these in the context of differing historical interpretations.

Explanation & Communication

As part of their involvement in the Schools Program, students communicate their research through the profile they compile and enter onto the RSL Virtual War Memorial website. Students:

- Construct a biography of an individual who served in World War One evidence from a range of sources to support their interpretation.
- May also present "personal stories" related to the life of the individual in variety of communications forms, including audio-visual formats.



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Teaching Resources

The following resources have been developed to help teachers guide students through the process of researching and writing about an individual who has served Australia. We have also provided source analysis worksheets tailored to the sources students are likely to encounter in their research. If there are any resources that you would like to see provided by the RSL Virtual War Memorial to support student education, please do not hesitate to contact us.

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RSL Virtual War Memorial TEACHER RESOURCE

This fact sheet will guide you through researching an individual and uploading information to create a profile on the RSL Virtual War Memorial.

More information may be found in the histories of the unit and in the unit war diaries in the Australian War Memorial Collections. See the Research page on the RSL Virtual War Memorial website for details.

1 AIF PROJECT

Lists individuals by name, service number, location and regiment. You can use the service number and this site to ensure the person you are researching is the one you want.

<https://www.aif.adfa.edu.au/search>

The AIF Project

Search

Name	<input type="text"/>	<input type="checkbox"/> Restrict search to surname Eg: BAKER Robert, Abbey, Harold Humphries
Regimental Number	<input type="text"/>	
Address	<input type="text"/>	<input type="checkbox"/> Restrict search to suburb/town/state <input type="checkbox"/> Include next of kin's address
<input type="button" value="Search"/>		

2 AUSTRALIAN WAR MEMORIAL

Search for a Person will search the Roll of Honour, the Nominal and Embarkation roles, records of Honours and Awards, and the Red Cross Wounded or Missing records.

<https://www.awm.gov.au/people/roll-search>

Search for a person

If you are looking for a family member, friend or relative who served, this will guide you to the relevant areas of our website that contain information.

Name:	<input type="text"/>
Service number:	<input type="text"/>
Unit name:	<input type="text"/>
Conflict:	<input type="text" value="First World War, 1914-1918"/>
<input type="button" value="Search"/>	

3 THE COMMONWEALTH WAR GRAVES COMMISSION

Use the **Find War Dead** search for those who were died during World War One.

<http://www.cwgc.org/find-war-dead.aspx>

Find War Dead

Find a Cemetery

Casualty name	<input type="text"/>	<input type="button" value="Search"/>
Advanced Search		

4 THE NATIONAL ARCHIVES OF AUSTRALIA

Click on the **Name Search** tab at the top of the page, select Australian Defence Force personnel records from the drop-down menu for **Category of records**. After you click **Search**, refine the search using first name or the service number.

<http://recordsearch.naa.gov.au>

NameSearch

Family name	<input type="text"/>
Category of records	<input type="text" value="Australian Defence Forces personnel records"/>
Use exact spelling	<input checked="" type="checkbox"/>
<input type="button" value="Search"/> <input type="button" value="Clear"/>	

5 TROVE AUSTRALIA

A searchable collection of newspapers. Use **Advanced Search**, type the person's name into **Keywords**. Under **Limit your results** select a range of years to make your search easier.

<http://trove.nla.gov.au/?q&adv=y>

Advanced search

Enter search terms in at least one of the fields below

Keyword:	<input type="text"/>	All of the words	<input type="text"/>
Title:	<input type="text"/>	All of the words	<input type="text"/>
Creator:	<input type="text"/>	All of the words	<input type="text"/>
Subject:	<input type="text"/>	All of the words	<input type="text"/>



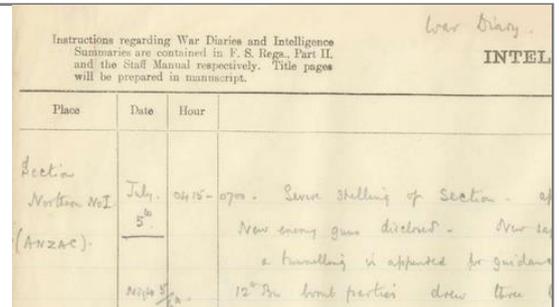
RSL Virtual War Memorial TEACHER RESOURCE

This page is for those who want to take their research to the next level. The following resources will help you to develop a better understanding of the experiences of your serviceman or servicewoman.

6 AWM – UNIT DIARIES

These record the daily activities of headquarters, formations and units. You will need to know the unit and class (eg. Infantry) in which your individual served.

<https://www.awm.gov.au/collection/awm4/>



7 AWM – COLLECTIONS

The AWM holds thousands of sources including photographs, letters and personal diaries. Even if your person did not leave a record, there may still be evidence about them in the records of others. Check records linked to their unit

<https://www.awm.gov.au/people/roll-search>



8 STATE LIBRARY OF SOUTH AUSTRALIA

The State Library holds a large collection of books, digital resources and private collections. Use the advanced search to find out more about the unit and perhaps uncover a personal collection

<http://www.catalog.slsa.sa.gov.au/search/X>

State Library of South Australia

[New search](#) [Contact us](#) [Help topics](#)

[Advanced keyword search](#)

Enter search terms

Need More Help?

The [RSL Virtual War Memorial website](#) has a range of links to help you research individuals and the units in which they served.

Other Useful Links

[AWM Research Guide](#) – guides you through the research process using sources held by the Australian War Memorial.

[AWM Memorial Glossary](#) – explains military abbreviations and acronyms

[State Records of South Australia](#) – holds state and local government records as well as photographs of South Australian soldiers, sailors and nurses from World War I.



RSL Virtual War Memorial TEACHER RESOURCE

From the homepage (<https://rslvirtualwarmemorial.org.au>) type the last name, first name and service number of the individual into the “Find a Person” search box. If you cannot find the person, please read the page <https://rslvirtualwarmemorial.org.au/research>, focusing on step 4.

UPDATING DETAILS

Click the “Update Details” button in the top right corner to add information or a biography.

Please Note: If you are not already registered, complete and submit the online registration form. You will be sent a “Confirmation Instructions email. Click the “Confirm my account” link in the email.

If you are registered, you will be asked to sign in and will be taken to an edit screen for your individual

STEP 1. DETAILS

Fill in the form with as much information as you have about:

- Birth, Schooling, Occupation, Home Town
- Enlistment, Honours, Service Outcome, eg. killed in action
- Place of Death, Place of Burial

Click **Next**

The screenshot shows a web form titled 'Edit Percy PRICE'. On the left is a sidebar with 'Step' (Details, Biography, Reason & Evidence) and 'Step 1: Additional Details' is selected. The main form area contains: 'Last name' (Price), 'Given names' (Percy), 'Nickname' (empty), and 'Date of birth' (1894, August, 1). A note at the bottom says 'Enter date, or part of, if known.'

STEP 2. BIOGRAPHY

Add a biography of the individual you have been researching. There is information to help you on the screen, and the profile of Lyell Keith Swann (2156) is a good example.

Type directly into the text box or copy and paste from a document.

Click **Next**

STEP 3. REASON & EVIDENCE

Provide the reasons and evidence you have used to make changes to the profile, eg. family or community knowledge. Please make sure you understand the terms & conditions of posting, and our moderation policy as we may need to make changes to the information you have uploaded. Click **Submit**

ADD A PICTURE, LINK OR PERSONAL STORY

Return to the profile page to add a picture, link or a personal story to the profile.

Upload a Picture

- Click **Upload a Picture**
- Select the file
- Click **Open**

Add a Link or Resource

- Click **Add a Link or Resource**
- Select the appropriate option
- Paste the URL or select the file
- Name it by typing in the **Link Text** or **Name** fields
- Click **Submit**

Add my story

- Click **Add my story**
- Insert the title
- Paste text into the **Content** box
- Click **Submit**



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Written Source Analysis Worksheet

Title of Document:

Type of Document:

Service Record

Letter

Unit Diary

Personal Diary

Newspaper

Other : _____

Date Written:

Author:

Include name, relationship to your person eg. commanding officer, rank/service number if appropriate.

Intended Audience:

For whom do you think the document was written?

Further Questions:

After completing the next page, what questions have not been answered? How could you find the answers?



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Photo Source Analysis Worksheet

TITLE/DESCRIPTION/NUMBER:

STEP 1: OBSERVATION

1. Record your overall impression
2. Divide the photo into four sections (quadrants) and look carefully at each one.
Record the people, objects and activities you observe in the table

People	Objects	Activities

STEP 2: INFERENCE

What might you infer from this photograph? Try to list at least three things.

STEP 3: QUESTIONS

1. What questions does this photograph raise?
2. How could you find answers?



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Primary Source Organiser

TITLE OF SOURCE	TYPE (Eg. honour roll, service record, letter)	AUTHOR	DATE	SUMMARY



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Writing a Biography

When adding a biography, try to tell a story of a life and not repeat data that is already known. Avoid a string of dot points or date related information that is already on the record. A narrative is always easier to read. Readers will want you to 'tell the story'.

What did the person like, and dislike? What did others think of them, what was important to them? Why did they sign up for service?

Letters, diary notes and oral histories / interviews all add a personal dimension and, if you can, they should be included. First-hand accounts are a lot more compelling than retrospective speculation. Personal impressions of the situation they were in add to the depth and substance of the narrative.

**The aim of this site is to be more than a presentation of data.
We want to tell a story and give life to the name...**

Process

- Assemble your sources and collate the information.
- Prepare an outline and use headings if it helps.
- Write it in Word. Check the spelling and grammar before uploading to the site.
- Try and tell a story - use prose rather than dot points but keep paragraphs short.

What information should I include?

1. **A timeline based narrative** is probably the best. There is usually a typed chronology of the soldier's service in their service record – it is a basis to work from.
2. It is always useful to start from the beginning! **Birth, parents, siblings and residence.** Relationships to others who served Australia are also good to include. A clue is to search the [National Archive](#) service record by entering the name of next of kin.

Date of Birth was not collected for WWI personnel; rather their age in years and month was declared. So record the age at enlistment. The declaration was often 'not truthful' - nor indeed were names in many cases! Date of birth and death can be investigated through [Genealogy SA](#).

The [Red Cross files](#) connect with other names - witnesses, colleagues etc. If you can identify them we can extend the link or connect the records.

3. **Growing up** - school records are terrific if you can find them – check out [Arthur Harris](#)' school cadets photo!
4. **Pre enlistment** employment and /or service in the cadets or militia etc adds context to life before conflict.



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5. **Enlistment, embarkation, re-assignment** (where and when it took place). Many soldiers embarked with one unit and ended up in another. Working out whether they were involved in particular campaigns is a bit more difficult.
6. Absences such as **illness, courses / training and detachment** to other units is generally recorded in the service record. So before assuming they were in, it is best to see if they were definitely 'out'.
7. **Decorations** are often best treated as "stories" – what they were awarded for – action place date, are more important than when they were gazetted or actually presented. Check on the AWM Honours and Awards site.
8. As far as **post service life**, that is where family records or perhaps "Trove" kicks in.

Writing Tips

More detail can be added as a **Resource** in your individual's profile, eg. a standalone document such as memoir.

1. Keep it **concise** – if it's too long, people won't stick with it.
2. If there is a lot of information, look for **key or quirky events** - they serve as the 'hook' to keep people reading
3. An appropriate point of focus might be a particular **incident** or some **distinguishing characteristic** of his/her service.

Added Extras

1. **Photos with multiple people** - those people who help us to build biographies and stories of other men and women who served - and yours might be the only photo that exists of them!
2. **Quotations** are great evidence of your individual's life and service – but one or two are generally enough, so pick the best ones.



AWM A00714 – Australian 10th Battalion Headquarters at ANZAC

Additional quotes can be added as stories. We found an absolute gem - a letter from Private Max Allan's Platoon Commander Sergeant John Ponton, addressed to none other than Miss Vera Deakin - the founder of the Red Cross Missing investigations.

Don't Forget

1. Captions and attributions are necessary for any images - respect Copyright and acknowledge the source.
2. Tell us if photos are from a family collection.



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Personal Stories



“A Pomeranian hidden in the kitbag of a soldier when he left Australia for the battlefield. That they did, carting the dog from battlefield to battlefield in their kitbags and eventually to the ship to transport them home. These things did not go so well, with a Non-Commissioned Officer determining the dog should be put down. The soldiers thought otherwise and guarded it constantly in shifts all the way home. Sister Anne Donnell was so incensed that she fronted the captain's table to plead for the dog's life. The official line was that it was dead. But she went on to record sighting on the wharves at journey's end.”

“Isn't she a beautiful darling?” Sept. 1915. Anne Donnell holding Col. Fiaschi's child? No. 19 British General Hospital (Deaconesses' Hospital), Alexandria. Sourced by Julianne T. Ryan, courtesy of NLA MS 3962.

What is the difference between a personal story and a biography?

A personal story can be anything that gives us a glimpse into the life and character of an individual who served.

While a biography narrates the events of a person's life, a personal story allows you more freedom to help us understand your individual. A personal story could include a story passed down through generations, a poem or, as in the case of Sister Anne Donnell, it could be an event, a snapshot in time, in which their individual character shines through.

Personal stories:

- Can be found in anything from letters to diaries to official reports.
- Do not need to be very long to give us a sense of the person they are about
- Can be added to at any time. The more stories about an individual, the easier it is for us to begin to understand who they were.