



Year 9: The Making of the Modern World

Woodford Academy: Local Context

The Woodford Academy is the oldest complete building in the Blue Mountains of NSW. Between 1907 and 1925 it was a boarding school for boys run by Rector John McManamey, a classics scholar. Fifty four (54) ex-students enlisted to fight in World War I. The volunteers at the Academy are undertaking research on all these young men to develop a program for Year 9 students to complement and enhance their study, understanding and empathy of this major event in world history. In undertaking this program students will also enhance their own research methods.

Making Their Mark on History: Woodford Academy and World War I

OVERVIEW OF PROGRAM

Using an ex-student of Woodford Academy as an example, students will study the significance of World War I on individuals and community in Australia. They will then undertake research into soldiers from their local area.

Looking at the experience of the individual at school and at war to enhance understanding of a major event.

To develop empathy and therefore enhance understanding of the impact of a war on Australians and their communities.

Learning about some of the major engagements of World War I through the experience of one student/soldier.

Enhancing students research skills and the interpretation and analysis of sources.

The content provides opportunities for historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.

These concepts will be investigated within the historical context of the experiences of the student /soldiers of Woodford Academy who will provide the focus for historical inquiries.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way.

Students will use the following KEY INQUIRY QUESTION to answer:

- What was the significance of World War I

This program allows students to develop historical skills through key concepts appropriate to their age and ability

Historical Knowledge and Understanding – Year 9: World War I

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in the world and Australian history.

Historical Skills

- Use chronological sequencing to demonstrate the relationship between events & developments in different periods & places
- Use historical terms and concepts
- Identify & select different kinds of questions about the past to inform historical inquiry
- Evaluate & enhance these questions
- Identify & locate relevant sources, using ICT & other methods
- Identify the origin, purpose & context of primary & secondary sources
- Process & synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability & usefulness of primary & secondary sources
- Identify & analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions & discussions that use evidence from a range of sources that are referenced
- Select & use a range of communication forms (oral, graphic, written) & digital technologies

Key Concepts

- Evidence
- Continuity and change
- Cause and effect
- Perspectives
- Empathy
- Significance
- Contestability

Historical Knowledge and Understanding	Local Context	Student Activities <i>Including pre and post visit</i>	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For Pre and post visit activities</i>
<p>1. Overview of the causes of World War I</p> <p>2. Reasons why men enlisted to fight in the war.</p> <p>3. Places where Australian fought</p> <p>4. Nature of Warfare during World War I</p>	<p>Australia and the Blue Mountains in 1914.</p>	<p>Causes of World War I – <i>pre-visit classroom activities.</i></p> <p>Some sources</p> <p>Brainstorming activity</p> <p>Mapping exercise</p> <p>Nature of trench warfare – Impact of terrain bombardments Impact of machine guns going over the top jam tin bombs periscope rifles</p>	<p>GC:</p> <ul style="list-style-type: none"> • Literacy • Critical and creative thinking, • ethical understanding <ul style="list-style-type: none"> • Literacy • Critical and creative thinking, • ethical understanding <ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> • Literacy • Critical and creative thinking, • ethical understanding 	<p>Alliance Game (PDF)</p> <p>Worksheet 1 (PDF) <i>Making their Mark</i></p> <p>Source 1 Photographs</p> <p>Visual – <i>Crosses</i> (first 7 mins)</p> <p>Sources 2</p> <p>Worksheet 3 – <i>Making Their Mark</i></p> <p>Source2</p> <p>Worksheet – Making their Mark</p> <p>Photographic Sources</p>

<p>5. Gallipoli Campaign <i>(please note – the NSW syllabus also requires students to undertake a study on the following in addition to the Gallipoli campaign</i></p> <ul style="list-style-type: none"> • A specific campaign eg the Western Front or Middle East • A specific event/incident eg Battle of Fromelles 1916 Somme 1916 Bapaume 1917 Bullecourt 1917 Messines 1917 3rd Ypres 1917 Villers Bretonnoux 1918 Battle of Hamel 1918 Battle of Romani Battle of Gaza Allenby and Jerusalem Battle of Meggido <p><i>(schools visiting the Academy will be asked to nominate their additional campaign and they will be given student/soldiers who fought in that campaign and a specific event within that campaign in addition to the Gallipoli soldiers)</i></p>	<p>1. Onsite visit – Academy soldiers</p> <ul style="list-style-type: none"> • NSW students visiting the Academy will have access to the full list of student/soldiers • academy archives • and a four stage program covering research methods • online access to historical records of all the soldiers and the additional areas specified by their teachers for the NSW syllabus. <p>1. Off site activities – for students using this program throughout Australia</p>	<p><i>Pre visit – students research and create a timeline for the Gallipoli campaign</i></p> <p>Students work in pairs are allocated a soldier. Research is undertaken by the students to build a profile of that student/soldier using academy archives and IT sites. The soldier’s service record is then linked to the battles in which they fought. Post visit – students will complete their research which will need to synthesise information from a variety of sources to create a coherent record of their soldiers service.</p> <p>Students research and create a timeline for the Gallipoli campaign</p> <p>Students visit their local war memorial and make a list of soldiers who fought in World War I.</p> <p>Students view the Power point to enhance their research skills specifically directed to WWI enlistees.</p> <p>Students undertake research on their soldier as outlined above.</p>	<p>GC</p> <ul style="list-style-type: none"> • Literacy • Numeracy • It skills • Critical and creative thinking • Personal and social capabilities • Inter cultural • Ethical <p>GC</p> <ul style="list-style-type: none"> • Literacy • Numeracy • It skills • Critical and creative thinking • Personal and social capabilities • Inter cultural • Ethical <p>CCP</p> <p>Aboriginal and Torres Strait Islander histories and cultures</p>	<p>Power point – Making His Mark – Reginald Arthur Lewin – a guide to the online research of a WWI soldier</p> <p>Worksheets from <i>Making Their Mark</i></p> <p>For any students who do not have access to a Gallipoli soldier, the following is a short list of Woodford Academy ex-students and associates who served on Gallipoli</p> <ul style="list-style-type: none"> • Arthur Hannam • Clifford Anning Johnston • Reginald Arthur Lewin • Leslie Walter Mate • Kenneth Letchmere Marriott • James McManamey • Douglas Villiers Stuart
---	--	--	---	---

		<p>Concluding Exercise/ Assessment</p> <p>Students present their research Through means of a mock social media power point that includes a personal profile, timeline of campaigns and service record of their soldier.</p> <p>If time permits – students could present their soldier to their class.</p>	<p>Literacy</p> <p>Critical and creative thinking</p> <p>Personal and social capabilities</p> <p>IT Skills</p>	
--	--	--	--	--