World War 1
The Future of the Past – Middle Years
Activity Sheet No. 1:
Key terms and meanings

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANZAC</td>
<td>Australian and New Zealand Army Corps.</td>
</tr>
<tr>
<td>Armistice</td>
<td>A truce, stopping of hostilities by agreement, the end of the war.</td>
</tr>
<tr>
<td>Artillery</td>
<td>Large calibre guns mounted on wheels and used during war; a unit of the army that uses these guns.</td>
</tr>
<tr>
<td>Battalion</td>
<td>A large body of troops ready for battle. This word is used to describe an infantry unit that forms part of a brigade.</td>
</tr>
<tr>
<td>Battle Honours</td>
<td>When service men and women undertook deeds of great courage and a battle resulted in important progress. Battle Honours were awarded in recognition of this contribution and achievements. It was awarded by the King of England during World War I.</td>
</tr>
<tr>
<td>Bravery</td>
<td>You are able to face danger or pain.</td>
</tr>
<tr>
<td>Brigade</td>
<td>A subdivision of an army; an infantry unit usually with 3 battalions, though the Australian brigades had 4 battalions each during World War I.</td>
</tr>
<tr>
<td>British Empire</td>
<td>A large group of countries throughout the world that Britain controlled for economic, strategic and territorial reasons. Initially Britain governed them but, like Australia, they were gradually achieving self-government and more control of their own decision-making.</td>
</tr>
<tr>
<td>Casualties</td>
<td>The people killed or injured during a war.</td>
</tr>
<tr>
<td>Commemoration</td>
<td>A service or ceremony to remember a person, place or event.</td>
</tr>
<tr>
<td>Corps</td>
<td>A main subdivision of an army when fighting in the field. There are usually two or more divisions involved.</td>
</tr>
<tr>
<td>Courage</td>
<td>The ability to not take notice of fear, to be brave.</td>
</tr>
<tr>
<td>Crypt</td>
<td>An underground room often used as a place of burial. Often found in churches, temples, pyramids.</td>
</tr>
<tr>
<td>Defence</td>
<td>The act of protecting against attack for example, during a war.</td>
</tr>
<tr>
<td>Division</td>
<td>A group of army Brigades. In Australia during World War I each Division was made up of three infantry Brigades.</td>
</tr>
<tr>
<td>Ensign</td>
<td>A flag used by a military unit such as the Army, Navy or Air Force.</td>
</tr>
<tr>
<td>Federation</td>
<td>The joining together of separate colonies to become one nation. On 1 January 1901 Australia became a federation of its six former colonies that became known as states.</td>
</tr>
</tbody>
</table>
Fortified towns were common during the Middle Ages in Europe and around parts of the Mediterranean. A fortified town built a high stone wall around its perimeter or border to protect it against possible invasion.

A person who does something courageous especially during a time of danger.

The study of the past, its people and events.

Something that belongs to or is associated with an empire.

Soldiers who march and fight on foot.

Words written on a monument. For example, in the Entry courtyard at the Shrine of Remembrance you will see the inscription, ‘Lest we forget’ on one of the walls.

A group of volunteers who provide a range of support services to the partners and families of deceased service men and women. Legacy is uniquely Australian and was formed in 1923 by ex-service men and women.

A solemn poem that usually rhymes and is written as a speech or address in praise of something or someone.

Defence forces are involved in defensive and offensive fighting. Defensive attacks are designed to make the attacker turn away from their target. Offensive fighting is when a military unit takes the initiative and attacks first to surprise and hopefully overtake their enemy.

Love of your country or nation. A patriot is someone who is ready to support or defend their country.

Helping countries when there is a conflict to resolve and to help them restore the health and well-being of their country. Australia has been involved in many peacekeeping activities since 1947 in countries such as East Timor and Rwanda.

A tablet on a memorial or building. It is usually placed there in commemoration of a person or event.

A shortened or simplified history. When you are at the Shrine of Remembrance you will see plaques, symbols and objects that remind you of some of the events that happened during World War 1. They are potted because they only name the event. They do not give you all the detail explaining what happened and why.

These flags or banners are used to identify individual military units. The colours were often presented to the unit on behalf of the king or queen of Britain.

The light that enters the Shrine of Remembrance through two openings in the roof. This light crosses the Stone of Remembrance on 11 November every year and shines on the word, ‘Love’ at 11.00am.

A permanent unit of an army. It is usually commanded by a colonel.

An act of remembering or recollecting.

To give up something important for something else which you consider to be more important. For example, a service man or woman may sacrifice their life in Australia for some time to help bring peace and freedom to people living in another place. To be killed in action is the ultimate sacrifice.

The most holy or sacred part of the Shrine of Remembrance. It houses the Stone of Remembrance. In this room you can quietly remember the service and sacrifice of others.

In the defence forces, service means a period when you help by doing work for the good of your country. This could be actual fighting, protecting people and property in danger, as well as people such as nurses, engineers, ambulance drivers who help look after defence personnel in action.

‘The Spirit of ANZAC’ is a text that helps explain the true meaning of ANZAC. It tells us about the type of people these ANZACs were. The Spirit of ANZAC helps others develop the same qualities that these people had at Gallipoli.

This Stone is found in the centre of the Sanctuary. The Stone reminds us that many people have served to protect our freedom and way of life. In many cases they paid the ultimate sacrifice, dying to protect our rights. The Stone reminds us that we should remember them and their service.

A thing (often a logo or design) that represents something else. For example, the Rising Sun is a symbol of the Army, two bird wings represent the Air Force and an anchor and rope are used to represent the Navy. The Australian flag is a symbol of Australia.

A long, usually deep, open ditch dug by troops for protection against enemy fire.

Armed fighting between two or more nations, the period during which this fighting continues.
Activity Sheet No. 2: Abbreviations and acronyms

An abbreviation is a short version of a word. For example, ‘Ave’ for Avenue, ‘Rd’ for Road.

An acronym is a group of capital letters in which each letter stands for another word.

For example, ANZAC is an acronym.

During your visit to the Shrine of Remembrance you will see these abbreviations and acronyms. Find out what each one stands for and write it out in full.

<table>
<thead>
<tr>
<th>Abbreviation or acronym</th>
<th>In Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIF</td>
<td></td>
</tr>
<tr>
<td>AMF</td>
<td></td>
</tr>
<tr>
<td>ANZAC</td>
<td></td>
</tr>
<tr>
<td>Aust</td>
<td></td>
</tr>
<tr>
<td>Btn</td>
<td></td>
</tr>
<tr>
<td>Div</td>
<td></td>
</tr>
<tr>
<td>HMAS</td>
<td></td>
</tr>
<tr>
<td>HQ</td>
<td></td>
</tr>
<tr>
<td>Inf</td>
<td></td>
</tr>
<tr>
<td>RAAF</td>
<td></td>
</tr>
<tr>
<td>RAN</td>
<td></td>
</tr>
<tr>
<td>Regt</td>
<td></td>
</tr>
<tr>
<td>Sqd</td>
<td></td>
</tr>
<tr>
<td>VC</td>
<td></td>
</tr>
</tbody>
</table>

Activity Sheet No. 3: What do you know about World War I?

What do you think of when you hear the word/s:

<table>
<thead>
<tr>
<th>What do you think of when you hear the word/s:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>World War I: What caused it?</td>
<td></td>
</tr>
<tr>
<td>World War I: What were the major events?</td>
<td></td>
</tr>
<tr>
<td>Gallipoli</td>
<td></td>
</tr>
<tr>
<td>ANZAC Day</td>
<td></td>
</tr>
<tr>
<td>Armistice Day</td>
<td></td>
</tr>
<tr>
<td>Remembrance Day</td>
<td></td>
</tr>
<tr>
<td>The ANZACs</td>
<td></td>
</tr>
<tr>
<td>Red poppies</td>
<td></td>
</tr>
<tr>
<td>Last Post</td>
<td></td>
</tr>
<tr>
<td>Flanders Field</td>
<td></td>
</tr>
<tr>
<td>Simpson and his donkey</td>
<td></td>
</tr>
<tr>
<td>Stone of Remembrance</td>
<td></td>
</tr>
<tr>
<td>Sir John Monash</td>
<td></td>
</tr>
<tr>
<td>Service and bravery medals</td>
<td></td>
</tr>
<tr>
<td>The Allies</td>
<td></td>
</tr>
<tr>
<td>The British Empire</td>
<td></td>
</tr>
<tr>
<td>What else do you know about World War I?</td>
<td></td>
</tr>
<tr>
<td>VC</td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 4: Discussion questions

Select questions from the following lists to help with your discussions. Think about other ideas that some of these photographs illustrate that are not suggested by the listed questions.

Analysing the purpose of the photographs:
• Who and what is in each photograph?
• What are the people in each photograph doing?
• When do you think that each photograph was taken?
• Which photographs are action shots and which are posed photographs?
• How can you tell?
• What do you think happened before each photograph was taken?
• What do you think happened after each photograph was taken?
• Why do you think these photographs were taken? What do they tell you?
• Where do you think the photographer stood when the photograph was taken?
• Do you think it might look much different if it was taken from another position?
• Is there anything in any of these photographs that shows humour?
• How do these photographs illustrate a hard life?
• If you looked inside some of the buildings or containers in these photographs, what do you think you would see?
• What are some of the feelings you had as you looked at each photograph?
• If you had to write a caption for each photograph for a newspaper article, what would it be?
• What are some of the things about war that these photographs do not show you?

Putting yourself in the picture:
• Where would you sleep?
• Where would you shelter from extreme heat or the rain?
• How would you keep warm?
• What toilet facilities would you have to use?
• How would you feel if you did not receive any letters from family and friends?
• What would you do if you lost your food rations while on active duty?
• What would you do if you did not like some of your rations?
• Did service men and women always eat ration packs of dried and tinned foods?
• How would you exercise?
• How would you feel having to carry a haversack all day?
• What could you do if you became ill? Where would you be able to receive treatment?
• What might make this difficult for you?
• How would you try to cope with very wet and soggy conditions or a very heavy dust storm?
• Would you have any leisure time?
• What might you do to stay calm during periods of endless gunfire and bombing?

Resource 1: Inscriptions and poetry

Inscriptions:

East Wall:
This monument was erected by a grateful people to the honoured memory of the men and women of Victoria who served the Empire in the Great War of 1914-1918 – Sir John Monash, Australian military commander, World War I.

West Wall:
Let all men know that this is holy ground. This Shrine, established in the hearts of men as on the solid earth, commemorates a people’s fortitude and sacrifice. Ye therefore that come after give remembrance.
- Possibly from a hymn by Simonides of Ceos in honour of 300 Spartans who fell in 480BC

The Spirit of ANZAC
ANZAC is not merely about loss. It is about courage, and endurance, and duty, and love of country, and mateship, and good humour and the survival of a sense of self-worth and decency in the face of dreadful odds.

The Ode
They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.

For the Fallen
With proud thanksgiving, a mother for her children,
England mourns for her dead across the sea.
Flesh of her flesh they were, spirit of her spirit,
Fallen in the cause of the free.

Solemn the drums thrill: Death august and royal
Sings sorrow up into immortal spheres.
There is music in the midst of desolation
And a glory that shines upon our tears.

They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.
Resource 1 (continued): Inscriptions and poetry

They mingle not with their laughing comrades again;
They sit no more at familiar tables at home;
They have no lot in our labour of the day-time;
They sleep beyond England's foam.
But where our desires are and our hopes profound,
Fell as a well-spring that is hidden from sight,
To the innermost heart of their own land they are known
As the stars are known to the Night;
As the stars that shall be bright when we are dust,
Moving in marches upon the heavenly plain,
As the stars that are starry in the time of our darkness,
To the end, to the end they remain.
Laurence Binyon (1869-1943) - Assistant keeper of prints at the British Museum.
This poem was first selected for the unveiling of the London Cenotaph in 1919.

In Flanders Fields
In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.
Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields. - John McCrae, Canadian professor of medicine and medical officer with the first Canadian contingent to serve during World War I. He wrote this poem at the second Battle of Ypres in 1915.

Rudyard Kiplings' Ode
So long as memory, valour and faith endure
Let these stones witness through the years to come,
Resource 2:
What was it like living in a theatre of war?

**FRANCE AND BELGIUM** - Use one set of these photographs in your group. Use the questions listed on Activity Sheet No. 4 to help you understand the meaning and obtain information from looking at these photographs.


- E00138 - Australian soldiers on a duckboard, snow on the ground
- E00939 - Men having their feet attended for ‘trench foot’ after several days fighting in the mud
- E02185 - Making a meal of vegetables from a ruined garden
- EZ0148 - Filling jerrycans from water tank

**Resource 2 (continued):**
What was it like living in a theatre of war?

**THE MIDDLE EAST & GALLIPOLI** - Use one set of these photographs in your group. Use the questions listed on Activity Sheet No. 4 to help you understand the meaning and obtain information from looking at these photographs.


- P00411.001 - Members, Australian Army Nursing Service, Egypt.
- E02851 - Cooking a hot meal near the front line. Daily life during World War I
- A02022 - Lone Pine trench
- B02483 - Camel used to carry wounded soldiers on a stretcher
- P01034.006 - Members, Australian Flying Corps outside bathrooms, Middle-East
- P02198.007 - Members, Australian Army Nursing Service
- P02282.064 - Christmas dinner on shore near the Mediterranean Sea
- P01480.004 - Portable kitchen for the Nurses Mess, Greece
- A05744 - Building trenches, Egypt
- P00620.010 - Camp fires and kitchen near Cairo
- A00087 - Soldiers and tent of waterproof sheets, Egypt
Resource 3:
War impacts on built & natural environments

**Built environments (Europe)** - Use one set of these photographs in your group. Use the questions listed on Activity Sheet No. 4 to help you understand the meaning and obtain information from looking at these photographs.

- **E04612** - Ruins of Ypres, Belgium
- **E02156** - Villers-Bretonneux, Street of damaged houses
- **H02119** - Damaged cathedral, Villers-Bretonneux
- **E02391** - Two days of damage, Villers-Bretonneux

**Natural environments (Europe)**

- **E00707** - Gigantic shell crater at Ypres. Note ruins in background.
- **P0037.042** - Extensive damage to vegetation and landscape infrastructure, Mont St Quentin, France

**Resource 3 (continued):**
War impacts on built & natural environments

**Natural environments (Europe)**

- **H08795** - Passchendaele area
- **P02321.062** - Gueudecourt, France. Abandoned German reserve trench. Note the litter of war.

**Further information** - For more, visit [www.awm.gov.au](http://www.awm.gov.au). Use the Collections database. In the Search box type the code:

- **E02154** Aerial view of Villers-Bretonneux
- **E02152** House remains, Villers-Bretonneux
- **E02157** Church ruins, Villers-Bretonneux
- **E64911** Old aircraft hangars, Villers-Bretonneux
- **E00580** Crater, Belgium
- **P00388.002** Water-filled trench, The Somme, France
- **E00985** Jabber Track and duckboards, Albania Woods near Ypres, Belgium
This text reads:

Just before dawn, on that first Anzac Day 84 years ago, the boats carrying the 1500 men who would make the first landing were moving through darkness towards these shores. All was silent, save for whispers of apprehension & the splash of oars.

Ahead of them, two searchlights briefly pencilled the sky, then disappeared. Still silence. The leading boats touched the beach. The first Anzacs leapt out. A yellow beacon flared to the south and a single shot was heard. Then several more.

And as the boats further out came in, the fire broke upon them from the heights above us. The silence and the waiting were over. And the key, as one of the Anzacs was later to say, ‘was being turned in the lock of hell’.

All the demons of war were let loose as the day wore on. Some men died in the boats and on the beaches - many more in the bitter fighting up on the ridges - through scrub and ravines towards the third ridge. There were the sounds of gunfire and of bombs. And of the screams of combat, of suffering and of death. And occasionally through it all, so we are told, there came the voices of young soldiers singing: “Australia will be there”. And, in at least one instance, ‘This bit of the world belongs to us’.

By the evening, 16,000 men of the Australian and New Zealand Army Corps had landed here; of them some 2000 were dead or seriously wounded. And the Turkish defenders had forced the advance back to the second ridge - from which position, despite some small gains at huge cost, nothing essentially changed over the next eight months.

There are now no living Anzacs who were here on that first day. The last survivor, Ted Matthews, an Australian signaler, died in December 1997. There are only a few remaining of the Anzacs who subsequently served here during the Gallipoli campaign. The last New Zealander, Doug Dibley, a stretcher-bearer, died a little more than fifteen months ago. The fourth last Australian, Frank Isaacs, died in Perth only this month. So few left who experienced - who can personally recall - the long months of stalemate, of attack and counter-attack on pieces of hillside that were given soldiers’ names - Plugge’s Plateau (behind us), Quinn’s Post, MacLaggan’s Ridge, Johnston’s Jolly. Yet the story of those months, and of all that they involve, lives in our national histories and collective memories.

For Anzac is not merely about loss. It is about courage, and endurance, and duty, and love of country, and mateship, and good humour and the survival of a sense of self-worth and decency in the face of dreadful odds. These were qualities and values the pioneers had discovered in themselves in what were, for Europeans, the new lands of Australia and New Zealand. They were tested here & on the ancient battlefields of Europe for the first time in the Great War. They were not found wanting.

This was not the Anzacs’ bloodiest campaign of that war. The casualties in France overwhelmed those of Gallipoli. But it was the first. And it was heroic even in failure. And what makes it unique is that it was here the people of our countries - Australia and New Zealand - found their nationhood. ‘Before the war who ever heard of Anzac,’ said their Commander-in-Chief, the British General Sir Ian Hamilton. ‘Hereafter’, he added, “who will ever forget it?”

The campaign failed, but the men were not defeated. There is a crucial difference. In a triumph of daring and initiative, over 35,000 Anzacs were evacuated during eleven December nights, with barely a casualty. With their boots muffled, the last of them came down from the heights to the beaches on 20 December, and into the boats that took them in darkness and silence back to the wailing ships.

But their dead - our dead - remained behind. Here on the other side of the world from the lands they loved: over 2,700 New Zealanders and over 8,100 Australians. For many who were leaving that was the unbearable tragedy.

In words which I quoted at Ted Matthews’ funeral, one of them wrote:

‘Not only muffled is our tread/To cheat the foe,
We fear to rouse our honoured dead/To hear us go.
Sleep sound, old friends - the keenest smart
Which, more than failure, wounds the heart,
Is thus to leave you - thus to part’.

Yet we are not apart. While this is Turkish land, it has become a sacred site of our nations. And we are united with those young Anzacs who were left here so long ago. Not only while we are here, honouring them and all that they bequeathed us. But also - constantly - in their and our homelands so far away. For there as well as here, their spirit walks abroad. To challenge, to guide and to inspire. As long as they remember. For as long as our nations endure.

No one can express all that this day means to us Australians and New Zealanders. It is, said Australia’s great historian Manning Clark, “about something too deep for words”. But in the stillness of the early dawn, and in the silence that will settle once more along this shoreline, we feel it in the quiet of our hearts. The sense of great sadness. Of loss. Of gratitude. Of honour. Of national identity. Of our past. Of the spirit, the depth, the meaning, the very essence of our nations. And of the human values which those first Anzacs - and those who came after them - embodied and which we, their heirs, must cherish and pass to the future. May they rest with God.”

The words on the wall of the Entry Courtyard of the Visitors’ Centre are as follows:

“You can also download this text at www.gg.gov.au/speeches/textonly/speeches/1999/990425-2.html

Anzac is not merely about loss. It is about courage, and endurance, and duty, and love of country, and mateship, and good humour and the survival of a sense of self-worth and decency in the face of dreadful odds.

The full text from which this quotation was taken was given as Sir William Deane’s Address to the Dawn Service, Anzac Cove on 25 April 1999. Sir William was Governor-General of Australia, 1996 - 2001.
## MY EXCURSION RUBRIC

**EXCURSION DATE:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>The people I worked with are:</th>
</tr>
</thead>
</table>

**TOPIC: “THE FUTURE OF THE PAST.” VALUES EDUCATION/CIVICS AND CITIZENSHIP**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Introduction/ Topic
- **Student(s) properly generate questions and or problems around a topic.**
- **Student(s) generate questions and or problems.**
- **Student(s) require prompts to generate questions and or problems.**
- Questions or problems are teacher generated.

### Conclusions Reached
- **Numerous detailed conclusions are reached from the evidence offered.**
- **Several detailed conclusions are reached from the evidence offered.**
- **Some detailed conclusions are reached from the evidence offered.**
- **A conclusion is made from the evidence offered.**

### Information Gathering
- **Information is gathered from multiple electronic and non-electronic sources and cited properly.**
- **Information is gathered from multiple electronic and non-electronic sources.**
- **Information is gathered from limited electronic and non-electronic sources.**
- **Information is gathered from non-electronic or electronic sources only.**

### Summary Paragraph
- **Well organized, demonstrates logical sequencing and sentence structure.**
- **Well organized, but demonstrates illogical sequencing or sentence structure.**
- **Well organized, but demonstrates illogical sequencing and sentence structure.**
- **Weakly organized.**

### Punctuation, Capitalization, & Spelling
- **Punctuation and capitalization are correct.**
- **There is one error in punctuation and/or capitalization.**
- **There are two or three errors in punctuation and/or capitalization.**
- **There are four or more errors in punctuation and/or capitalization.**

**Teacher Comments:**

**TOTAL**

---

GPO Box 1603 Melbourne 3001
Tel: (03) 9654 8415
Fax: (03) 9662 9411
www.shrine.org.au