

Stage 5 History Mr S. Saunders



Task Number: 2 **Notification Date:** Monday 09/05/22, Week 3 Term 2

Weight: 30% **Due Date:** In class, Monday 23/05/22, Week 5 Term 2

Remembrance In-Class Task

OUTCOMES ASSESSED

- HT5-2- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3- explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-6- uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-8- selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-10- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

TASK DESCRIPTION

TOPIC: **Australians at War**

TASK: **Remembrance**

This task will enable you to put the saying “Lest we forget” into practical action. You will remember and reconstruct part of the life of an individual soldier who served his country in the Great War. This will be done through online primary and secondary sources.

After the War parents, wives and family had almost no understanding of what had happened to the soldiers and what they experienced. If they had died they had no opportunity to grieve properly and for closure as they had no body or grave to visit. Many soldiers had changed dramatically and the families did not understand why. These days many soldiers would not have family here to remember them.

You will remember a soldier by seeing part of their personal life and coming to know them through original documents. They will ‘live again’ for a short time in your life.

TASK INSTRUCTIONS

- You will choose a soldier from this area or you may negotiate another name if you know of someone of significance to you that served in WW1.
- Produce a 300-500 word biography on your soldier, plus appropriate images of battles, memorials etc.
- Attach any **PRIMARY SOURCES** you find about your soldier. These might include enlistment papers, letters or official documents.

Teacher’s signature: _____

Mr S Saunders

Head Teacher’s signature: _____

Ms M Eagles

Deputy Principal’s signature: _____

Mrs A Lawrence

MARKING GUIDELINES

<ul style="list-style-type: none"> • Comprehensively researched and written with demonstrated quality of language use and conventions appropriate to this style of writing. • Uses resources to develop an insightful picture of chosen soldier's involvement in WW1 including descriptions of conditions experienced at different times in the war. • Displays use of multiple data bases to describe individual and group involvement in WW1 battles including locations and actions. • Demonstrated empathy for soldier and their experiences during WW1 within the writing task. 	22-25
<ul style="list-style-type: none"> • Soundly researched and written with good use of language and most grammatical conventions correct. • Demonstrated use of resources to describe individual's involvement in WW1. • Some evidence of use of more than one source of information to develop a picture of individuals and units involvement in part of WW1. • Shows some understanding of conditions and experiences of individual soldier. 	16-21
<ul style="list-style-type: none"> • Demonstrated basic level of research and limited use of correct grammar and writing conventions. • Basic description of individuals involvement in WW1. • Limited evidence of use of varied sources of research. • No evidence of empathy or understanding of experiences or conditions during WW1. 	10-15
<ul style="list-style-type: none"> • Little of no evidence of research, poorly written with little or no evidence of language or grammatical conventions. • Simple description of some elements of individual or war involvement. • No evidence of use of more than one source of information. • No understanding of individual's experiences or experiences displayed in writing. 	5-10
<ul style="list-style-type: none"> • Incomplete Task/Non-serious attempt 	0-5
Task Total	
Task Rank	
Accumulative Rank	

Additional Feedback:

Teacher signature:

Date:

Sources

National Archives of Australia

https://recordsearch.naa.gov.au/SearchNRetrieve/Interface/DetailsReports/SeriesDetail.aspx?series_no=B2455

UNSW ADFA project

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

Australian War Memorial Website

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

Some Notable Australian Soldiers

- **Albert Jacka**
- **Jim Martin**
- **Alfred Shout**
- **Hugo Throssell**
- **Frederick Tubb**

An Australian Soldier of the Great War (1914 to 1918)

Full name:

Service number:

Date and place of birth:

Age (at enlistment):

Next of kin:

Address, education and occupation:

Personal characteristics (height, weight, chest, complexion, eyes, hair, religion, distinctive marks):

What sort of person do you think your soldier was on enlistment? What does his writing style indicate?

Date and place of enlistment:

Unit and rank (battalion, division – these can be used to follow him through the war):

Date of departure from Australia:

Name of Boat:

What places would he have travelled to?

What were the dates of his active service in the field (and where)?

What was his division doing at this time?

What is he likely to have experienced?

Did anything happen to him (e.g. sickness, wounding, killed, AWOL) – give details:

Do you get any indication of his family's feelings? Give details:

Was there anything else special about this soldier? Give details:

Date and cause of death:

Other events that occurred on date of death:

Place and details of burial:

Or Date of return to Australia:

Life after the war:

What are your feelings about this soldier?

EXTENSION ACTIVITY:

Describe one specific thing that would have affected this soldier e.g. a battle, disease, living conditions, trench warfare, and recreation activity:

References (copy and paste web addresses):