



Australian Curriculum: History
Year 9 and Year 10 Depth Studies: the World Wars

VWMA Schools Program
Information for teachers





Virtual War Memorial Australia

Who should read this?

Teachers who are considering using the Virtual War Memorial Australia to support the teaching of World War I and II (Depth Studies) in their Year 9 or 10 HASS/History classes.

This document provides:

- A complete Unit Plan to teach the Depth Study by researching an individual serviceman or woman
- A suite of separate Learning Activities which you can use to complement this or an existing unit
- Information on how these combine to achieve curriculum goals

You can combine these activities in flexible ways. **Our aim is to give you options.**

Our experience with teachers who use the Unit Plan is that it leads to great student engagement. Many students research family members, or people who lived on their street. Students also engage in authentic historical research which is then published and contributes to the historical record. Altogether, it is an excellent method to develop their research skills.

Refer to our Resources for Teachers page (vwma.org.au/education/resources-for-teachers) for worksheets and additional resources. These resources are designed by qualified teachers to conform to the Australian Curriculum and with the needs of students in mind. We will keep improving them, and offering more, based on your feedback.

Who are we?

The Virtual War Memorial Australia (VWMA) is a digital memorial which commemorates all those who have served Australia in times of armed conflict, from the Boer War to the present day. It aims to provide a worthy home for their stories, records and personal experiences – both for those who fell and those who returned home, forever changed. It is independent from the Australian War Memorial, the National Archives and the RSL, although it collaborates with these organisations. The Memorial is unique in its ambition, reach and scope.

The Schools Program is a collaboration between the VWMA and the SA Department of Education. We:

- Provide online resources for teachers and students researching Australia's involvement in the World Wars
- Visit schools to train teachers and students in how to use these resources
- Hold professional learning events for HASS and History teachers
- Develop online training resources to supplement this face-to-face training



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Unit Plan

In this unit, students research an individual serviceman or woman and tell their story. This has two stages:

1. **Research Portfolio.** Students collect and analyse the primary sources and use them to answer questions about their person. They present their findings in a Folio. This stage lasts about 2 weeks.
2. **Creative Activity.** Using the information they have gathered, students tell their person's story in one of several ways. There are six Creative Activities to choose from. Each takes a different amount of time.

Teachers may also want to use class time to provide students with background information about the war. While this is not the VWMA's primary focus, we do provide useful resources, such as the Conflict pages on [World War I](#) and [World War II](#). These give accounts of Australia's involvement in the war generally, as well as links to the pages on specific battles and campaigns.





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1. Research Portfolio

The initial learning activity is the **Research Portfolio**, in which students are assigned (or choose) a serviceman or woman to research. Many students choose a family member, or someone who lived on their street, or who had the same last name. You can also find appropriate local subjects through the VWMA's [Memorials](#) page, or we can provide a cohort of soldiers connected in some way – who served in the same unit, or were from the same town, etc.

The Research Portfolio has four successive stages:

1. Students **develop questions** about their individual, about their pre-war life, their enlistment and service at the front, and their death or postwar life. Some questions are provided, but they need to create more.
2. Students **locate and evaluate** several primary and secondary sources: *which questions will this source help me answer?* This includes recording the source's details for the bibliography.
3. Students **use the sources to answer their questions** and so build up a detailed picture of their serviceman or woman.
4. Finally, students **upload** their information to the Virtual War Memorial, and it becomes publicly available.

The VWMA's [Resources for Students](#) page provides detailed **Research Guides** to help students (and teachers) overcome the obstacles which primary source research presents. You can access the Research Portfolio worksheet, as well as an adjusted worksheet for lower-literacy students, on the VWMA's [Resources for Teachers](#) page.

The Research Portfolio is followed by a **Creative Activity**, which synthesises this information.

2. Create a Timeline

Instructions to students: Create a timeline of your serviceman or woman's life. Include their date of birth, their life before the War, when they enlisted, at least 6 major events during the War, when they married, their children and any other relevant information you found.

For teachers: This helps students make chronological sense of the information they have gathered. They bring order to their data. This in turn gives them a useful visual scaffold to work from when they come to write a biography or digital story.

No worksheet for this task is provided.



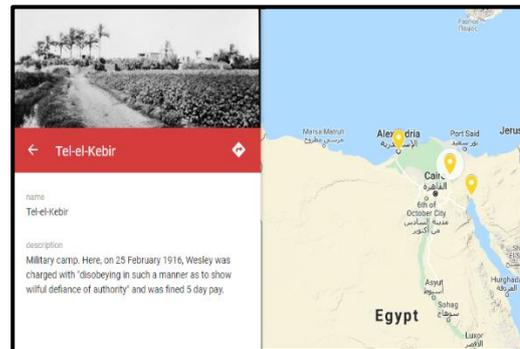
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3. MyMaps

Instructions to students: Use Google MyMaps (www.google.com.au/mymaps) to map your serviceman or woman's journey through their wartime service and (if they were lucky enough to survive) home again. Use the categories from your Research Portfolio and enter every place you know they went. When you have finished, Share the link with your teacher (you will need to change from Private to Public).

For teachers: MyMaps allows students to annotate their own map of a soldier's journey. It is a simple enough program to use – here is a good introductory tutorial (<https://youtu.be/rV6u1IQcvm>) – but students will need a Google account, and the resulting map is stored in Google Drive and can be shared by email (students need to change it to Public before it can be shared). This activity will be easier if students have already created a Timeline; indeed, the two activities go well together. Completed Maps can be added to a VWMA profile as a Link.

Students can differentiate phases of service by different coloured markers and can signify important events as well. They should also find images for different locations; the AWM and IWM are good sources for photos from that era. Here is a [model profile](#) (for [Wesley Choa](#)). This task is excellent for building students' ICT skills.



Rubric for Create a Timeline and MyMap activities:

	Knowledge & Understanding	Accuracy of data	Presentation
5	Comprehensive and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Data is comprehensive, accurate and evidence-based. Additional contextual information is present.	Clear, creative and appropriate use of language and conventions. Full command of technical aspects.
4	Well-considered and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Data is comprehensive, accurate and evidence-based. Entirety of story has been told.	Clear and appropriate use of language and conventions. Competence in technical aspects.
3	Considered but uneven knowledge and understanding of people, places, events, ideas and the nature of the War.	Data is accurate and evidence-based, but not complete.	Mostly competent use of language and conventions. Some skill in technical aspects.
2	Recognition and some basic knowledge of people, places, events, ideas and the nature of the War.	Data is incomplete, inaccurate or not solidly based in evidence.	Uneven use of language and conventions. Significant help needed with technical aspects.
1	Limited awareness of people, places, events, ideas and the nature of the War.	There are serious gaps in the data and/or its accuracy.	Minimal competence with language and conventions. Minimal ability with technical aspects.
0	Nothing submitted.	Nothing submitted.	Nothing submitted.



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4. Biography

Instructions to students: Write a biography (life-story) of your serviceman or woman, based on your prior research. Make sure you cover your person's life before the war, their enlistment and training, their service during the war and either their death or their life after the war.

Your biography should be between 700 and 1000 words. You will be marked on how much you know about the war and your person's service, on how well you use the evidence, and on how well you write. You will need to use terminology appropriate to the war and show your understanding of places, times and events. You will also need to use a range of sources.

For teachers: The biography is a test of literacy skills. Students **process** and **synthesise** the evidence gathered in the Research Portfolio to **tell a life story**. This builds their understanding of their individual's journey, of the broader wartime context and of how to use evidence. The biography format allows them to show this understanding of the material. Finally, the resulting biography is published on the Virtual War Memorial as a permanent contribution to the historical record. It is thus important it be accurate and intellectually honest; this shows students how they can contribute to something larger than themselves. **The biography can easily be modified into an oral presentation.**

Scaffolding is important for this task. The VWMA's [Resources for Students](#) page provides a couple of useful guides to biography writing. You could also show your students these exemplary profiles:

- [Frederick Arnold Warren](#) (49, 10th Battalion) – a good 'standard' biography when there are only the records to go on
- [William Vivian Keats](#) (1007, 52nd Battalion) – the student wrote about a family member and used a letter home to great effect
- [Patrick John Dowd](#) (2630, 10th Battalion) – not as well written but incorporates lots of detail about the soldier and the battles he fought in. Gives good context.
- [Arthur Bruce Durdin](#) (Officer, 27th Battalion).





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5. Creative non-fiction

Instructions to students: write a creative non-fiction piece about, or from the point of view of, your serviceman or woman during their wartime service. Base it solidly on the research you have conducted about their individual service (gathered in your Research Portfolio) and the conditions of the war. Your piece should be between 700 and 1000 words.

In creative non-fiction, you use the techniques of creative writing to tell an essentially true story about your person. This may involve features such as dialogue, scenes, point of view, and the careful crafting of sentences for literary effect.

For teachers: In this task, students apply the techniques of the novelist to telling the real story of their serviceman or woman. It is different from a biography: more imaginative, trying to empathise with the person and how it must have felt from his or her point of view, but still based solidly on the research. This is particularly suited to classes which can combine History and English projects. It also requires a teacher confident in teaching creative writing. Finally, the task can be a good way to make use of objects you happen to have: medals, diaries, postcards home etc. These can be a prompt for writing. Because a whole life story is far too much to treat in this way, students should identify a key moment in their person's service, or an aspect of their personality, and focus on that.

Here is a model for how to begin such a piece, based on [Roy Carter](#) MM (446, 43rd Battalion). This is just one; there are many ways to tackle this task. The author took inspiration from Roy's promotions at a young age: evidence of his leadership ability.

Roy had shown leadership ability from the start. His training instructors had recognised it, promoting him corporal. His superiors in France recognised it, promoting him sergeant only two months after he arrived at the front. And when the need for men was greatest, when the threadbare AIF was hanging on in June 1918, he was selected for cadet school. He left for Britain that June, and so missed the last five months of the war. Lucky for him, but perhaps unlucky for those who would have served under him, as his instructors reported he had "more than average ability" and would make "a very good Platoon Commander".

What was it about this unassuming young man? Nothing in his family background marked him out. But he had served as a cadet and a volunteer before enlisting, and his three years in the abattoir doubtless prepared him for the sight of blood. How did he feel, I wonder, when, wounded in the thigh, it was his own blood he saw flowing freely?



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6. Digital Storytelling

Instructions to students: You will create a personal digital story about your serviceman or woman. This will be 2-2:30 minutes long. You will need to write a 250-word script, collect 40-60 images, and create the video using appropriate editing software.

For teachers: Digital stories are short, personal multimedia clips. Students use video editing software to combine still images (and possibly short bits of film), (appropriate) music, and narration. There should be enough images to change every 3 seconds. The project outline looks like this:

1. **Pre-writing** – brainstorming and outlining ideas, collecting images, researching, and storyboarding
2. **Drafting** – Creating a script and developing a structure
3. **Revising** – Organising and modifying images or audio
4. **Editing** – Finalising the narration, images and timing
5. **Publishing** – Putting the final product together
6. **Presentation** – Sharing with peers

This process will probably take about 3 weeks. There are many video editing programs available to schools. The trickiest part of the process is often finding royalty-free images. The Australian War Memorial is an excellent source of images for units, battlefields, transport ships, training camps etc. The Imperial War Museum is also good. See the VWMA's [Finding Photographs Research Guide](#) (on the [Resources for Students](#) page) for help. **This task is excellent for building students' ICT skills.**

7. Letter home / newspaper article

Instructions to students: Choose an important moment in your person's war service. This might be when they were killed or wounded, a major battle, or when they were sick in hospital.

1. As your person, write a letter home to your Next of Kin, describing the event or situation and your reaction to it (minimum 1 page),

OR

2. Write an article for the local newspaper about the event or situation and your person's involvement in it (minimum 1 page). This might be an obituary or praising them for winning an award – the type of article will vary with the event.

Finally, write a half-page reflection explaining and justifying your choices.

Use as many details as possible from your research: your aim is to tell an authentic story based closely on the facts. You will also need to understand the conventions of letters



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and newspaper articles of the time. This will require you to read several examples of each, which are provided on the next page.

For teachers: This task stretches students' writing abilities by asking them to write in an unfamiliar style. They need to read several examples of letters and newspaper columns (which we link to) in order to understand the conventions. They should then reflect on those conventions explicitly: *How did they open and close letters? What is the tone and register of the language? What aspects of war did the newspaper articles talk about, or not talk about?*

The South Australian State Library has a digitised collection of soldiers' letters: <https://guides.slsa.sa.gov.au/c.php?g=410381&p=2844130>. Here are three war-related newspaper articles from 1915:

- <http://nla.gov.au/nla.news-article87237457>
- <http://nla.gov.au/nla.news-article5483480>
- <http://nla.gov.au/nla.news-article105483523>

And three (with a rather different tone) from 1918:

- <http://nla.gov.au/nla.news-article74034033>
- <http://nla.gov.au/nla.news-article87549746>
- <http://nla.gov.au/nla.news-article168166783>

Here are some suitable models, both letters and articles, from the Second World War:

- <http://nla.gov.au/nla.news-article217049987>
- <http://nla.gov.au/nla.news-article251307610>
- <http://nla.gov.au/nla.news-article185425320>
- <http://nla.gov.au/nla.news-article26158041>
- <http://nla.gov.au/nla.news-article106048249>

A BRAVE LAD

—:0:—

L/CORPORAL JACK DOLGNER

TRIBUTE BY SERGEANT MAJOR

The following is a copy of a letter, dated 24th June, from Sergeant Major J. Seaton, of Tobruk to his wife, Mrs. Seaton, of Brisbane, and forwarded to Mrs. Dolgner of Thallon. In it he pays a glowing tribute to the late L/Corporal J. Dolgner whom he has recommended for recognition.

The letter goes on: "I intended to write yesterday dear, but I felt tired, weary and a little sad for we lost two chaps and seven wounded in the stunt, one of the lads was only 20 years of age, but such a nice lad and as game as they make them; in fact I was instrumental in having a recommendation of recognition being sent in and possibly he will, or at least his people will receive the M.M. or D.S.M., which I am sure he really deserves. He was the senior signaller attached to Company Head Quarters, and of course under my command.

About three weeks ago when we were in the front line, we had been subjected to heavy artillery, Mortar and Machine gun fire; about 300 yards to our rear left flank was our Mortar Sector attached to our company. Well from the Command Post we noticed that Fritz had swung his barrage on to this spot. We then tried to get communication through but no results, that meant that the shells bursting had broken the line (phone



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Rubric for Biography, Creative Non-Fiction, Digital Storytelling and Letter Home / Newspaper Article:

	Knowledge & Understanding	Use of Evidence	Communication
5	Comprehensive and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Perceptive reflection on and highly detailed analysis of the relevant historical sources. Impressive synthesis of evidence.	Clear, creative and appropriate use of language and conventions. Full command of technical aspects.
4	Well-considered and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Well-informed reflection on and skilful analysis of relevant historical sources. Capable synthesis of evidence.	Clear and appropriate use of language and conventions. Competence in technical aspects.
3	Considered but uneven knowledge and understanding of people, places, events, ideas and the nature of the War.	Some reflection on and analysis of relevant historical sources. Uneven or incomplete synthesis of evidence.	Mostly competent use of language and conventions. Some skill in technical aspects.
2	Recognition and some basic knowledge of people, places, events, ideas and the nature of the War.	Minimal reflection on sources and synthesis of evidence.	Uneven use of language and conventions. Significant help needed with technical aspects.
1	Limited awareness of people, places, events, ideas and the nature of the War.	Little to no use of evidence in support of work.	Minimal competence with language and conventions. Minimal ability with technical aspects.
0	Nothing submitted.	Nothing submitted.	Nothing submitted.

Other learning activities

We also provide some individual learning activities you can use without reference to the above Research Portfolio and Creative Activities.

1. Enlist in the AIF.

Students complete a blank **Attestation Paper** (which can be downloaded from the [Resources for Teachers](#) page) and subject each other to a medical examination (height, eye colour etc). They then line up and are accepted or rejected for service by the teacher (in her guise as the Recruiting Officer). The AWM's page on [Enlistment](#) gives the requirements (and how these changed over time); [this page](#) also suggests the flavour of the times.

This activity makes concrete to students the bonding effects among those who are chosen to serve together, and the feelings of rejection and shame among those who are not. This can be reinforced by discussing the lowered standards in later years (which would allow in many of those rejected) and the 'white feather' campaigns by civilian women.



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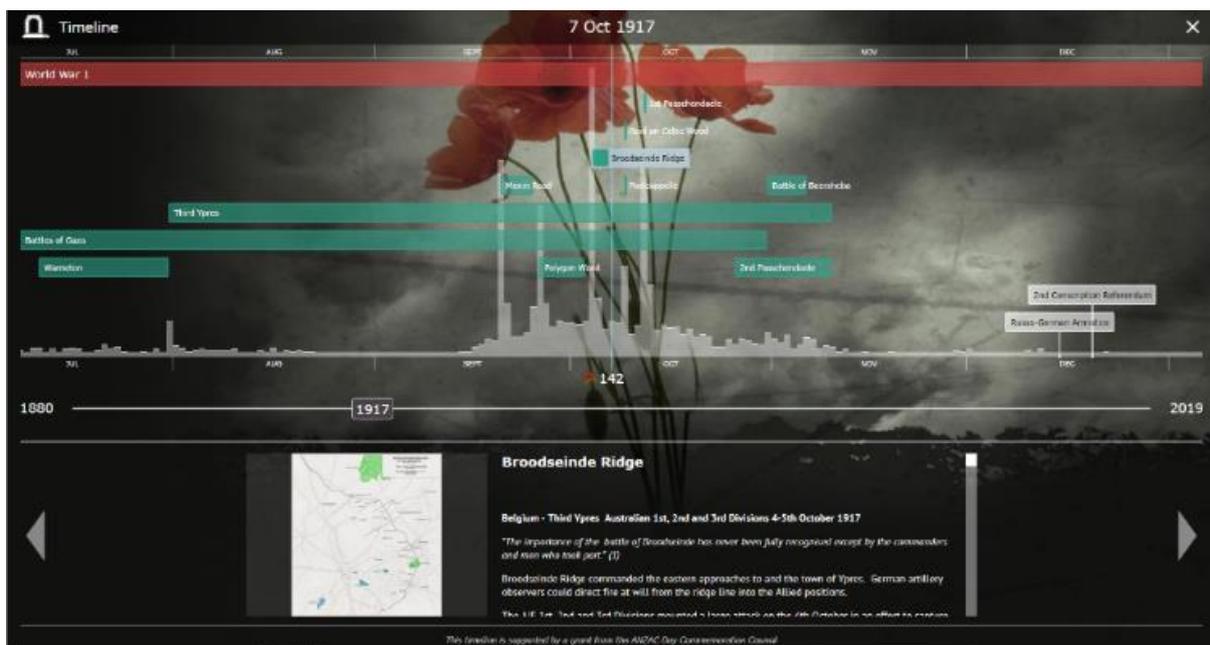
This activity also makes students familiar with the Attestation Paper, the first document in the NAA Service Record. It helps bring the enlistment process to life and promotes empathy towards the servicemen and women being researched.

2. The VWMA Timeline.

The Timeline shows individual Conflicts and Campaigns through time. This makes it an excellent way to focus on a single event but place it in the wider context of the war, to review information about a battle and to see what else was happening at the time (e.g. the conscription referendum). It is also a graphic picture of the human cost of war: the Timeline shows deaths by day, for everyone for whom we have a date of death, and users can then click through to each individual's profile. It can be found both on the Home page and on each Conflict or Campaign page. Students tend to react to the high casualties of e.g. the Gallipoli landing, Pozières and Broodseinde; this brings home the human cost.

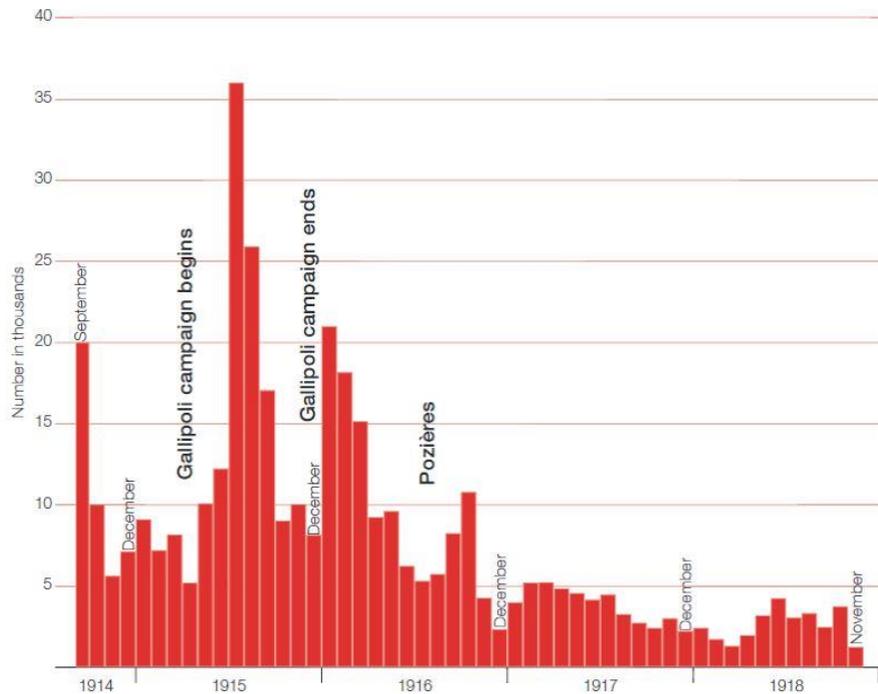


In class, the Timeline is a useful device to prompt discussions of the cumulative effect of casualties on the AIF and on Australian society. It is especially useful in giving background to the conscription debates, and is best used in conjunction with this enlistment graph (over). Useful questions emerge: Why did enlistment and casualty figures go up or down when they did? Why were enlistments well down from late 1916 on? Why did the Government want conscription? What were the reasons to support or oppose it at the time?





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Source 7.17 The monthly total of enlistments during the war from September 1914 to November 1918. Note the peaks and troughs, and the gradual decline in numbers.

978-1-107-65469-3

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Cambridge University Press

3. Source analysis.

For both written documents and photos. The VWMA provides source analysis worksheets on the [Resources for Teachers](#) page. These work on the 5W's principle: **Who** (the author, often institutional, but also the intended audience), **What** (the content of the source), **When**, **Where** (it was created), **Why** (the purpose for which it was created). There are further questions beyond this: what the source tells us about the circumstances or experience of war, what its underlying values and assumptions are, what questions it raises.

In researching with the VWMA, students encounter many different primary sources. A bureaucratic creation such as the **Casualty Form** is an unusual candidate for source analysis, but it can be rewarding for students to understand its purpose. **Red Cross Wounded and Missing** reports or **Recommendations for Honours and Awards** are often more interesting candidates, as they tell stories and often give several different perspectives on the same events.



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Curriculum links

Note: The Unit Plan incorporates English and ICT, so it can also be used as an interdisciplinary unit.

Year 9 History – Explicit links can be made between the Virtual War Memorial and the Australian Curriculum.		
Historical Knowledge and Understanding		Through the Virtual War Memorial Schools Program, students:
(ACDSEH021) Overview of the causes of World War I and the reasons why men enlisted to fight in the war:	<ul style="list-style-type: none"> Rise in nationalist sentiment Values & attitudes towards the war Idealistic notions of war; sense of adventure 	<ul style="list-style-type: none"> 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.
(ACDSEH095) Places where Australians fought and the nature of warfare:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 letters to official unit diaries, which detailed daily life for those serving. Are also provided with the opportunity to research the experiences of Aboriginal and Torres Strait Islander people who served despite being prohibited from enlisting. Share their research and the experiences of their individual with the world.
(ACDSEH096) Impact of World War I (especially on Australia):	<ul style="list-style-type: none"> The war's impact on Australia's economy and society Changing role of women 	<ul style="list-style-type: none"> 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. Profile a servicewoman and will also develop a greater understanding of contemporary attitudes towards women, their roles in Australian society, and how these were influenced by the conflict.
(ACDSEH097) Commemoration of World War I	<ul style="list-style-type: none"> Nature of ANZAC tradition – i.e. associated ideals. How WWI is commemorated within Australian society. Why WWI is commemorated within Australian society. 	<ul style="list-style-type: none"> 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.
Historical Skills		
<p>Chronology, terms & concepts:</p> <p>(ACHHS164) Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</p> <p>(ACHHS165) Use historical terms and concepts</p>	<p>Students develop their understanding of World War One chronology, terms & concepts by:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> significance evidence continuity & change – at personal, communal and global levels cause & consequence – as seen through the perspective of individuals ethical understanding – developing historical empathy 	<p>Historical questions & research: (ACHHS166, ACHHS167, ACHHS168)</p> <ul style="list-style-type: none"> Encouraging & supporting students to develop their own questions of historical inquiry Evaluating & developing these questions Identifying and locating a range of primary and secondary sources through the resources provided by the VWMA and links to digital and physical collections, archives and museums. <p>Analysis and use of sources: (ACHHS169, ACHHS170, ACHHS171)</p> <ul style="list-style-type: none"> Analyse a wide range of primary and secondary sources on or through the Virtual War Memorial website to help them contextualise the life of a service man or woman Use these sources as evidence and synthesise information about an individual Evaluate the reliability and usefulness of these sources in developing digital story. <p>Perspectives & interpretations: (ACHHS172, ACHHS173)</p> <p>Students are introduced to multiple, and sometimes competing, perspectives from varied sources. Through their research and synthesis, students:</p> <ul style="list-style-type: none"> 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 Are introduced to a range of differing accounts of events and can analyse these in the context of differing historical interpretations. <p>Explanation & Communication: (ACHHS174, ACHHS175)</p> <ul style="list-style-type: none"> Create written or digital texts to tell the story of their serviceman or woman, using evidence from a range of sources to support their interpretation.



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Year 10 History – Explicit links can be made between the Virtual War Memorial and the Australian Curriculum.

Historical Knowledge and Understanding		Through the Virtual War Memorial Schools Program, students:
(ACDSEH024) Overview of the causes and course of World War II:	<ul style="list-style-type: none"> Identifying key events in the European theatre of war Identifying key events in the Asia-Pacific theatre of war. 	<ul style="list-style-type: none"> Use sources generated from and about those who were directly involved in key events in the European and Asian-Pacific theatres of war. Are exposed to the war as seen through the eyes of their individual, families, comrades, commanding officers etc.
(ACDSEH108) The experiences of Australians during World War II:	<ul style="list-style-type: none"> Prisoners of War The Battle of Britain Kokoda – its significance and role in fostering the ANZAC legend The Fall of Singapore 	<ul style="list-style-type: none"> Develop a deeper understanding of the experiences of individuals involved in significant campaigns. Who profile a Prisoner of War will also develop a greater understanding of the conditions they faced in battle and internment and, for those who survived, their lives after the war.
(ACDSEH109) The impact of World War II, with a particular emphasis on the Australian home front:	<ul style="list-style-type: none"> The bombing of Darwin The Japanese submarine attack on Sydney The sinking of ships off the Australian coast The 'Battle of Brisbane' The Cowra breakout The Brisbane Line Changing roles of women Wartime government controls – conscription, manpower controls, rationing, censorship 	<ul style="list-style-type: none"> Develop their understanding of Australia in the mid-twentieth century and how it was changed by the conflict. Investigate individuals involved in events that significantly affected Australia at home, such as the air raids on Darwin in 1942. Make a real contribution to our understanding of Australia's wartime history by compiling a profile which reflects the personal experience of service men and women and their families and communities World War II.
Historical Skills		
<p>Chronology, terms & concepts</p> <p>(ACHHS182) Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places</p> <p>(ACHHS183) Use historical terms and concepts</p>	<p>Students develop their understanding of World War II chronology, terms & concepts:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> significance evidence continuity & change – at personal, communal and global levels cause & consequence – as seen through the perspective of individuals ethical understanding – developing historical empathy 	<p>Historical questions & research: (ACHHS184, ACHHS185, ACHHS186) The process of researching and writing the story of a serviceman or woman enables students to develop their research skills through:</p> <ul style="list-style-type: none"> Developing their own questions of historical inquiry Evaluating & developing these questions Identifying and locating a range of primary and secondary sources through the resources provided by the Education Portal and links to digital and physical collections, archives and museums <p>Analysis and use of sources: (ACHHS187, ACHHS188, ACHHS189)</p> <ul style="list-style-type: none"> Analyse a wide range of primary and secondary sources on or through the Virtual War Memorial website to help them contextualise the life of a service man or woman Use these sources as evidence and synthesise information about an individual Evaluate the reliability and usefulness of these sources in developing a biography. <p>Perspectives & interpretations: (ACHHS190, ACHHS191) Students are introduced to multiple, and sometimes competing, perspectives from varied sources. Through researching an individual's profile, students:</p> <ul style="list-style-type: none"> 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. <p>Explanation & Communication: (ACHHS192, ACHHS193)</p> <ul style="list-style-type: none"> Create written or digital texts to tell the story of their serviceman or woman, using evidence from a range of sources to support their interpretation.