



'At the Water Hole' from *Crusading at Anzac* by Ellis Silas.
Collection of Mitchell Library, State Library of NSW.

TOPIC 2

Impressions of war

Telling the story

Recommended levels

UPPER PRIMARY

LOWER SECONDARY

MIDDLE SECONDARY

ESTABLISHING THE CONTEXT

Background information

When we want to find out what happened in the past, for example what happened during the Gallipoli campaign of 1915, or the New Guinea campaign of World War II, we investigate the accounts of the many people who were involved at the time. These are called primary sources. These sources may be written or visual and could include letters, diaries, reports, poems, photographs, film footage, paintings, sketches, and cartoons. Each of these accounts represents the perspectives of the people who produced them and they may often be very different. For example, the soldiers who were fighting will have different experiences and opinions from the generals who gave the orders behind the lines away from the fighting. The soldiers themselves, although fighting in the same battle, will often have different experiences and attitudes that will be reflected in their accounts of war.

We may also wish to study secondary sources for these events, such as books or films; documentaries that were produced after the time but which are usually based on primary sources. The kind of book or film that is produced will depend on the perspective and purpose of the person who is making it. These primary and secondary sources are valuable to historians who want to find information – or evidence – that will help them reconstruct what happened in the past as accurately as possible. Most importantly, this evidence can be used to try to explain why and how it happened and to help us understand the importance or significance of these events.

ICT skills check list

- Locate information from a website
- Use *MS PowerPoint*
- Use *MS Word* or *MS Publisher*

Focus questions

What are the different ways in which the stories of World War I and World War II have been told?

What kinds of information do these sources provide about World War I and World War II?

What questions do historians ask about these sources in using them to reconstruct and explain the events and experiences of World War I and World War II?

Teacher briefing

These activities are designed to develop students' understanding of the variety of ways in which the events of war and the experiences of those involved can be told. Students are encouraged to recognise the different perspectives that are represented in a range of written and visual sources. They are introduced to questions that historians ask about the sources they use to reconstruct and explain the past. Teachers may select from the following activities to focus on either World War I or World War II or both.

Key terms for Topic 2

perspective	bias
motive	judgement
fact	objective
opinion	subjective

MAKING CONNECTIONS

Activity 2.1 ■■■

Brainstorm: How do we know about the past?

LEARNING CONTEXT AND PURPOSE

Students consider items in their own homes as sources relating to family events. The teacher prompts students to list the variety of evidence they have for their own family or personal history, eg photos, letters, diaries, home videos, family heirlooms, or documents such as birth or marriage certificates. The teacher might also suggest oral history sources that are special to individual families, including expressions, memories and jokes.

Teachers can work with students to classify the items they have identified into relevant categories, eg written, visual, oral or electronic sources or artefacts. They may make a mind map to organise the different sources under their relevant classifications.

Treating familiar objects as historical sources is intended to prepare students for activities in which they are asked to describe and evaluate the range of historical sources on the websites.

Activity

Students are asked to bring four or five family sources to school to share with class members. They should choose items that cover a range of source types. Using *Work Sheet 2A: Working with Sources*, the teacher explains the purpose of the activity and asks students to work in pairs or small groups to study each other's sources and complete the table.

For each source students:

- identify the source by providing a brief description of it
- classify the source according to the categories discussed in the first part of this activity
- identify the perspective of the source by deciding which family member's experiences are best reflected in the source
- briefly state which fact/s about the family history can be established from the source
- suggest an opinion about the family history that other students can form by studying this source.



GO TO CD-ROM

Work Sheet 2A: Working with Sources
(2A_WS_work.pdf)

Activity 2.2 ■■■

You be the detective! Interrogating sources

LEARNING CONTEXT AND PURPOSE

This activity is based on a playground incident that is likely to be familiar to students. It requires them to play the detective/historian by interrogating differing accounts of the same incident to establish elements of perspective, motive, fact, opinion and bias.

Activity

Working in small groups, students study and discuss the different accounts. They record their findings in the table provided in *Work Sheet 2B: You Be the Detective!* Using this information, they are to form a judgement about who might have been responsible by completing the 'Incident Report'.



Men of the 2/2nd Independent company in Timor photographed by the Australian official war photographer, Damien Parer. Parer's films and still photography told many stories of World War II in the Middle East and the Pacific. He was killed in 1944.

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GO TO CD-ROM

Work Sheet 2B: You Be the Detective!
Interrogating Sources (2B_WS_det.pdf)

BUILDING KNOWLEDGE

Activity 2.3 ■ ■ ■

Biographical profiles of World War I

LEARNING CONTEXT AND PURPOSE

Students research biographical information for some of the people whose accounts of the war are featured on the *Visit Gallipoli* website. This activity will enable them to better understand the perspective and purpose of the sources they will be investigating.

Activity

Students search the *Visit Gallipoli* website to find an image and information for each person named in the box below. They copy and paste the photo in the image box provided on *Work Sheet 2C: Biographical Profiles of World War I* and record their information in bullet points opposite the image boxes on the work sheet. Students should be instructed to choose only the most relevant information for their profile.



GO TO CD-ROM

Work Sheet 2C: Biographical Profiles of World War I (2C_WS_prof_wwI.pdf)

Ellis Ashmead-Bartlett

CEW Bean

George Lambert

Signaller Ellis Silas

Dennis Winter

Sister Lydia King

Major Leslie Fraser Standish Hore

Brigadier General William Holmes



CLICK AND FIND

Web pages for Activity 2.3

www.anzacsite.gov.au/1landing/bartlett.html

www.anzacsite.gov.au/1landing/beanbio.html

www.anzacsite.gov.au/1landing/bgrnd.html

www.anzacsite.gov.au/4panels/opt6

www.anzacsite.gov.au/4panels/s_intro.html

www.anzacsite.gov.au/5environment/nurses.html

www.anzacsite.gov.au/5environment/hore/hore.html

www.anzacsite.gov.au/5environment/homefront.html



In *Anzac, the landing 1915*, the war artist George Lambert has captured on canvas the struggle of Australian forces as they climb the difficult terrain after landing at Gallipoli.

AWM 2873.



Fall in unloading party by Major LFS Hore. This drawing shows the Indian Mule Cart Transport risking casualties as they carry precious supplies of water to the men in the front line trenches.

State Library of NSW PXE 702-18

Activity 2.4 ■

Impressions of World War II



GO TO CD-ROM

Source Sheet 2D: Impressions of World War II – Telling the Story
(2D_SS_ww2_tell.pdf)

Work Sheet 2E: Impressions of World War II – Activity Table
(2E_WS_ww2_act.pdf)

LEARNING CONTEXT AND PURPOSE

This activity is designed to deepen students' knowledge of some of the major events of World War II and develop their understanding of the range and nature of sources available for investigating the war. Students should have some knowledge of the places where Australians fought in World War II. They should also understand the role in the war of the various services in Australia's defence force (Navy, Army and Air Force) and the Merchant Navy.

Teachers may need to help students identify the type of source – whether it is a painting, photograph, eyewitness account, newspaper report or other. They should prompt the students to judge the perspective of the source by examining the role of the person who produced it, for example soldier, sailor, war photographer or artist.

Activity

In this activity students will examine a range of sources for World War II. Using the information provided for the sources on *Source Sheet 2D* and their own searches of the *Australia's War 1939–1945* website, students complete the activity table on *Work Sheet 2E*.

For each of the sources students need to:

- identify the type of source
- give a brief description of its contents
- identify the perspective of the source and indicate the person's name, where it is provided
- identify the relevant theatre of war – eg North Africa, Greece and Crete, Europe and Pacific
- identify the relevant branch of the defence force
- sum up the main idea or message conveyed in the source considering the perspective and purpose of the source and its intended audience.



Kamikaze attack on HMAS Australia, Lingayen Gulf, January 1945, painted in 1963 by Frank Norton.

AWM ART 27552

THINKING ANALYTICALLY

Activity 2.5 ■ ■

Impressions of World War I

LEARNING CONTEXT AND PURPOSE

Students should have some knowledge of the major developments of the Gallipoli campaign of 1915. The teacher needs to explain the source-based focus of this activity (see *Establishing the Context* on page 11) and check students' understanding of whether sources are primary or secondary.

Students should be directed to aspects such as the perspective of the person who produced the source, the audience for whom it may be intended, appeals to emotion in the use of language or choice of image, and facts versus opinions.



At the scene. Australian official correspondent, and later official war historian, CEW Bean (front), with British war correspondent, Ellis Ashmead-Bartlett, on the Greek island of Imbros in 1915.

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GO TO CD-ROM

Source Sheet 2F: Impressions of World War I

– **Telling the Story** (2F_SS_wwl_tell.pdf)

Work Sheet 2G: Impressions of World War I

– **Activity Table** (2G_WS_wwl_act.pdf)

Work Sheet 2H: Impressions of World War I

– **Source Questions** (2H_WS_quest.pdf)

Activity

Working in small groups, students investigate 10 sources about the Gallipoli campaign of 1915 provided on *Source Sheet 2F*. The teacher may need to read some of the written sources with students to check their understanding of unfamiliar words in the written sources.

The table activity on *Work Sheet 2G* requires students to:

- give a brief description of the source (eg Source 1: newspaper article describing the Gallipoli landing on 25 April 1915)
- indicate whether it is a primary or secondary source
- identify the perspective of the person who has produced the source
- briefly indicate the main idea (or message) of the source
- provide a caption for the source that captures the spirit or intention of the source.



CLICK AND FIND

Source Sheet 2F could be used to stimulate students' discussion for the table activity. Alternatively, it could be used for a separate group activity, with each group reporting its findings to the class.

Extension activity

Students could choose other images of war from the web pages above or the Australian War Memorial website www.awm.gov.au that represent a range of perspectives and purposes. They could present their work in an *MS PowerPoint* format or poster display, with appropriate captions.



CLICK AND FIND

The Australian War Memorial website carries a huge collection of photographs from World War I and other wars. Go to the site, click on 'Collection Databases', then choose 'Photographs'.

RESPONDING CREATIVELY

Activity 2.6 ■■

World War I dialogues – role play

Using information from *Activity 2.3: Biographical Profiles* and *Activity 2.5: Impressions of World War I* students work in pairs to conduct a dialogue between any two persons whose accounts of Gallipoli are featured in these activities. The dialogue could include:

- an introduction in which each explains their background and role in the Gallipoli campaign
- an explanation of the contribution each has made to our understanding of the campaign
- a debate about why their contribution or account might be considered more accurate, useful or reliable than the other's.

Activity 2.7 ■

Oral presentation

Each student chooses one of the sources from *Source Sheet 2D* for more detailed research and presents an oral report which could include the following:

- an explanation of the information recorded on *Work Sheet 2E: Impressions of World War II – Activity Table*
- more detailed background on the people and/or events in the source
- an explanation of the significance of the source and its events in World War II.

Telling a manipulative story. These propaganda leaflets, intended to undermine the morale of Australian troops, were dropped by the Germans over El Alamein in September 1942. They used a rough copy of the 9th Division platypus and boomerang emblem.
AWM 025015



Teacher resources

Working the Web: Investigating Australia's wartime history, 'Recording Australia's War Experiences' pp 53–60, Department of Veterans' Affairs, 2004

National Centre for History Education, *Professional Digest*, ICT and inquiry learning, www.hyperhistory.org>Teachers' Guide>Making History: 'Engaging the Past', 'Historical Literacy'

Australians at War Primary Schools Education Resource, 'Investigating images of wars and conflicts', pp 19–29, Department of Veterans' Affairs, 2002

Australians at War Secondary Schools Education Resource, Unit 2, 'Analysing representations of the landing at Gallipoli', p 36, Unit 3, 'Images of War' Student activities 1–5 pp 62–73, Department of Veterans' Affairs, 2002

National Centre for History Education, www.hyperhistory.org>Ozhistorybytes, Issue 4, *Diggers Photograph the Great War: Images from Gallipoli to Flanders*; Issue 5, Damien Parer's *Kokoda Front Line*

Summary of CD-ROM items for Topic 2

- Work Sheet 2A:** Working with Sources
Work Sheet 2B: You be the Detective! Interrogating Sources
Work Sheet 2C: Biographical Profiles of World War I
Source Sheet 2D: Impressions of World War II – Telling the Story
Work Sheet 2E: Impressions of World War II – Activity Table
Source Sheet 2F: Impressions of World War I – Telling the Story
Work Sheet 2G: Impressions of World War I – Activity Table
Work Sheet 2H: Impressions of World War I – Source Questions