

The Impact of World War I on Australia

Teacher's Notes

Overview

In this activity series, students will study the impact of World War I in Australian society. This activity series includes the following:

Background Information	Analyse and Research: Charles Bean and Censorship	Research: Propaganda, Marketing and Conscription	Research: Internment Camps and Immigration
Research: The achievements of William 'Billy' Hughes	Additional Activities	Extension Activities	Supplementary Activities

These activities are designed to provide background information into Australian history for more intensive study of the period.

Curriculum Alignment

Learning content and activities align with the Senior Secondary Modern History Curriculum under the following parameters:

Unit: Unit 3: Modern Nations in the 20th Century
Topic: Australia 1918- 1949

Knowledge		Historical Skills	
ACHMH120	An overview of Australia in 1918 as background information for more intensive study of the period	ACHMH098	Identify links between events to understand the nature and significance of causation, change and continuity over time
ACHMH123	The changing nature and significance of Australia's foreign policy from 1916-1949	ACHMH105	Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument



Knowledge		Historical Skills	
ACHMH125	The key features of post-war reconstruction, including industrialisation, immigration, the provision of social welfare, and attitudes and policies towards Aboriginal and Torres Strait Islander Peoples, and women	ACHMH106	Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument
ACHMH127	The role and impact of significant individuals in the period, for example W.M Hughes, Sir John Monash, Vida Goldstein, Ben Chifley, John Curtin, Robert Menzies	ACHMH107	Analyse and account for the different perspectives of individuals and groups in the past
		ACHMH109	Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Learning Goals

Students will learn about:

- Censorship during WWI as background information for more intensive study of the period.
- The role and impact of Charles Bean including his credibility as a source for the era.
- The marketing and propaganda around enlistment during WWI particularly in 1916-1917
- Conscription particularly in 1916-1917 in line with enlistment numbers as background information for more intensive study of the period.
- Internment Camps during WWI as background information for more intensive study of the period including its effects on society and policies such as immigration.
- William 'Billy' Hughes including his significance and impact in Australian history between 1915-1949.

Resources

Teachers and students will require the following resources to complete the activities:

- Computer or device with internet connection for research
- Projector, TV or Smartboard for the display of images to the class for class discussion
- Students can complete the handouts digitally on their devices or the student handouts can be printed
- RSL Education website for images



Background Information

World War I considerably changed the future of Australia which led the country to become a member of the League of Nations. When war was declared in 1914, many Australian's rushed to enlist but as the war continued and the list of casualties grew, the list of men wanting to enlist declined. The government called two referendums on conscription, but they were both defeated. By the end of the war, more than 60,000 Australian soldiers had been killed. This provided Australian Prime Minister Billy Hughes the leverage required to play an active role in the talks that resulted in the treaty of Versailles. This was a significant milestone and achievement for Australia's foreign policy.

At home, the Australian Government interned thousands of people who had been born in enemy countries like Germany or those who were Australian-born descendants of migrants from these countries. As soldiers began returning from the battlefields, many of them with terrible injuries, organisations like RSL were founded to provide support and camaraderie.

To the historian, images and documents collected during a war are important sources of evidence. Using the images and other supporting documents which can be accessed online, complete the following activities



Analyse & Research: Charles Bean and Censorship

Setting the Scene

The image to the right, depicts Charles Bean, an official war correspondent in the trenches during World War I. Bean was a journalist and not a professional historian. In September 1914, the Australian Journalists Association chose him to become Australia's official war correspondent. He travelled to Egypt with Australian troops and landed on the Gallipoli peninsula on 25th April 1915. Despite suffering a wounded leg at Gallipoli, Bean travelled with Australian troops to the western front where he continued to work in the capacity of official war correspondent.

Right: Charles Bean walking in the muddy trenches of the western front during WWI

Below Left: A soldier carries a wounded medical officer in Ypres, 1917

Below Right: Soldiers walking through the battlefield in Ypres, WWI.



AUSTRALIAN WAR MEMORIAL E00572



AUSTRALIAN WAR MEMORIAL E05260



AUSTRALIAN WAR MEMORIAL E01220

Introduction and Engagement

Engage your students into a discussion about the three images. This discussion should include making comparisons between the image of Charles Bean and the images of the soldiers at Ypres. Additionally, you may wish to discuss the way information was communicated at the time as opposed to the availability of information today. You may also wish to share additional information with your students about the importance of war correspondents and Charles Bean.



Tip

To enhance the student experience perhaps show a trailer or snip it from YouTube of the documentary Charles Bean's Great War.

Analyse

Analyse and compare the images of Charles Bean and the Soldiers at Ypres and then answer the following questions.

After viewing and discussing the stimulus with the group, ask the students to answer the following questions. These questions could be answered as a class, in small groups or individually.

Q1

Based on the image of Charles Bean and the images of the soldiers at Ypres, do you think Bean experienced the same conditions as the soldiers? Why/ Why not?

Answers should reflect what students are able to see in the images in addition to using preconceived ideas and knowledge of conditions in Gallipoli and the Western Front. Answers should contain an analysis of what Bean is wearing, the surroundings and other items to justify their answer.

Q2

Do you think this image of Charles Bean would enhance or strengthen Bean's credibility as a source? Why/why not?

Answers will vary but they should reflect analysis of the image and reasons why Bean is or is not a credible source. This analysis can be accompanied by any other knowledge that they have on Charles Bean.

Students will further investigate the credibility of Charles Bean's work by reading and analysing one of his works. Students will read a copy of a speech that Bean penned to be delivered to Australian Schools at the presentation of the Peace Souvenir Medals after WWI. If students do not have access to a computer or device where they can read the speech online, google the speech and display it on a projector or smartboard for students to read individually or as a group. In this activity students are exploring the writing of Charles Bean and his accounts and reflections of WWI. The students are also provided with the following quote from



Ernest Hemingway's book *Men at War*. The quote is designed to provide another writer's perspective on the war for students to think about when assessing Bean's credibility.

Analyse

Google 'Charles Bean Speech' and find the transcript located on the ANZAC Portal. This speech was delivered throughout Australian Schools at the presentation of the Peace Souvenir Medals after World War I. Read the speech and the quote from Ernest Hemingway then answer the following questions.



The last [war]... was the most colossal, murderous, mismanaged butchery that has ever taken place on Earth. Any writer who said otherwise lied. So, the writers either wrote propaganda, shut up or fought.

- Ernest Hemingway



Q3

After reading a sample of Bean's work and the quote from Ernest Hemingway, do you feel that Bean had to censor his writing to prevent Australians learning about the horrors experienced by men in the field? Why/ why not?

Answers will vary but they should reflect an analysis of the primary source in addition to drawing on their pre-conceived knowledge of WWI.

Q4

Do you think that the work of Charles Bean is credible? Why/why not?

Answers will vary but should include an analysis of Charles Bean's work, the conditions he was working in and include any other details that may impact his credibility.

Research

Research Censorship during WWI and investigate the effect censorship has had on Australian Society post WWI.

Research can be conducted in small groups or individually. Students should use the following questions to direct and assist with their research.



Tip

Students could brainstorm their thoughts with the answers placed on the board prior to conducting their research. This will assess any prior knowledge and ideas that they may have on Censorship.



Q5

Do you think that censorship would have impacted the general population's perceptions of what veteran's experienced on the battlefields of WWI? If so, list some possible impacts that this may have had to Australian society.

Answers should include a brief analysis on the power of censorship and its impact on people who experienced events first-hand. It should also include the greater flow on effect in society.

Q6

What impact do you think censorship and the work of journalists such as Charles Bean has had on Australian society from 1918-1949?

Answers could include a comparison and analysis of how people received information at the time and could include other events where censorship was prevalent including WWII. This could include censorship in several areas including Media, TV shows, Movies and other information relevant to the period. This could include possible assumptions that could be made by the general public and its impact.

Q7

Do you think that Charles Bean should be considered a significant individual in the period 1918-1949? Why/ Why not?

Answers will vary according to students' own perceptions with regards to significant individuals and their own definition of what a significant individual in history is. Answers should include reasons why this person is significant including how his achievements directly impacted Australia.

Activity Closure

In closing, have a discussion on the effects of censorship to greater society. This could include items such as a basic understanding of not knowing what Veteran's experienced to the overall effects of Censorship. Discuss key concepts of how Censorship, the events of WWI and the integrity of the journalism impacted society after 1918.

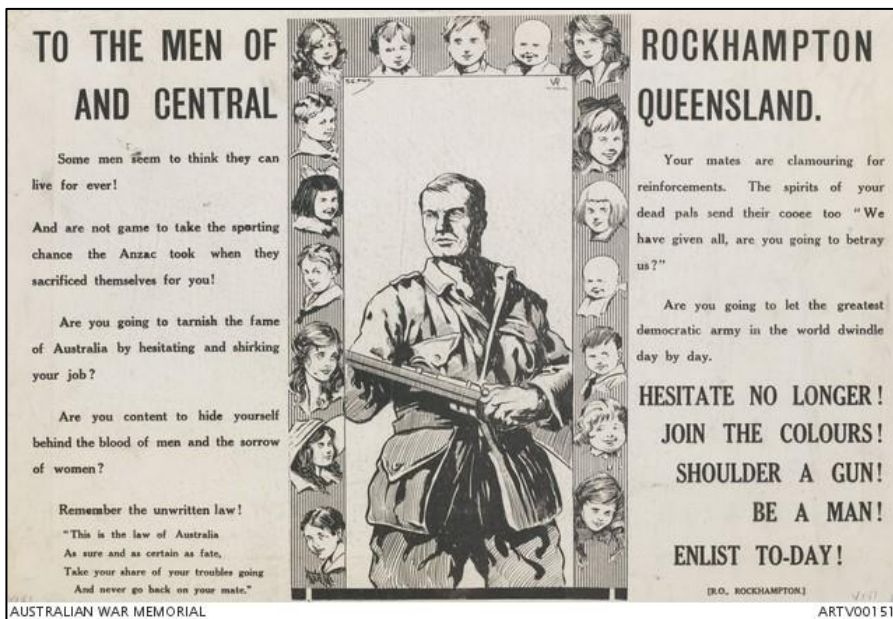
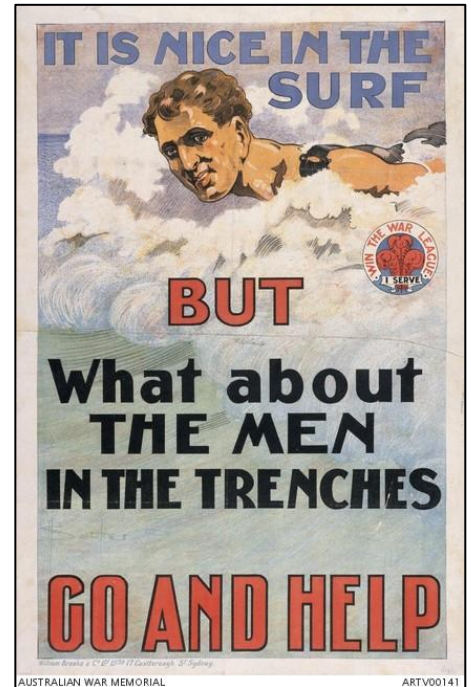


Research: Propaganda, Marketing and Conscription

Setting the Scene

The number of men volunteering to enlist at the beginning of the war was so great that many were turned away. By 1916, however, the Australian Imperial Force (AIF) needed reinforcements and the number of men enlisting had decreased significantly.

At the time, military training had been compulsory since 1911 but it did not allow for compulsory overseas service. Two plebiscites aimed at introducing conscription for overseas service were held in 1916 and 1917. The 1917 plebiscite was rephrased so that only single men, widowers and divorcees without dependents between the ages of 20 and 44yrs would be conscripted. Both plebiscites were defeated with the defeat of the second closing the issue for the remainder of the war. With the plebiscites being defeated, the government was relying on posters and marketing campaigns to boost the dwindling enlistment numbers.



Introduction and Engagement

Using the image of the call to enlist posters together with the introductory and background information, have a class discussion about the seriousness of the posters and what they present and what feelings they encourage. You may also want to assess your student's prior knowledge and ask them what other things may have featured on the posters and why e.g. women being encouraged to send men to war, mateship, guilt etc.

Research

Research the conscription debate during World War I and then answer the following questions.

After viewing and discussing the stimulus with the group ask your students to answer the following questions. These questions could be answered as a class, in small groups or individually. This activity could be conducted as a guided research task where students use the questions to direct and assist their research on the topic.

Q1

Based on the call to enlist posters, which poster do you think would have been the most effective and why?

Students should identify a poster they feel would have been the most effective for the times. Individual answers will vary but should include items such as imagery, language, overall design and what Australian society and culture was like at that time.

Q2

Do you think that the censorship of information from the Western Front increased as a result of the enlistment numbers? Why/why not?

Answers will vary but they should include an analysis of the marketing material in addition to the background information provided at the beginning of the activity.



Q3

The topic of Conscription was fiercely debated from both sides due to political and socioeconomic factors. The topic continues to be debated till this day.

List 5 reasons for and against conscription. The reasons should also reflect the time period between 1915-1945.

Answers will vary as students will be taking into consideration a variety of topics ranging from political to socio-economic considerations. Students answers should also reflect the period between 1915-1945.

For	Against
<ol style="list-style-type: none"> 1. Duty for England 2. Fear for Australia's safety 3. Outrage at Germany's attack 4. Australia's reputation 5. Following the path of other countries such as Great Britain, Canada and New Zealand. 6. Men required for the front 	<ol style="list-style-type: none"> 1. Effect on morale and ability to fight cohesively on the front line 2. Fear of jobs being taken over by women or foreign labour causing wages to fall and worsening work conditions 3. Unjust to send someone else to their death in addition to rising casualties 4. Fairness of Draft policies 5. Costs too much to train soldiers who don't want to be there.

Q4

If conscription was passed, how would this have impacted Australia from 1917- 1945?

Answers will vary but should include factors relating to political and socioeconomical factors in line with the period from 1917- 1945. This could involve factors relating to the war-effort or back at home either during or post-war. Students could reflect on items such as women in the Workforce, Casualties, effect on the health system, social aspects such as the impact on young families, economic and workforce factors.

Activity Closure

In closing, have a discussion on the effects of propaganda, marketing and conscription to greater society. This could include a discussion around how veteran's returning home may have felt about the propaganda, marketing and conscription. Discuss how these ideas may have influenced future events from 1918-1949.



Research: Internment Camps, Immigration and the effects of WWI on the German Australian Community

Setting the Scene

Prior to WWI, German settlers migrated to Australia as early as the 1850's due to the rising nationalist movement in Germany. The most common areas of German settlements included Western Australia, the Barossa Valley in South Australia, the Riverina in New South Wales and South East Queensland. They predominantly started wheat and dairy farms as well as establishing wineries. In 1914, the German community was well-liked and had their own schools, churches, music, food and in some cases place names. However, the growing hostilities overseas and the commencement of WWI changed this once well-liked community to a community that was now facing growing hostility and animosity.

The image to the right is a picture taken of the German internees at Berrima who were interned in Berrima Gaol. Almost 7,000 people were interned during WWI across Australia which included:

- Staff of Merchant Ships and other vessels caught in Australian ports
- Naturalised British subjects who were born in enemy countries such as Germany
- Naturalised and native-born Australians of German descent
- Staff of German companies who were temporarily living in Australia.

The internees were interned in Camps all over Australia with the biggest being Holsworthy in New South Wales.



Introduction and Engagement

Use the image of the German internees at Berrima and the introductory information to start a class discussion to get students engaged in the topic. You may wish to share additional information or relate the idea of internment camps back to more recent events in history.

Research Research internment camps of World War I and then answer the following questions.

After viewing and discussing the stimulus with the group, ask your students to conduct some research into internment camps of WWI and then answer the following questions. This activity could be completed in pairs or individually.

Q1 What do you think motivated Australia to isolate or imprison those of German descent during WWI?

Answers should include the following:

- National security fears especially for German sailors who had just arrived in Australia off the cargo ships.
- Fears that they might return to Germany to fight against Australians.

Q2 What happened to the camps and internees at the end of WWI?

Answers should include the following:

- The internment camps were closed.
- Internees were deported to Germany regardless of their birth country. Some internees waited until 1920 to be deported.
- 1,000 people appealed to stay in Australia and only 306 appeals were granted. Most of these were from Holsworthy Camp and had wives, children or other dependents in Australia. These 306 were released and allowed to return to their homes and dependents.



Q3

How did WWI and other events prior to 1918 effect Australia's immigration policy at the end of the war?

Answers should include the following:

- Stronger focus on the preservation of the White Australia Policy.
- Stronger focus on British immigration.
- Focus on the 'right' type of men and immigration into rural areas as opposed to cities.
- Implementation of the Aliens Registration Act 1920 which monitored suspected aliens to be arrested without a warrant and the collection of suspects' fingerprints.
- During 1918 and 1919 almost 150 naturalisation certificates were cancelled most of these were internees.
- The Nationality Act 1920 granted the Governor General absolute discretion over naturalisation. It also allowed for the revocation of the citizenship of naturalised British subjects and people whose mother or father were naturalised without appeal.
- The Immigration Act 1920 did not allow people suffering from psychological conditions entry as it was seen to keep Australia pure, physically and mentally. This policy also allowed migrants to be restricted or refused based on their ideals. Germans, Austrian-Germans, Bulgarians, Hungarians and Turkish were also excluded for 5 years.

Q4

The internment camp of Berrima was the Berrima Old Gaol. Google Berrima Old Gaol and look at what it looks like now using google street and satellite views. Compare these views with old pictures of the Berrima Internment Camp then write a description of what you think it may have looked like in 1917. Include your research into living conditions experienced by internees and service personnel in your answer.

Answers should include the following:

- Description of site including the high concrete walls with no/limited gardens and grass.
- Daily life was structured around morning roll call and evening roll call.
- In Berrima, internees could wander within a two-mile radius of the Gaol but were locked up in the evening. This provided internees with the opportunity to use the river for activities such as: swimming, fishing and boating. This wasn't the case in all internment camps.
- Internees often built camp facilities such as huts and clubhouses
- Internees also built other items such as vegetable gardens. They sold the vegetables to the camp kitchen and occasionally in the local community.
- They created theatrical and musical performances including building a stage platform.
- Internees also baked German-style pies, cakes and pastries which they then sold.



Q5 How did these internment camps benefit the local community?

The below answers are based on benefits experienced at Berrima:

- *The local population increased and, in some cases, doubled.*
- *Country towns began to prosper economically as the internees purchased items from local stores such as bread, meat and other items.*
- *The townspeople-built relationships with the internees as some could speak English and internees offered to assist the community.*
- *Families of the internees also rented houses in the local towns.*
- *In Berrima, visitors started travelling to the local community as word spread about the internees. This caused vandalism and antagonism. A large high wire fence was then constructed cordoning off 20 acres to provide more privacy and protection for the internees.*

Q6 Research two internment camps that existed during WWI and then compare the living conditions and treatment at each of these camps.

Answers will vary depending on the internment camp the students have selected. Answers should include items such as housing, facilities, spare time, ability to leave the camp, food and provisions in addition to general treatment. There are some records of overcrowding, malnourishment/ rations, working camp arrangements and different social activities including newsletters, theatre, music and art.

Q7 How did the outbreak of WWI effect the German Australian Communities?

Answers to include some of the following:

- *Food was renamed*
- *Schools were closed*
- *Churches were closed*
- *Place names were changed to British ones*
- *People changed their names to less German sounding ones*
- *Fractured families as some family members were sent to camps and deported at the end of the war.*

Activity Closure

In closing, discuss some of the effects that internment camps and WWI has had on Australia. This could include immigration, trade and other foreign policies. You could also discuss the social and economic impacts of internment camps both short and long term. If you are using this activity as a starting point to discuss Australia's foreign and immigration policies between 1918-1949, ensure you prepare your students for your follow-on or extension activity.



Research: The Achievements of William 'Billy' Hughes

Setting the Scene

The image to the right features William 'Billy' Hughes amongst some Australian Soldiers. William 'Billy' Hughes was Australia's Prime Minister at the end of the war and one of the longest serving Australian politicians. Hughes was opposed to the adoption of American President's Woodrow Wilson's principles for peace negotiations known as the 'Fourteen Points'.

Hughes played a significant role in the 1919 Paris Peace Conference. He overcame Wilson's objections to ensure Australia had independent membership of the League of Nations. He was one of the strongest voices arguing that Germany must pay for the costs of the war and pressed for Australian control over former German Territory in New Guinea.

When the American President reminded Hughes that he represented only 5 million Australians, Hughes responded, 'I speak for 60,000 dead!'



AUSTRALIAN WAR MEMORIAL

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Research

Research the life and achievements of William 'Billy' Hughes and then answer the following questions.

After viewing and discussing the stimulus with the class, ask your students to conduct some research into William 'Billy' Hughes and then answer the following questions. This activity could be completed in pairs or individually.

Q1 Do you think that Prime Minister Hughes involvement in the Paris Peace Conference changed the perceptions of Australia as a nation and in what way?

Answers will vary but should include items such as:

- *Australia was an individual entity separate from Great Britain*
- *It led to Australia being a member of the League of Nations*
- *WWI was seen as the birth of a nation and Prime Minister Hughes contributed to this.*
- *Fostered deeper engagement with the rest of the world by being involved in foreign affairs.*
- *Introduced Australia into the realm of foreign and diplomatic affairs.*

Q2 List 5 of William 'Billy' Hughes achievements and explain what their impact was on greater Australian Society.

- *Setup the Australian Metals Exchange removed the German influence and grew the Australian metals industry.*
- *Sugar, Wheat, Wool and Meat were also regulated.*
- *Setup advisory council of science and industry.*
- *Fought for the right to talk on behalf of Australia at an allied conference in Paris to determine economic policies towards Germany- The first participation of Australia at an international conference.*
- *Fought to be a part of the treaty of Versailles and was known for his unorthodox but effective method of getting his point across*
- *Pushed for Australia to have independent membership in the League of Nations*
- *Holds the record for the longest-running continuous service to parliament at 58 years in state and federal politics. He is also the 5th longest serving Prime Minister of Australia which provided Australia with stability.*

Q3 William 'Billy' Hughes was given a nickname by ex-servicemen. What was this nickname and why do you think he was given this special nickname?

Answers to include 'Little Digger' as the nickname. Answers should include any of the following reasons:

- *Visited troops on the front line and was passionate about their welfare and reinforcements.*
- *Australian soldiers' Repatriation act of 1917/1918*
- *'Digger' was used as a nickname for egalitarian mateship*



Q4 Do you think that William Hughes should be considered a significant individual in the period 1918-1949? Why/ Why not?

Answers will vary according to students' own perceptions with regards to significant individuals and their own definition of what a significant individual is. Answers should include reasons why this person is significant including how his achievements directly impacted Australia.

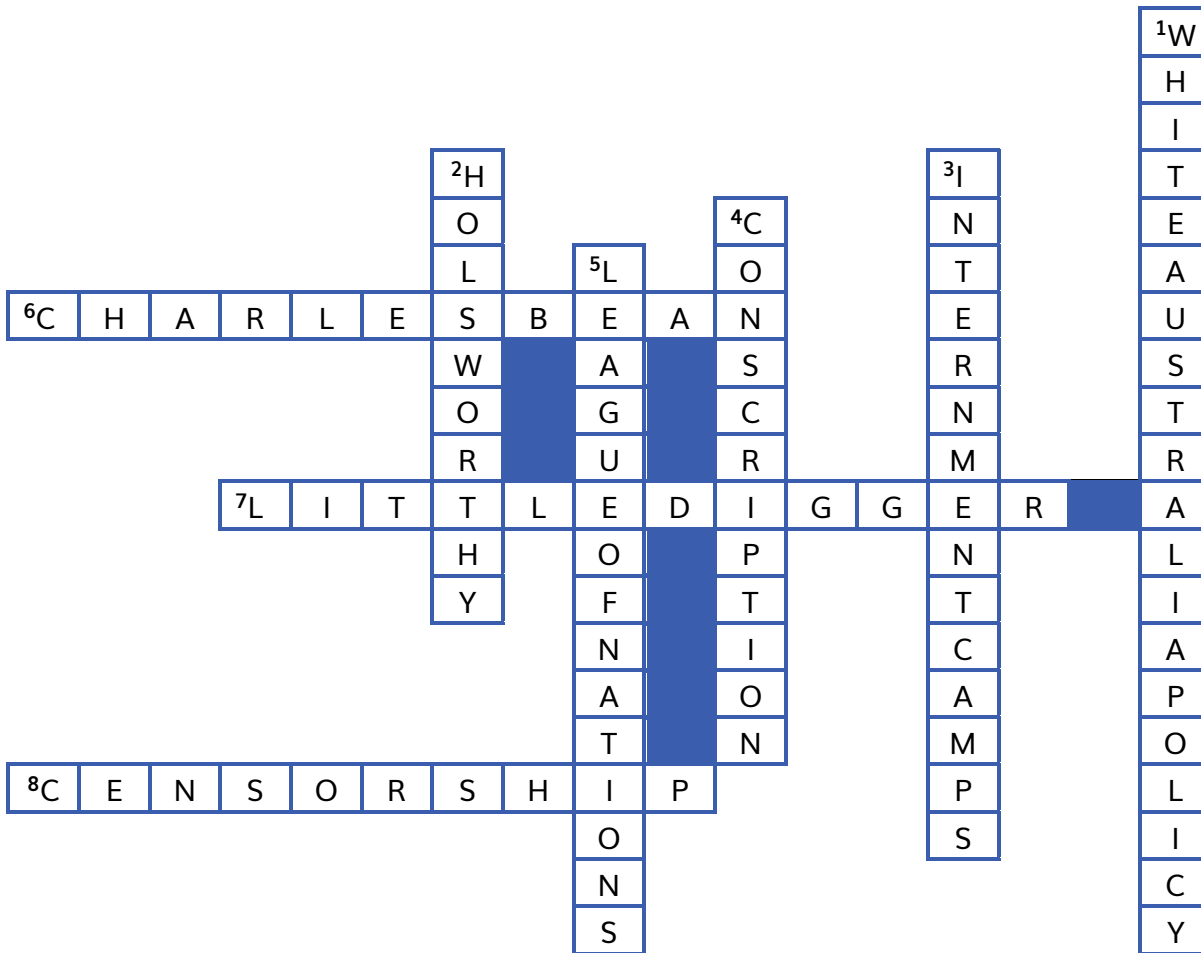
Activity Closure

In closing discuss William 'Billy' Hughes significance in the development of Australia as a nation and in Australian Society. If you are using this activity as an introduction into the role and impact of other significant individuals perhaps introduce the individual that the students will be studying next.



Additional Activities

Crossword Puzzle



Clues

Across

6. The name of Australia's first official War Correspondent
7. Nickname given to William 'Billy' Hughes by Australian Soldiers
8. The suppression of information that is considered politically unacceptable, a threat to security or sensitive in nature.

Down

2. The biggest Internment Camp in Australia during WWI.
3. German Australians and other German Nationals were forced to live here during WWI in Australia
4. Referendums were held about this fiercely debated topic during WWI.
5. William Hughes pushed for Australia to have independent membership into this after WWI



Word Search

L	I	T	T	L	E	D	I	G	G	E	R	Z	W	I
F	E	C	E	N	C	U	P	T	I	O	N	A	H	N
O	P	A	C	O	N	T	W	A	N	C	N	E	I	T
R	O	L	G	N	I	Y	T	O	E	O	Y	I	T	E
E	A	L	Y	U	B	E	U	N	I	N	Y	M	E	R
I	H	T	I	O	E	G	S	R	P	S	H	M	A	N
G	P	O	H	O	R	O	W	O	R	C	T	I	U	M
N	D	E	N	L	R	I	F	L	O	R	R	G	S	E
P	W	N	E	S	I	S	L	N	P	I	O	R	T	N
O	G	L	H	T	M	T	U	T	A	P	W	A	R	T
L	N	I	D	W	A	R	A	U	G	T	S	T	A	C
I	P	S	I	C	A	M	C	E	A	I	L	I	L	A
C	A	T	P	R	O	P	A	D	N	O	O	O	I	M
Y	E	A	G	U	E	B	E	R	D	N	H	N	A	P
L	N	A	E	B	S	E	L	R	A	H	C	E	N	S

Word List

Internment Camp

Little Digger

Holsworthy

Duty

Conscription

Immigration

Propaganda

White Australia

Charles Bean

Foreign Policy

Call to Enlist

Berrima



Extension Activities

Activity 1: War Correspondents and Censorship

Research other Australian War Correspondents from WWII. These could include Alan Moorhead, Osmar White, Chester Wilmot, Ernie Pyle and female correspondents such as Adele Shelton-Smith and Dorothy Drain. Explore the conditions they worked in, how their stories were perceived at home and even the differences encountered between the male and female journalists.

The National Library of Australia contains digital archives of some of the news articles written by these War Correspondents. After reading some of these news articles, assess their credibility into the events of the war and compare their credibility to that of Charles Bean's.

To further extend on this topic, look at how reporting and the accessibility of information has changed during and between the period of WWI and WWII. This could include the advancements in technology and socioeconomic changes in Australia between 1918 and 1945.

Activity 2: Propaganda, Marketing and Conscription

To understand conscription further, your students could conduct research into the conscription debate during WWII. As there was no referendum or plebiscite for this decision, students could have a parliamentary debate concerning this topic as it played out in 1942. Keeping in mind that Compulsory Military Training was re-introduced in 1939 where men could serve in Australia and its territories which at that time included Papua New Guinea. In November 1942 John Curtin the Prime Minister of Australia at the time argued that it was necessary to extend compulsory service into the South-West Pacific Area (SWPA). At the time there was very little public opposition. The act passed in February 1943.

This extension activity provides students with the opportunity to extend their knowledge, reflect on the topic and consider changes within Australia from 1918 to 1942.

Activity 3: Internment Camps in WWII

Internment camps were closed in 1920 when the last internees were deported but were re-opened at the commencement of World War II. Internment camps during World War II were different to those in World War I due to their larger populations, different demographics and socioeconomic conditions at the time.

Students could research internment camps in WWII and compare them to those in WWI. Some items that could be compared include the demographics of the internees, facilities, housing, spare time, food, general provisions and treatment. After conducting the research, students could then compare internment camps in



WWII with those of WWI using a table or Venn diagram. Students should also consider the similarities in conditions. Conclude this activity by having a class discussion about the similarities and differences. In this discussion you could discuss the socioeconomic factors that have occurred over the last 20 years and how they might have contributed to these differences.

Activity 4: William 'Billy' Hughes

In this extension activity, students will storyboard the life of William 'Billy' Hughes the Little Digger. To storyboard William Hughes life students will put post-it notes up of significant events, achievements and other noteworthy items they discover under specific headings. Headings can be placed as column headers on a wall and students could use post-its or pieces of card/paper which are then placed under their relevant headers. Instead of using a wall/whiteboard, set up a digital board and ask students to type their answers in. There are a few software products available that could be used, or you could set it up on your smart board.

To start this activity, divide the class into 6 groups with each group having a different colour post it or card/paper. If you have a large class, you may consider separating you class into 11 small groups and then spread your groups so that one group is looking after each category. For example, in the early life prior to 1884 you could have 3 groups separated across headings categories. Provide each group with the same timeframe to work through each of the headings. This could be as little or as much as you like. Groups are only allowed to place items on the storyboard that have not been added by a previous group.

The below are some suggested headings and subheadings for this activity.

- Early life prior to 1884
 - Education
 - Career
 - Family
- First years in Australia
 - Queensland
 - New South Wales
- Early political career post 1890- 1915
- Prime Minister 1915-1923
 - During WWI
 - Post WWI
- Career after 1923
- Personal and family life in Australia

Suggested layout for how the heading and categories would be displayed on the board/wall.



Early life prior to 1884

Education

Student cards go here

Career

Student Cards go here

Family

Student cards go here

Reflect on the classes storyboard and think about William Hughes as a person and his achievements. Have a class discussion around whether he should be considered a significant person in history. Students should reflect on the storyboard of his life and the significant items that they have identified. The importance of this activity is for students to analytically look at an individual's life and determine if they should be considered a significant individual in history.



Tip

Turn this activity into a game where the group with the most cards on the board wins a prize. This can be easily done by each group using a different colour and then counting the number of cards in each colour.

Supplementary Activities

Contact your local RSL Sub Branch and organise a visit from a veteran. A veteran visiting the classroom can provide a different perspective to events and key topics.

