

Your Name:

.....

Your Soldier's Name:

.....



*Making Their Mark*



We would like to acknowledge the Dharug & Gundungarra people who are the traditional custodians of the land on which Woodford Academy stands. We would like to pay respect to the Elders both past and present of the Dharug & Gundungarra nations.



**Woodford Academy is a National Trust of N.S.W. property.**

**Front Cover: George Botting - (45<sup>th</sup> Battalion) – seated, and a mate in France**

***Making Their Mark* was chosen as a title for this booklet as it was the habit  
of John McMananey to encourage the boys to  
“Make their mark on history”**

**He allowed the boys to carve their initials into the school desks  
& some of the exposed sandstone on the property**

*Worksheets included may be photocopied for educational purposes*

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# Brief History of Woodford Academy

Evidence has been found in the Blue Mountains of human occupation dating back some 22,000 years. It is thought that the Darug and Gundungarra people used the main ridge for travel, and sites along it most likely as meeting and trading places. In the reserve to the north of the buildings that comprise what is known as the Woodford Academy, is a 10 metre long groove thought to be a 'signpost' or 'songline' that assisted Aboriginal travellers on their journey across the ridge.

Twenty five years after the coming of the British in 1788, pressure to find productive pastures to sustain the expanding colony and form a basis for a staple export industry, led to the successful crossing of the mountains by Gregory Blaxland, William Wentworth and Lawson. The first road across the mountains was constructed in three months in 1814 by William Cox and the first land grants were issued to the west.

In 1831 Woodford was known as 20 Mile Hollow and was renowned for an illegal sly grog shop run by William & Mary James. Eager to regulate everything to do with the spread of settlement, Governor Darling granted former convict Thomas Pembroke two acres of land to establish an inn in 1832. It is believed that the five stone rooms on the south east corner of the present building are the core of Pembroke's 1834 building – thus making it the oldest surviving building in the Blue Mountains. These rooms were to be later used as classrooms when the building was a school.

The building remained an inn until 1868. During that time it changed owners and names several times from *The Woodman* to *The King's Arms* and later, popularly, *Buss's* after the landlord who benefitted from the increased traffic caused by the gold rushes of the 1850's and 1860's. It was William Buss who built the major extension to the west of the original building as well as the dairy wing to the rear. When the railway arrived in 1867, the platform was located opposite the inn and was called Buss's.

Easier access by rail brought many changes to the mountains. Wealthy city dwellers realised the potential of a cool climate summer retreat. In 1868, wealthy Sydney jeweller Alfred Fairfax bought Buss's, and converted it into a private residence that he named *Woodford House*. Fairfax modified the existing building and constructed a dining room abutting the original kitchen. The railway station's name also changed, to Woodford. Fairfax's fortune suffered from some bad investments so he converted *Woodford House* into a boarding house to service the growing tourist market. He sold the property in 1897.

In 1907 distinguished classics scholar and former Rector of Coerwull Academy, Lithgow, John McManamey initially leased then purchased the house to establish a small boarding and day school for boys – *Woodford Academy*. The school operated from 1907 to 1925 and, as a local school from 1930 to 1936. While always small, the school produced many students who utilised their classics education to study medicine and law at university. Fifty four of those former students enlisted to fight in World War I.

John McManamey died in 1946 but the Academy was retained as a family residence until McManamey's sole surviving daughter, Gertrude, bequeathed the property to the National Trust in 1979. The building has been stabilised and is now managed by a committee drawn from the local community. It is regularly open to the public and school groups, continuing a long tradition of hospitality and education.







## *Visiting the Academy*

The Academy is located at 90-95 Great Western Highway, Woodford NSW.

For those who would like to bring a school group to the Academy you may contact the Woodford Academy Management Committee by phone (02) 4758 8743 or email [Woodfordacadmey@gmail.com](mailto:Woodfordacadmey@gmail.com).

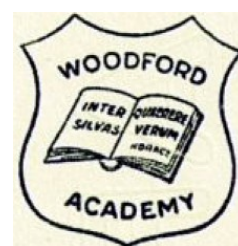
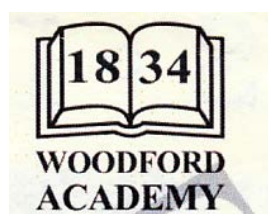
The Academy is open every **third Saturday of the month** 10am – 4pm with changing exhibitions and events.

Museum entry \$6 adults \$4 students (4–16 years)

Teachers are also very welcome to visit the Academy and discuss the education programs being developed.

The Academy is staffed by volunteers so prior notice of a visit to meet a particular person is requested.

'Woodford Academy' is on Facebook

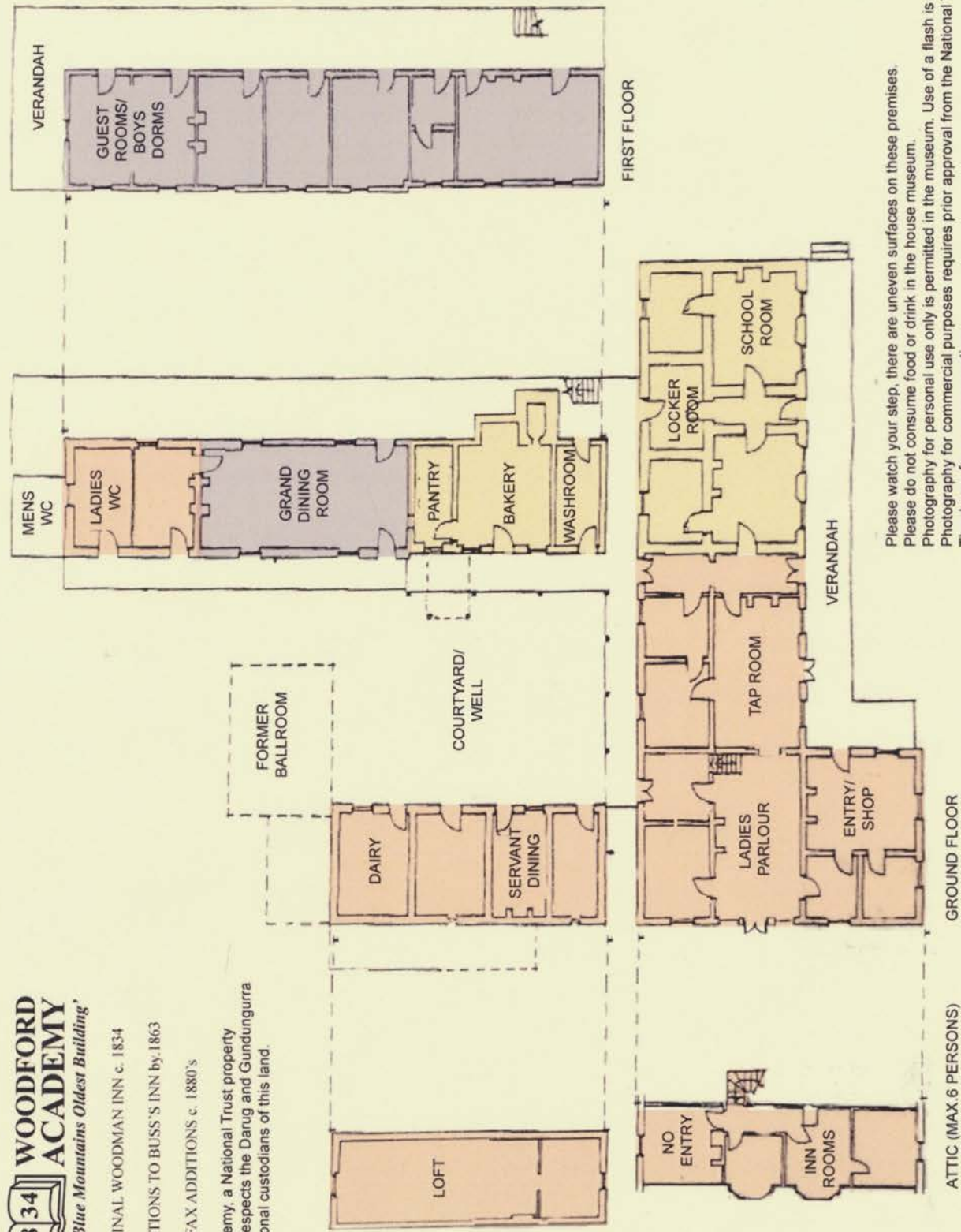




**1834 WOODFORD ACADEMY**  
*'The Blue Mountains Oldest Building'*

- ORIGINAL WOODMAN INN c. 1834
- ADDITIONS TO BUSS'S INN by 1863
- FAIRFAX ADDITIONS c. 1880's

The Woodford Academy, a National Trust property acknowledges and respects the Darug and Gundungurra people as the traditional custodians of this land.



Please watch your step, there are uneven surfaces on these premises.  
Please do not consume food or drink in the house museum.  
Photography for personal use only is permitted in the museum. Use of a flash is prohibited  
Photography for commercial purposes requires prior approval from the National Trust  
Thank you for your cooperation.



# *To Teachers*

The activities contained in this booklet are designed to be used on site and in classrooms across the country.

Any or all of the activities can be downloaded and used by students working in class or researching a soldier, perhaps from their local war memorial

There is an accompanying power point that uses a Woodford Academy student who served and died on Gallipoli.

This power point provides guidance to the use of the Australian War Memorial and National Archives sites.

A set of sources which will be used in hard copy format on site is also included as exemplars of different types of sources that can contribute to an understanding of World War I, its impact on the lives of individuals, communities and the country.

It is hoped that this booklet will be helpful to teachers who have not taught history in this depth before and to students who might be inspired to research further.

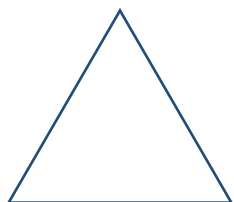


*Photo courtesy of the Australian War Memorial*

*As part of the Centenary of World War I the War memorial is projecting the names of the soldiers from the Roll of honour every night for the next four years. If your soldier appears on the Roll of Honour, having died in the war, you will find the times that his name will be projected on the memorial as part of this commemoration.*

# The World to Woodford in 1914

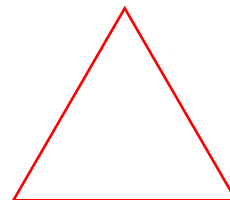
Triple .....



+



Triple.....



+

.....  
.....

## World Issues 1914

Facts	Crises
Biggest army.....	1905.....Solution.....
Best equipped army .....	1907.....Solution.....
Biggest navy .....	1911.....Solution.....
Biggest empire .....	1913.....Solution.....
Biggest industrial output .....	1914.....Solution.....

Schlieffen Plan: .....

## Australia and Woodford in 1914

Australia 1914	Woodford 1914
Population .....	Population .....
Allegiances .....	Churches .....
Army .....	Services .....
Naval .....	School .....
Air Corps .....	Prominent People.....
Strategic Concerns .....	.....



# Where Australians fought



No	Place	Years	Battles
1			
2			
3			
4			
5			

## *Why Australians Fought?*

How many reasons you can think of to explain why so many young men volunteered to go to war.

When you are considering their possible reasons, keep in mind the following points

1. Australia had only become a unified nation 13 years before.
2. Many Australians at the time were either born in the UK, or their parents had.
3. Although independent Australia was still a member of the British Empire.
4. Australians thought Britain would help defend them.
5. The vast majority of Australians had never and would never have a chance to travel.
6. Australia's economy was not as strong as it had been for some parts of society.
7. Australians were told about events in Belgium.

These are a few background facts but do not encompass all the hints for enlistment. See if you can convert the 7 points above into reasons to volunteer and come up with some of your own. Use the remainder of this page to record your ideas and leave space for others' suggestions. Brainstorm – later create a Wordle!

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# Using Sources

Historians use a variety of sources to gather information (evidence) about an event or person they are studying. In looking at these sources they must make judgements about how reliable the source is and how useful it is in supplying them with the information for which they are looking. They keep a check list in their heads to analyse a source accurately.

Origin .....

.....

Motive .....

.....

Audience .....

.....

Content .....

.....

Reliability .....

.....

Usefulness .....

.....

## Types of Sources

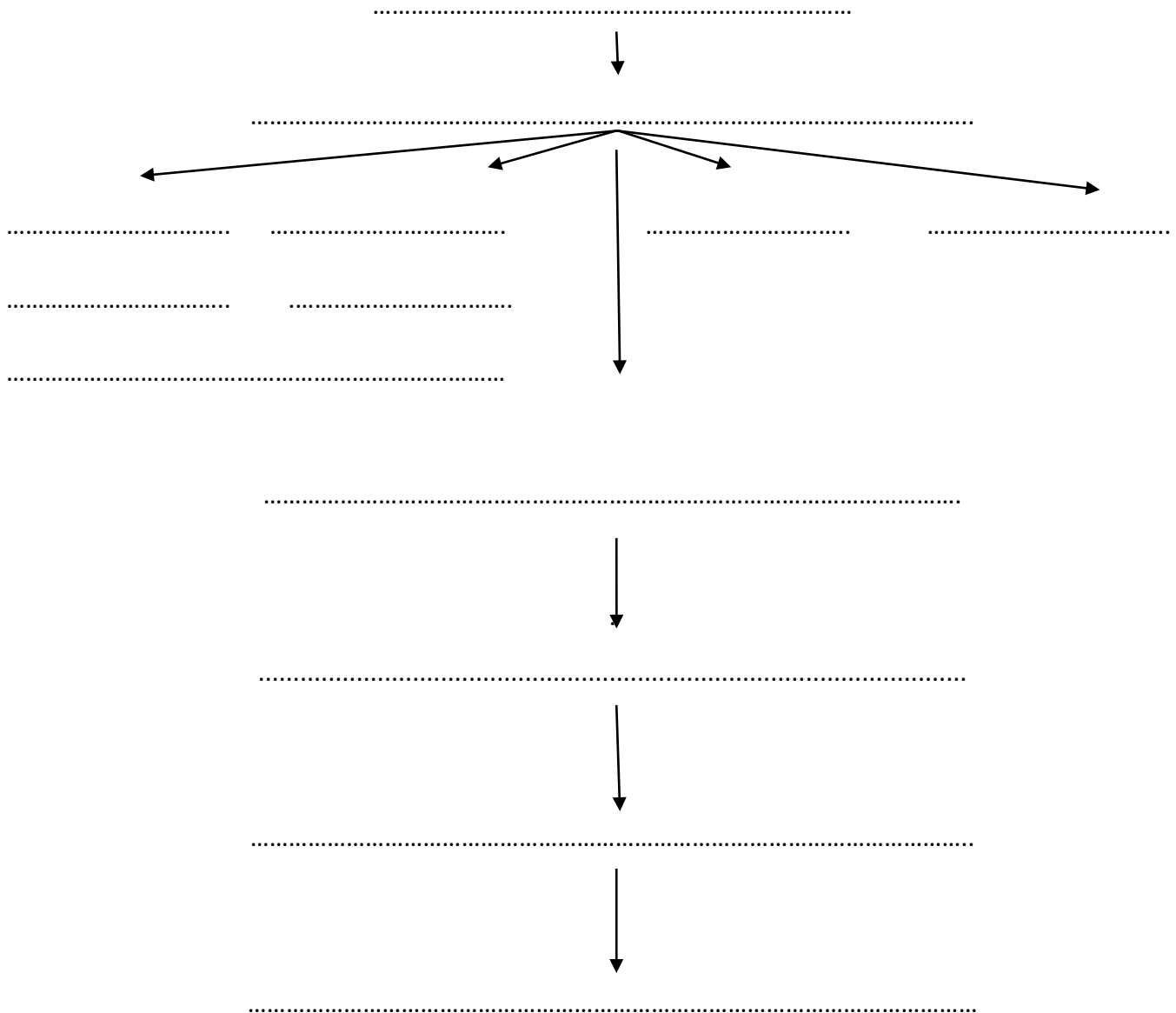
The following are various types of sources used by historians when studying World War I

Written	Visual	Auditory
Speeches	Cartoons	Songs
Memoirs	Posters	
Telegrams	Photographs	
Letters	Postcards	
Diaries	Paintings	
Poems	Film	
Newspapers	Maps	
Other Historian's Views	Graphs	
	Tables	



# Researching

As an historian you are on a quest to find information about people and events. You have a starting point but your search may lead you in many directions. The places where you search are varied, libraries, archives, collections and the web.



Using the



# Internet for Research

As you are aware, the internet has made the finding of information very easy.

There are a few points you need to remember as you search for your soldiers and those campaigns in which they were involved. Remember – computers do not do research – people do it!

- Define your topic and identify the key words.
- Identify potential sources
- Use a logical research process. Start from the known.
- Move to the unknown with searches – remember search engines have advanced search capabilities.
- Collate your information in a logical way – keep a record of the site from which it came – the URL.

## Can you trust the source?

Understand the computer URL. Learn to distinguish between the types of sites so you can better judge their reliability in the context of your research:

.com – purchased domain name, initially for commercial purposes but now could be a private individual

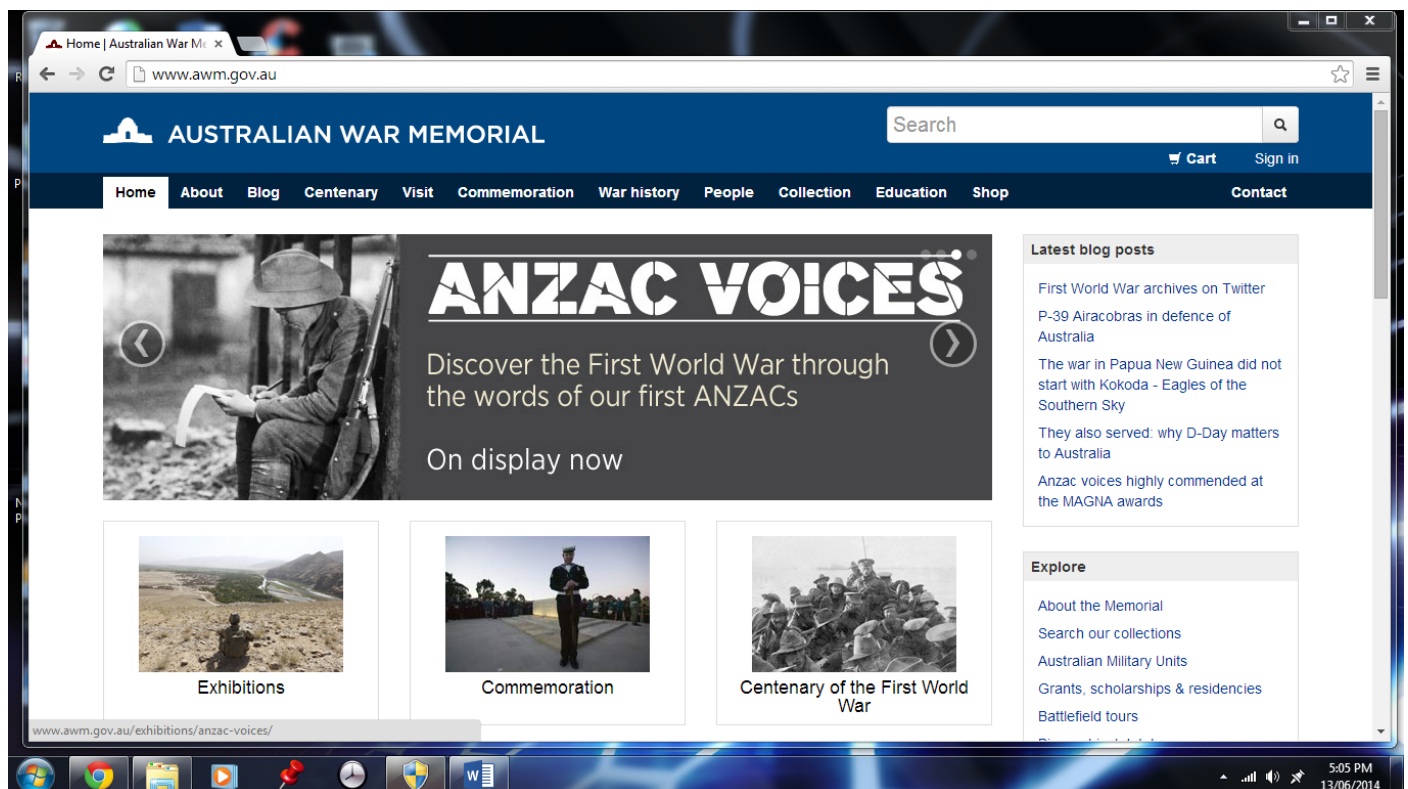
.org – usually community organisations that are not a commercial entity

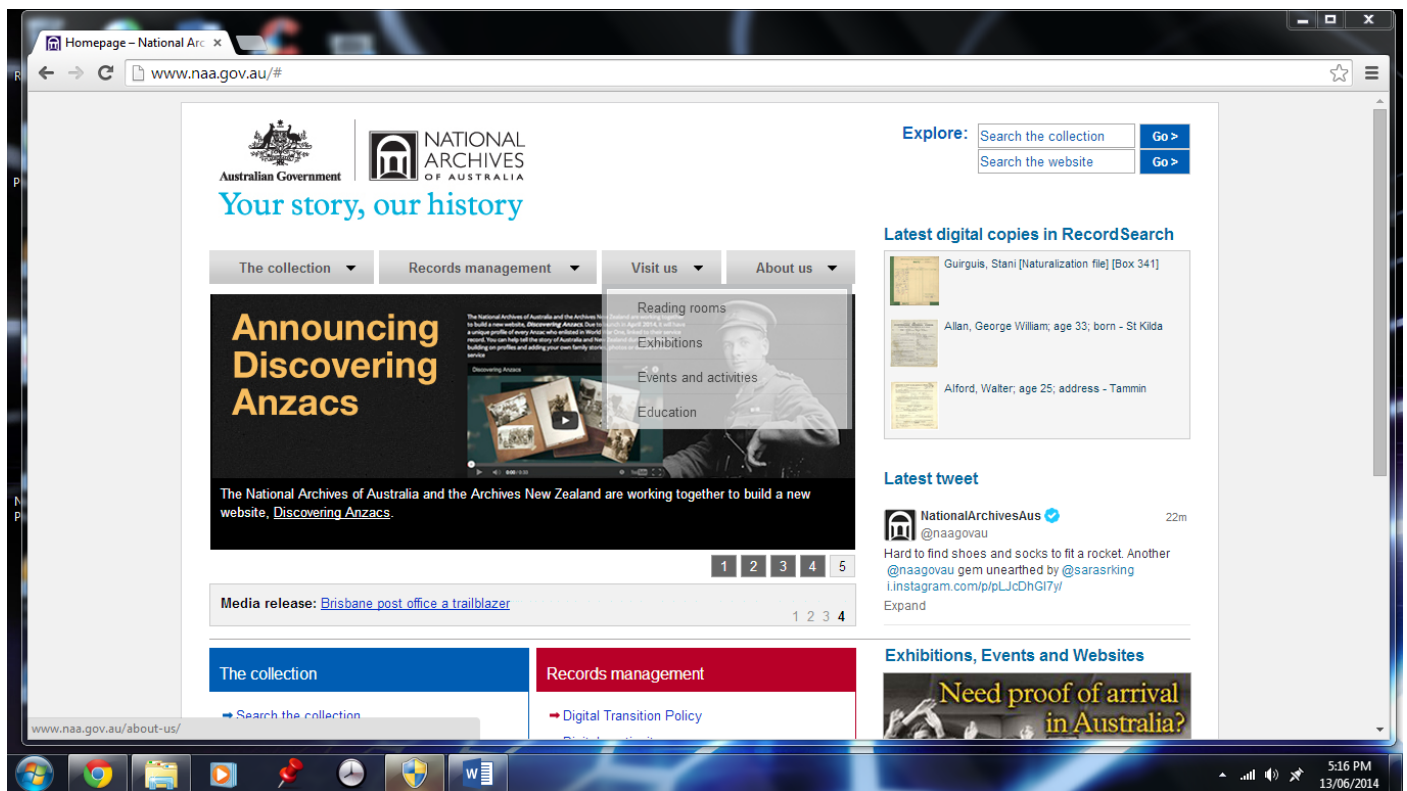
.edu or .ac - schools and universities (Australia & USA – .edu) - (UK & a few Australian sites -.ac)

.gov – government, usually trustworthy but depends on what you are looking for & which government!

.net – an organisation that has dispersed components. This network might be a community group or government agency.

Adapted from Liston, C., 'Documents to Digital – Using the Internet for Historical Research.' *BMACHO Occasional Papers No. 1*, 2012





You will be using the source material provided and the two web sites above to undertake research into your soldiers and his experience of war. The National Curriculum states that you are to study

1. Where and why Australian fought
2. The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.

In the NSW curriculum you are to study

1. Why Australians enlisted
2. The nature of warfare during the Gallipoli campaign
3. Explain the outcome of the Gallipoli campaign
4. A source based study of a specific campaign –eg. France 1916, Belgium 1917, France 1918, Middle East 1916-18
5. A specific event of the war – eg. Battles of Hamel, Fromelles, Somme, Messines, Passchendaele, Beersheba

Your quest is to research your soldier, find out what you can about him and the war he experienced – where he fought and what happened to him.

### Suggested Presentation/Assessment

To create a 4-5 page mock Facebook profile with appropriate layout to show the following

- a personal profile of your soldier
- a timeline that places your soldier into the events of the war
- a profile of a major event in which he took place outlining the conditions in which he fought
- a profile of a specific battle include photographs etc



# Getting Started

The sheets and information provided in this booklet can be utilised both on site at the Woodford Academy or in any school across Australia using local resources and the internet.

## Onsite Program – Day excursion 10am – 2pm

Students undertake four sessions working in pairs on an allocated student from the Academy who enlisted and experienced the campaigns their teachers wish them to study. They rotate through the program.

Session A - will consolidate their understanding of why the war started, why Australians' enlisted and where they fought. As the day progresses this session will also become reflective of the impact of the war on the student/soldiers. Worksheets 1-3 are used in this session. Venue schoolroom at the Academy using traditional methods

Session B - will concentrate on research methods and source analysis. Students will be asked to reflect on the types of sources available, their usefulness and reliability and the limits to what can sometimes be found. Venue taproom in Buss's building using modern technology.

Session C – Using sources that are presented in a hardcopy format. Students will be asked to examine a number of sources and analyse two in depth that will help build their knowledge of their soldier. Venue Ladies' Parlour Buss' building

Session D – the latest technology students will access the War Memorial and National Archives to begin their work on their soldier.

Their research will continue post visit to fulfil course assessment requirements

## Internet Program Australia wide

The same program can be implemented in any classroom in Australia using the soldiers from a local war memorial, church, school, RSL etc. The existence of these memorials link to the impact of the war.

The aim of the program is to engage students directly with an event of world - wide importance through the experience on one person. That connection becomes stronger when the student can put a name and maybe a face to the experience.

Teachers – this can utilised to support or become the vehicle through which you can teach much of this topic developing independent differentiated learning strategies.



1. Callan Park Sydney NSW – built by an indigenous veteran 1931
2. Memorial to 10<sup>th</sup> LH in Perth
3. Roll of Honour –Bacchus Marsh Vic.



# Source Study and Evaluation

1. Name of Source? .....
2. Type of Source? .....
3. From when does it date? .....
4. From where does it originate? .....
5. Why was the source created? .....
6. For whom was it written? .....
7. What does it say? .....

.....

.....

.....

.....

.....

.....

8. Is it reliable in the context of your research? .....

.....

.....

.....

.....

9. Is it useful for your research? .....

.....

.....

.....

.....



# Source Study and Evaluation

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.....

.....

9. Is it useful for your research? .....

.....

.....

.....

.....





# Research Your Soldier



## 1. Academy Records

Full Name: .....

Date of Birth: .....

Religion: .....

Date of Entry (enrolment at school) .....

Parent's Name: .....

Address: .....

Interests: .....

Date of departure (from school) .....

## 2. War Memorial Records

### (a) Nominal Roll Embarkation

Service No: .....

Fighting Unit: .....

Rank: .....

Date of Leaving Australia: .....

Ship's Name: .....

### (b) Nominal Roll Circular

Service Number: .....

Rank: .....

Age: .....

Occupation: .....

Marital Status: .....

Address: .....

Next of Kin (NOK): .....

Religion: .....

Date of Enlistment: .....

Pay Details: .....

*Here is their spirit, in the heart of the land they loved;  
and here we guard the record which they themselves made.*  
CHARLES BEAN, 1948

AWM



site

### (c) Roll of Honour

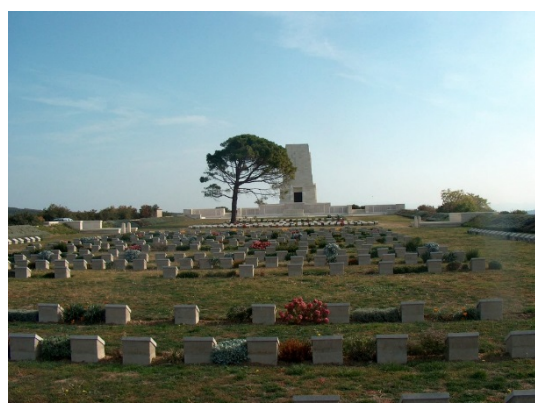
Service Number: .....  
Rank: .....  
Unit: .....  
Date of Death: .....  
Place: .....  
Age: .....  
Place of Association: .....  
Place of Burial: .....  
AWM Wall of Remembrance panel no.: .....

### (d) Roll of Honour Circular

Name: .....  
Unit and Number: .....  
Place of Association: .....  
Birthplace: .....  
Date of Death: .....  
Place where killed or wounded: .....  
Age at Death: .....  
School: .....  
Other Training: .....  
If born in Britain or abroad what age did come to Australia? .....  
Military Service before AIF? .....  
.....

## 3. Commonwealth War Graves Commission

Place of Burial: .....



Lone Pine Cemetery, Gallipoli



Grevillers Cemetery, France

## 4. National Archives of Australia

Name: .....

Number: .....

Name: .....

Unit: .....

Rank: .....

Joined on: .....

Place of Birth Nationality: .....

Age: .....

Occupation: .....

Apprenticeship: .....

Marital Status: .....

NOK: .....

Previous military record: .....

Place where oath taken: .....

### Physical appearance

- Height: .....
- Weight: .....
- Chest Expansion: .....
- Complexion: .....
- Eyes: .....
- Hair: .....
- Scars: .....

Religion: .....

Promotions and Date: .....

Demotions and Date: .....

### Medical Timeline:

[illegible]





# World War I Places

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## World War I - Places

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

# *World War I Places*

Albany

Alexandria

Anzac Cove

Beersheba

Belgium

Broodseinde

Bullecourt

Cairo

Cape Hellas

Damascus

Flanders

France

Fromelles

Messines

Middlesex

Mont St Quentin

New Guinea

Palestine

Passchendaele

Polygon Wood

Pozieres

Somme

Suvla Bay

The Nek

Verdun

Villers Brettoneux

Weymouth

Ypres

Australian soldier writing a letter in the town square, Bapaume, France, March 1917.

(Note: building behind him was blown up by a German bomb with a delayed chemical fuse 26/27<sup>th</sup> March 1917)



AUSTRALIAN WAR MEMORIAL

E00392

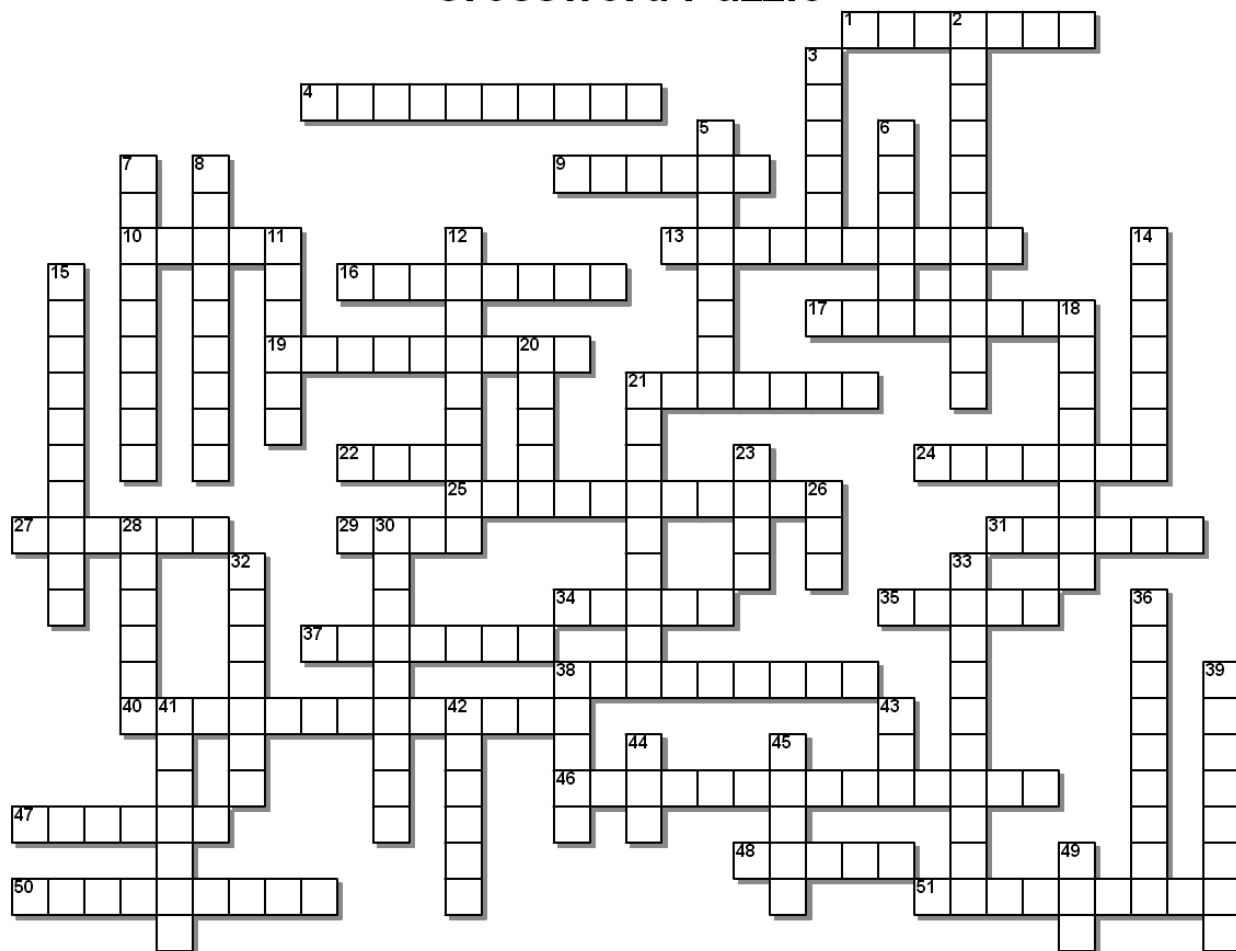
# World War I Crossword

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Crossword Puzzle



# World War I Crossword

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## Crossword Puzzle

### Across:

- 1 the colonies controlled by a great power
- 4 the Australian army was made up entirely of these men
- 9 type of shell
- 10 a major area of fighting in World War I
- 13 area on Gallipoli where British and French troops landed in April 1915
- 16 village in France where Australian saw action in 1916
- 17 town in Belgium that was the centre of fighting in 1917
- 19 country where Australians first saw action in WWI
- 21 lowest rank in cavalry units
- 22 source of local Blue Mountains news during the war
- 24 major power often blamed for the outbreak of the war
- 25 a policy that promoted one's country above all others
- 27 animal that rendered so much service during World War I
- 29 rodents who lived on the battlefields
- 31 most of the Western front lay in this country
- 34 bush call that was used by an Australian recruitment march
- 35 town in Belgium from which Australians left for the fighting in 1917
- 37 name of man who killed the Archduke Franz Ferdinand
- 38 large field guns
- 40 the killing of a political figure
- 46 the dual empire of Central Europe
- 47 country who was a strong supporter of Serbia
- 48 famous 1916 campaign in France
- 50 a major attack on the enemy's positions
- 51 part of an army consisting of 600-1,000 men

### Down:

- 2 the policy that promoted the acquisition of new territory throughout the world
- 3 defensive structure used throughout World War I
- 5 city in Bosnia where Archduke Franz Ferdinand was killed
- 6 these were fired from the big guns
- 7 disease that swept the world at the end of the war
- 8 a French town where a mass grave of Australians and British soldiers was found recently
- 11 site of a battle on Gallipoli
- 12 large sections of the army
- 14 famous artist who designed posters for the Australian government
- 15 a psychological condition caused by conditions endured on the battlefield
- 18 area on Gallipoli where the British were to land in August 1915
- 20 country acted as staging post for Gallipoli and Middle East campaigns
- 21 general name given to the ships that took the men to war
- 23 insects that caused the soldiers much discomfort
- 26 feature of the battlefields in Belgium and France
- 28 country in SE Europe that central to the act that triggered the war
- 30 legal agreements between the major powers
- 32 lowest rank in the army
- 33 means used to convince people to support a policy or action
- 36 site of famous campaign of 1915
- 38 famous World War I acronym
- 39 famous battle on Gallipoli
- 41 a bulge in the front line of battle
- 42 country where Gallipoli is located
- 43 a nickname given to the Germans
- 44 short for a type of injury sustained on the battlefield
- 45 highest rank for field officers
- 49 chemicals used in World War I