



Teacher Resource

Focus Questions

The Story of WWI

1. In pairs, discuss the Story of WWI story and record the main points of the discussion.
2. In which year did WWI start?
3. What event began WWI?
 - a. The death of Queen Victoria
 - b. Germany invading Poland
 - c. The death of Archduke Franz Ferdinand
4. Which country declared war on Serbia?
5. Australia joined the Allies to fight in WWI. True or false?
6. How many Australians fought at Gallipoli?
7. Most of the fighting in WWI happened on the _____ Front.
8. Describe what life was like for soldiers in the trenches.
9. How was technology used to fight the war?
10. What do you understand more clearly since watching the BTN story?

Signing the Armistice

1. Briefly summarise the BTN story.
2. An armistice is an agreement to...
 - a. Enlist more troops
 - b. Delay fighting
 - c. End fighting
3. When was the armistice signed that ended WWI?
4. Where was the armistice signed?
5. What events led to Germany's surrender in 1918?
6. What was the Treaty of Versailles?
7. WWI is also known as...
 - a. The Great War
 - b. The Boer War
 - c. The War of Remembrance
8. Many historians think the treaty played a big part in the rise of Hitler's Germany and the start of World War II. True or false?
9. What questions do you have after watching this story? Discuss as a class.
10. What did you learn watching the BTN story?

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

Australia's Recovery from WWI

1. Who have Polly, Maya and Mackenzie been learning about?
2. When did Australian troops return home after WWI?
3. How many Australian men died in WWI?
4. How many returned wounded or ill?
5. How were soldiers and nurses affected by the war?
6. What happened to Polly's relative?
7. What support did the Government give soldiers and their families?
8. What problems were there with Australia's economy after the war?
9. What programs were there to help returned soldiers find work?
10. What was surprising about this story?



Teacher Resource

World War One

Activity: See, think and wonder

After watching the BTN WWI Special hold a class discussion, using the following as discussion starters:

- What do you THINK about what you saw in the BTN WWI Special?
- What does this video make you WONDER?
- Think of three QUESTIONS you have about the story.
- What did you LEARN from the BTN story?

Activity: Glossary

Students develop a glossary of words about World War One. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words.

ARMISTICE	ENLIST	ALLIED NATIONS
COMMEMORATE	TRIBUTE	VETERAN

Activity: Australia's Involvement in WWI

Students will find out more about World War I and create a snapshot of Australia's involvement in the war. The following questions can be used to help guide students' research.

- Why did Australia become involved in World War I?
- How was Australia involved in the war?
- Which events started and ended World War I?
- Where were Australian troops located? Show on a map.
- What were the major battles in the First World War?
- What was the role of women in World War I?

Students can display their research in using [Wix](#), [Prezi](#) or [Glogster](#)

KEY LEARNING

Students will investigate Australia's involvement in WWI and research the history of their community during WWI.

CURRICULUM

HASS – Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day and National Sorry Day) and the importance of symbols and emblems.

HASS – Year 5 and 6

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

Locate and collect relevant information and data from primary and secondary sources.

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Activity: Your community during WWI

The students in the BTN [Remembrance Day Research](#) story investigated the history of their neighbourhood during World War I. As a class, discuss what the students discovered about their community during the war. Students will research the history of their community during WWI.



Source: [State Library SA](#)

Working in small groups, students research the following:

- What do you know about your community during WWI? How can you find the information? (Consider local historical societies, RSLs, State Libraries, Trove).
- Does your local community have a World War I or II memorial or honour board? Where are they located?
- How does your local community commemorate Remembrance Day?

Discuss ways for students to display their findings. For example, they could create an exhibition of the information they've found and display it in their classroom, a space in the school or in their local community (library, community centre).

Further Investigation

If possible, **arrange an excursion** to your local war memorial. Some students may be able to trace members of their families on local memorials. Encourage students to describe what they can see (e.g. lists of names, dates and symbols). Ask questions during the excursion:

- Why are there lists of names?
- When was the memorial built?
- What do the symbols mean?
- Why did people want to build a war memorial?

Activity: Research and write a tribute

Students will learn about the experiences of a person involved in World War I and write a tribute. They can choose a family member (ask parents or grandparents about family members who were involved), a friend's family member or a person they have read about.

Before students write their tributes, they can watch the following BTN stories to see how other kids in Australia are paying tribute to those who fought in World War I.

- [Australia's Recovery from WWI](#)
- [Remembrance Day Poppies](#)

Students will imagine what life was like for the person they have chosen and write a letter explaining their experiences (including what they are doing, the living conditions and how they feel). Students will use their research findings to support their writing. Include photographs, drawings and or maps.

Students will reflect on their learning during this activity and respond to the following questions.

- How did you feel about this activity?
- How do primary sources (for example photos, letters, diaries and official documents) help you understand what might have happened at a place in time?
- What questions do you have about the topic?

Activity: Images from 11th November 1918

Below are four photographs taken on the 11th of November 1918. Students will look at the images and then respond to the following questions:

- What is happening in the image?
- Where do you think it was taken?
- How do you think they might be feeling?
- Is there a message about war that comes across in the image?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.

After students have responded to the above questions, click on the link for each image to find out exactly what is happening and compare to their responses.



AUSTRALIAN WAR MEMORIAL H1 2324

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL H1 1563

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL H1 2241

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL H1 1500

Source – Australian War Memorial ([link to image](#))

Activity: Poetry

In most ceremonies of remembrance there is a reading of an appropriate poem designed to help the listener understand the experiences of service people and their relatives in wartime. Read the *In Flanders Fields* poem to your class.

Discuss with students:

- How did you feel listening to the poem?
- What words are used in the poem to convey feeling and emotion?
- What images does the poem evoke? Illustrate an aspect of the poem.
- Does the poem rhyme or not?
- Did you notice any patterns in the poem? For example, verses or line structure.

Students will then write their own short poem about Remembrance Day. Make a classroom poetry book using the student's poems.

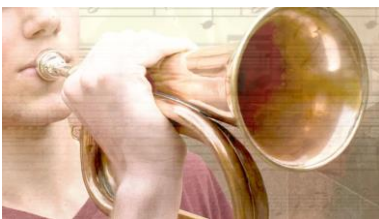
*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place: and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.
We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.
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 (1872–1918)

Activity: Customs and Traditions

Students will investigate the customs and traditions associated with Remembrance Day in Australia. As a class, students will brainstorm a list of customs and traditions that are associated with Remembrance Day. For example, the laying of wreaths, the last post, a period of silence, the rouse, red poppies, the unknown soldier and flags at half-mast. Visit this Army website to learn more about [customs of the Australian Army](#). Students will choose one or more of the following activities.

The Last Post



As a class listen to a recording of the Last Post [Royal Australian Air Force, The Last Post](#)

- How did listening to the Last Post make you feel?
- What does it signify?
- Research its history – why was it used by the military during war?
- How is the Last Post used in ceremonies today?
- How does the timing of the Last Post differ from the Rouse?

Watch ABC Education's [The Going Down of the Sun video](#) as a class and then respond to the Things to think about questions listed on the page.

What is the Last Post? Read about the significance of the bugle call on the [Army website](#).

As a class, watch [BTN's Last Post story](#). Meet Jordan who had a big job to do on Anzac Day playing 'The Last Post' at a commemorative service.

The Rouse



Students will research the significance of the Rouse. Visit the [Australian War Memorial website](#) to learn more about the Rouse and what it symbolises.

As a class find and listen to a recording of the Rouse and then respond to the following:

- How did listening to the Rouse make you feel?
- During Remembrance Day commemorations when is the Rouse sounded?
- Why is it called the “rouse”?
- What is the name of the instrument that is used to play the Rouse? Illustrate.
- What is the historical significance of the Rouse?
- What does the Rouse symbolise?

Red Poppies



Students will find out more about red poppies and what they symbolise.

- Why are red poppies a part of Remembrance Day and ANZAC Day observances?
- What does the red poppy symbolise?
- Where would you see a red poppy on Remembrance Day?
- What is the Roll of Honour?

[How to make a poppy tutorial](#)

Follow BTN’s poppy making tutorial, create a poppy and then create a display/installation in your school.

A period of silence



Students will respond to the following questions:

- Why is a period of silence (usually 1 or 2 minutes) included in Remembrance Day commemorations?
- How did this custom originate? What British king initiated the 2-minute silence?

Visit the [Australian War Memorial website](#) to learn more about the period of silence and what it symbolises.

Useful Websites

- [First World War 1914-18](#) – Australian War Memorial
- [1918: Final Victory and Armistice](#) – Australian War Memorial
- [Researching a First World War Soldier: A step by step guide](#) – Australian War Memorial
- [Australia’s involvement in World War I](#) – Civics and Citizenship Education

- [World War I: Snapshot of Australia at the time of the outbreak](#) – ABC News
- [Life in the Trenches](#) – BTN
- [The Gallipoli Story](#) – BTN
- [WWI Centenary](#) - BTN