

# TOPIC 22

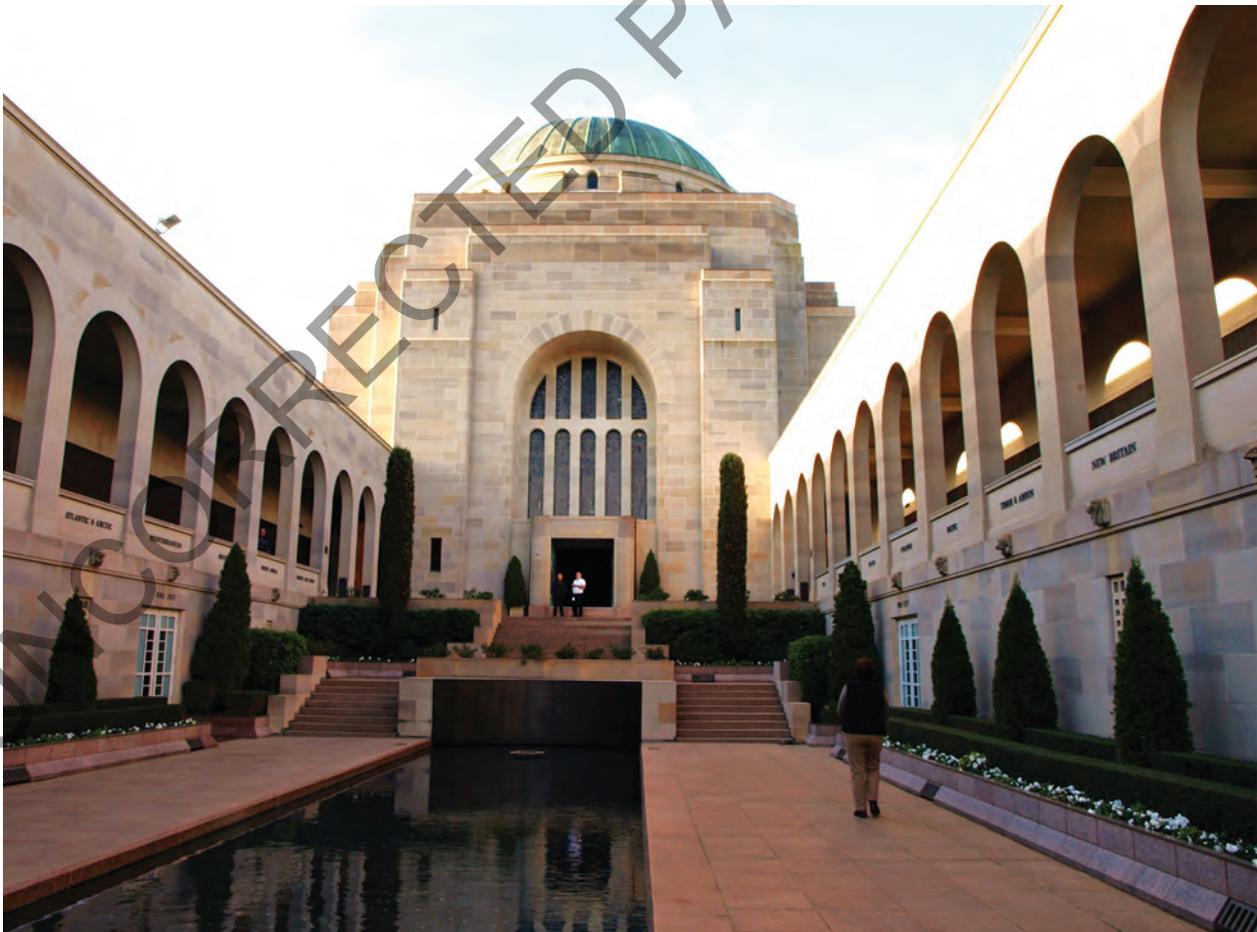
## World War I

### 22.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). They will help you to learn the content and concepts covered in this topic.

#### 22.1.1 Links with our times

The years from 2014 to 2018 mark the centenary of World War I. The Australian War Memorial plays a vital role in the remembrance of war. Its Commemorative Courtyard can be seen on the opposite page. Surrounding the courtyard and seen through its arches is the Roll of Honour. Inscribed in bronze are the names of more than 102 000 Australians who have died in wars since 1885. Tragically, 62 000 of those names are from just one war: World War I.



## Timeline of World War I



### Big questions

1. What were the causes of World War I?
2. Why and how were Australians involved in World War I?
3. Where did Australians fight and what were their experiences?
4. What were the significant events and turning points of the war?
5. How did the war affect the Australian home front and how did it change Australian society?
6. How significant was the war for Australia's international relationships?
7. Why and how do we commemorate World War I?

### Starter questions

1. Why are there World War I memorials all over Australia?
2. What do you think and how do you feel when you visit a war memorial and read the names of the fallen?
3. Why do we commemorate Anzac Day each year in Australia?
4. Can we learn from the past and avoid wars in the future?

World War I was a turning point in Australia's history and learning about it helps us to understand much about our country. It was also a turning point for the world, resulting in death and destruction on a massive scale, the rise of communism, and later of fascism, and the fall of empires. Wars have terrible consequences but they do not simply happen. They can be investigated and understood. If we learn from the past, it might help us to put an end to war in the future.

## INQUIRY SEQUENCE

<b>22.1</b> Overview	511
<b>22.2</b> Examining the evidence	513
<b>22.3</b> What caused the Great War?	516
<b>22.4</b> The world at war	522
<b>22.5</b> Australians in the Great War	525
<b>22.6</b> Gallipoli	528
<b>22.7</b> Gallipoli: the historical debate	533
<b>22.8</b> Trench warfare	535
<b>22.9</b> The Western Front	538
<b>22.10</b> The home front	541
<b>22.11</b> The conscription issue	547
<b>22.12</b> The Eastern Front: collapse and revolution	550
<b>22.13</b> Peace and commemoration	554
<b>22.14</b> The war's impact on Australia's international relations	558
<b>22.15</b> SkillBuilder: Analysing photos	562
<b>22.16</b> Review	563

## 22.2 Examining the evidence

### 22.2.1 How do we know about World War I?

Because of its global scale and impact, there is an enormous range of sources of evidence for World War I. Australia's population during the war years was under 5 million, yet around 60 000 Australians died in active service. As a result, Australia has among the world's most extensive collections of sources from the war.

#### DID YOU KNOW?

World War I (the First World War), at the time called 'the Great War', was sometimes described as 'the War to End All Wars'. However, in almost a century since World War I there has hardly been a time when war was not taking place somewhere in the world. Increasingly the main victims have come to be civilians. As many as 231 million people died in wars and other conflicts during the twentieth century. Since the beginning of this century, many more have died.

#### Written sources

Thousands of books and articles have been written about World War I over the many years since it ended. There are also vast quantities of written primary sources. These include campaign maps, soldiers' military records, letters, diaries, memoirs and propaganda for and against conscription for the war. Many of these sources can now be read on the Australian War Memorial website (see [sources 2 and 3](#)).

## Visual sources

Several countries, including France, Belgium and Britain, have great museums dedicated to World War I. Yet none of these surpasses the outstanding collections of the Australian War Memorial. Its holdings include many thousands of photographs and artworks, weapons, equipment and dioramas depicting specific battles. Many documentary films and several excellent websites are dedicated to the subject.

**Sources 1–4** will give you an idea of the variety of evidence that we have for this conflict.

**SOURCE 1** Australian 2nd Division monument near the town of Peronne in the Somme Valley, northern France



**SOURCE 2** Part of Second Lieutenant C. C. D. St Pinnock's account of the aftermath of fatal charges against Turkish lines by soldiers of the Australian Light Horse at Gallipoli, Turkey, on 7 August 1915. Pinnock himself was killed in action just one year later.

... you can imagine what it was like. Really too awful to write about. All your pals that had been with you for months and months blown and shot out of all recognition. There was no chance whatever of us gaining our point, but the roll call after was the saddest, just fancy only 47 answered their names out of close on 550 men. When I heard what the result was I simply cried like a child.

**SOURCE 3** Part of the World War I military service record of Private Elmer Motter of the 33rd Australian Battalion

Army Form B. 88-11-  
Part II.

**(SERVICE AND CASUALTY FORM Part II).**

Regiment or Corps 33rd Battalion 33rd Battalion Regimental Number 2848

\*Substantive Rank Private Surname MOTTER Christian Names Elmer Eugene

\*Acting Rank \_\_\_\_\_  
(\* To be entered in pencil to facilitate alteration.)

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.	(A) Report		(B)	(C)	(D)	(E)	(F)
	Date	From whom received	Authority of Part II. of Orders	Record of promotions, appointments, reductions, casualties, transfers, postings, etc. All acting as well as substantive promotions to be shown, for method of entry of which see A.C.I. 1914 of 1917. Corps and unit to which transferred and posted to be invariably named.	Place of casualty	Date of promotion, reduction, reversion, casualty, etc.	Remarks, and authorized rank of soldier
		O.C. Tps	A.72 Beltana	Embarked	Sydney	25/1/16	
				Disembarked	D'Port	29/1/17	
	11/3/17	S.Mand	W/O	to Barkhill	England	6/3/17	DO.19/E
	11/3/17	O.C. 36th	W/I	From S.Mand	England	6/3/17	DO.17/E
				Eng En.		26/3/17	
	19/6/17	No.11 Camp		Proceeded overseas to France ex Durrington 11th Camp	S'Hampden	13/6/17	DO.36/E
						30/6/17	
	23/6/17	3rd ADBD		Marched in ex England	Rouelles	23/6/17	
	14/7/17	"		Marched out to unit	"	3/7/17	
	12/7/17	C/O 36th		Taken on strength	Belgium	10/7/17	DO.38/3807
				Pattn			
	19/7/17	G.O.C. 3rd		Wounded in action	"	17/7/17	VL.416
				Dwn			
	19/7/17	C/O 36th		Wounded in action	"	17/7/17	DO.38/4100
				Pattn			
	21/7/17	11th APA		Adm. Crushed by falling dugout trans	"	7/7/17	
				to 2nd A.C.C.S.	"	7/7/17	
	21/7/17	2nd AGCS		Admitted Crushed by falling dugout	"	17/7/17	
				to Amb. Train	"	19/7/17	
	19/7/17	1 S.A.		Admitted Fract. A. Carpus to 5th	"	19/7/17	
				Gen Rpl Com. Report	Abbeville	29/7/17.	
	31/7/17	5th G.D		Admitted crushed hand to Rpl	England	29/7/17	
						31/7/17	
	3/7/17	1st S.A.		Admitted crushed hand	Abbeville	31/7/17	
				G.Rpl To Base		22/10/17	

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**SOURCE 4** A detail from a diorama in the Australian War Memorial, depicting conditions under which Australians fought on the Western Front during World War I



## 22.2 Putting it all together

### Check your understanding

1. Give five examples of types of primary sources that are available for studies of World War I.
2. Name four countries that have museums dedicated to World War I.

### Using historical sources as evidence

3. What can you tell from **Source 1** about one place where Australians fought in World War I?
4. Explain how you would account for the renaming of the street in **Source 1** as *Avenue des Australiens* ('Avenue of Australians').
5. Study **Source 3**. Elmer Motter died of wounds in France on 2 September 1918.
  - (a) Identify how long he was in action before he was first wounded.
  - (b) What conclusions might be drawn about the dangers soldiers faced during World War I?
6. Read **Source 2**.
  - (a) Identify when and where the event described in this source occurred.
  - (b) Identify what percentage of the 550 men survived to answer their names after the attack.
7. Analyse **Source 4** and explain what you can tell from its details about conditions under which Australians fought during World War I.
8. What kinds of evidence are represented by these four sources?
9. Explain what you could learn about Australia's role in World War I from just these four sources.

## 22.3 What caused the Great War?

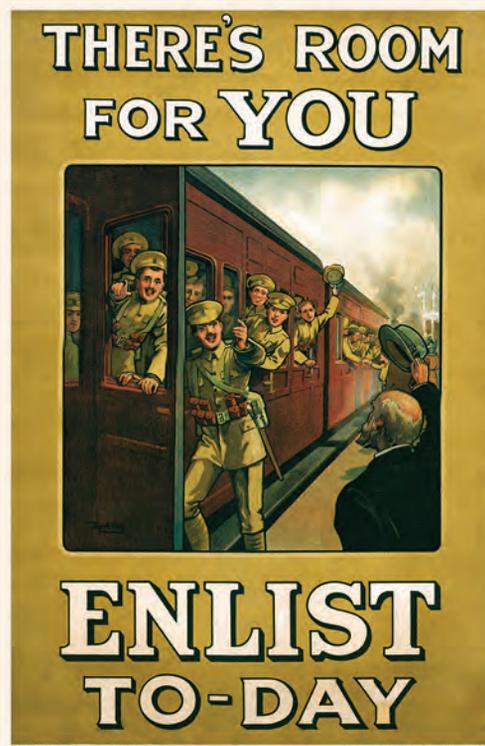
### 22.3.1 Long-term causes of the war

The immediate trigger of World War I was the assassination of the heir to the throne of the Austro-Hungarian Empire on 28 June 1914. Five weeks later the great powers of Europe, along with the countries of their empires and some other small nations, were at war. When the war began, most people thought that it would be over within a few months. Instead it raged for four years, causing great destruction and unimagined suffering. Such conflicts rarely have one simple cause. To understand how and why the Great War happened we need to look well beyond the event that triggered the fighting.

#### Glorifying war

Today we know that war is always terrible, cruel and destructive, and that it often has unforeseen consequences. However, most people did not understand this in early 1914. At school and in popular books, newspapers and magazines, war was often presented as a heroic adventure. Most people thought of wars as short, exciting, noble and glorious. At the same time, there was an arms race in Europe. Between 1870 and 1914 the great powers increased their military spending by 300 per cent and all the continental European powers adopted **conscription**. Some historians have described Europe in 1914 as a powder keg waiting for a spark to ignite an explosion.

**SOURCE 1** *There's Room For You* by WA Fry, 1915. Posters such as this one from Britain emphasised the adventure of war.



## Growing tensions

**Imperialism** and **nationalism** had caused international tensions and conflicts long before 1914. Fear and suspicion of their rivals drove nations to seek security through alliances with others. Leaders came to believe that their countries would be safer if they could rely on others to come to their aid if ever they were threatened. But such alliances could also drag countries into conflicts.

## Germany's alliances

From the early 1870s Germany sought an alliance with Austria–Hungary and Russia. This was because the German states had taken two provinces — Alsace and Lorraine — from France during war in 1870, and Germany feared that France would want revenge. But such an alliance could not last because Austria–Hungary and Russia had competing interests. In 1879 Germany created the Dual Alliance, under which Germany and Austria–Hungary agreed that each would help the other if either was attacked by Russia. This accord became the Triple Alliance when Italy joined in 1882. At the same time, Germany attempted to remain friendly with Britain and to mend relations with Russia.

## France finds allies

From 1888 Germany's foreign policy took a new direction. When Germany failed to renew a treaty with Russia in 1890, France found an ally in Russia. In the 1894 Franco-Russian Alliance each agreed to help

**SOURCE 2** European alliances at the beginning of 1914



Source: Spatial Vision

the other if attacked by Germany. The new German ruler, Kaiser Wilhelm II, wanted to create a colonial empire and took steps to build up the German navy. This raised concerns in Britain, whose own empire depended on the Royal Navy's absolute superiority over any rival (see Sources 3 and 4). Alarmed by Germany's move, Britain signed the Entente Cordiale with France in 1904. When Britain and Russia settled their differences in 1907, Britain, France and Russia linked up in the Triple Entente.

Conflicting French and German interests in North Africa and conflicting Russian and Austrian interests in the Balkans led to increased tensions. However, it was in the Balkans that these tensions would erupt into war.

**SOURCE 3** From a statement in 1914 by Sir Edward Grey, Britain's foreign minister from 1905 to 1916

The cause of anxiety now in public opinion here as regards Germany arises entirely from the question of the German naval expenditure ... if she had a fleet bigger than the British fleet, obviously she could not only defeat us at sea, but could be in London in a very short time with her army.

**SOURCE 4** The (British) Royal Navy's 1st and 2nd Battle Squadrons at sea in 1912. It was British policy to maintain a navy that was large enough and strong enough to defeat the navies of any two potential enemies.



myWorldAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

▶ Europe on the eve of war

### 22.3.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Along with the glorification of war, identify three other long-term causes of the war.
2. Explain Germany's motive for wanting alliances.

### Using historical sources as evidence

- Using **Source 2**, identify the members of the two rival European alliances.
- Using **Sources 3 and 4**, explain:
  - why Britain was fearful of steps taken by Germany's Kaiser Wilhelm II to expand the German navy
  - how this development led Britain into an alliance with France and then with Russia.

## 22.3.2 The short-term triggers of the war

### The Balkans powder keg

Nationalism was an especially strong force in Europe's Balkan peninsula, where several national groups had won their independence from the Turkish Ottoman Empire since the 1820s. This current alarmed the military leaders of Austria–Hungary, who feared that the Austro-Hungarian Empire could also be infected by national minorities seeking independence. The main problem was tension between Austria and Serbia, the most powerful of the independent Balkan nations.

Serbia was a **Slavic** nation. Serbian nationalists wanted other Slavic peoples within the Austro-Hungarian Empire to unite with it in a South Slav kingdom. Many Serbs were furious when, in 1908, Austria annexed two Turkish Balkan provinces, Bosnia and Herzegovina, where Serbs made up much of the population. By 1914 Serbia saw Austria as the main obstacle to its expansion. For its part, Austria viewed Serbia as a danger to its empire's continued existence. Austria–Hungary was much more powerful than Serbia, but Serbia had the backing of Russia, which portrayed itself as the champion of fellow Orthodox Christian Slavs (see **Source 5**).

**SOURCE 5** The Balkans and the Austro-Hungarian Empire at the end of 1913



Source: Spatial Vision

## DID YOU KNOW?

The assassins did not know that Archduke Franz Ferdinand was strongly opposed to any war against Serbia and wanted political reform in the Austro-Hungarian Empire with more rights for its subjects.

## Countdown to war

On 28 June 1914, during an official visit to the Bosnian town of Sarajevo, the heir to the Austrian throne, Archduke Franz Ferdinand, and his wife, the Duchess Sophie, were fatally shot. Their killer was Gavrilo Princip, a 19-year-old Bosnian Serb. Princip and his fellow assassins belonged to an extreme Serbian nationalist group, Young Bosnia. Its aim was to see Bosnia united with Serbia. They were armed and assisted by Danilo Ilic, a member of the Black Hand, a secret society directed by the head of Serbian military intelligence.

Events soon spiralled out of control. Austria now had an excuse to crush Serbia but needed to be sure of Germany's backing. Germany gave Austria a guarantee of military support and, on 23 July, Austria presented Serbia with an **ultimatum**. Austria knew that Serbia could never accept all the terms of the ultimatum, especially its demand that Austrian troops be allowed to track down Serb terrorists inside Serbia.

**SOURCE 6** This illustration appeared in a French magazine shortly after the assassination. The caption read: 'The assassination of the Archduke, Austrian heir, and the Duchess, his wife, in Sarajevo'.



**SOURCE 7** From a letter written in 1918 by the youngest of the assassins, 17-year-old Vaso Cubrilovic, to his sisters. Because he was under 20, Cubrilovic was spared the death penalty but sentenced to 16 years' imprisonment.

I shall write as much as I remember about the assassination. I first thought about it in October 1913 in Tuzla, incensed by the fights we had with our teachers, the mistreatment of Serbian students, and the general situation in Bosnia. I thought I'd rather kill the one person who'd really harmed our people than fight in another war for Serbia. All I'd achieve in a war is to kill a couple of innocent soldiers, while these gentlemen who were responsible for it never come anywhere near the war itself ...

Ilic ... told me that there would be three others, apart from us three, and that Serbian officers were supplying the weapons. I asked if the Serbian government knew about it. He said no ...

## War begins

Serbia accepted many of the demands and offered to discuss others, but Austria proceeded to declare war on 28 July. Russia began to mobilise its forces to support Serbia on 30 July, so Germany declared war on Russia on 1 August. After France declared it would stand by its Russian ally, on 3 August Germany declared war on France. As you can see from the **Source 8**, Russia, Germany, France, Belgium, Britain and their empires were drawn rapidly into a world war.

**SOURCE 8** The steps by which countries were drawn into World War I



## 22.3.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Identify reasons why nationalism in the Balkans alarmed the leaders of the Austro-Hungarian Empire.
2. What did Serbian nationalists want?
3. Explain why a potential war between Serbia and Austria was likely to involve other nations.

### Using historical sources as evidence

4. Explain how **Source 5** can assist us in understanding why Austria–Hungary wanted a war with Serbia.
5. Using **Source 6 and 7** as your primary source evidence, write a brief account of the assassination of Archduke Franz Ferdinand and the plot leading to it.
6. Analyse the perspective of Vaso Cubrilovic in **Source 7**.
  - (a) Describe Cubrilovic's motives.
  - (b) Explain why he would have thought his actions were justified.
  - (c) How was his perspective different from that of the leaders of Austria–Hungary?

## 22.3 Putting it all together

### Analysing cause and effect

1. Using what you have discovered about short- and long-term causes, refer to **Source 8** to describe the steps by which a local conflict quickly became a world war.

### Determining historical significance

2. Evaluate the significance of the assassination of Archduke Franz Ferdinand as the trigger for World War I using the following questions as a guide.
  - (a) Is it likely that Austria–Hungary would have gone to war without German backing?
  - (b) What were the terms of the guarantee of military support that Germany gave to Austria–Hungary? (This guarantee is often referred to as the 'blank cheque'. You will need to use the internet to explore this issue.)
  - (c) What were Germany's motives for encouraging Austro-Hungarian aggression?
  - (d) Does the involvement of Serbian officers in the assassination plot prove that the Serbian government was involved?
  - (e) If the Serbian government really was involved, would it have accepted most of the Austrian ultimatum?
  - (f) As Serbia did accept most of the terms of the ultimatum, why did Austria still declare war?
  - (g) Is it likely that, had the assassination not occurred, other tensions would still have triggered the war?

## 22.4 The world at war

### 22.4.1 The main battlefronts

World War I was fought between two groups of countries — the Allies and the Central Powers. At first the Allies consisted of the British, French and Russian empires along with Serbia and Belgium. The Central Powers were Germany, the Austro-Hungarian Empire, Bulgaria and the Turkish Ottoman Empire. Partly because Britain, France, Germany and Turkey had empires outside Europe, what began as a European war became a global war. It was fought on many fronts: on land, on and under the sea and in the air.

In return for promises of territory, Italy withdrew from the Triple Alliance and joined the Allies in May 1915. As the war progressed, other countries joined the Allies. Among them were Greece, Portugal, Romania, Japan, China, Brazil and the small countries of Central America, although many of them expressed their support without joining the fighting. The United States of America joined the Allies in 1917.

#### The Western Front

Germany's strategy was based on the fact that it had an enemy to the west (France) and a bigger enemy to the east (Russia), and that it would be impossible to defeat both at the same time. Count Alfred von Schlieffen had developed Germany's basic plan in 1905. Under the Schlieffen Plan, during the six weeks the Germans believed Russia would need to mobilise its army, Germany would launch a quick attack to defeat France. The victorious German forces could then be moved by rail to the east to fight Russia.

Attacking France through neutral Belgium in August 1914 avoided the much slower task of a direct invasion across the heavily fortified French–German border. The plan failed largely because of strong Belgian resistance, something Germany had not expected. Belgian resistance delayed Germany's advance and helped French and British forces to halt the Germans in northern France in September 1914. Both sides dug trenches to reduce their losses from enemy artillery and machine-gun fire. Over the next four years, millions of lives were lost in huge offensives aimed at breaking the **deadlock** that resulted from trench warfare.

#### The Eastern Front

On the Eastern Front, Russian forces had some early successes but they were poorly led and equipped, and the Germans soon gained the advantage. Around 2 million Russian soldiers were killed, wounded or taken prisoner during the war. Despite some victories against Austro-Hungarian forces, Russia's military was collapsing by early 1917 and the Revolution of November 1917 ended Russia's involvement in the war (see **subtopic 22.12**).



## 22.4.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. At the beginning of the war, who were the Allies and who were the Central Powers?
2. Which of these two groups were joined by other countries as the war progressed?
3. How did the Allies arrange for Italy to change sides?
4. Why was Germany able to achieve victories on the Eastern Front?

### Using historical sources as evidence

5. Examine **Source 1**.
  - (a) In a paragraph, explain why Germany needed to defeat France quickly, how the Schlieffen Plan was meant to achieve this, and why the attack on France had to be made through neutral Belgium.
  - (b) In a second paragraph, explain why Germany's plan failed.

## 22.4.2 Other theatres of war

### The war at sea

Germany's naval build-up had been a major reason for Britain's decision to become an ally of France and Russia. Both Britain and Germany believed that navies could determine the outcome of war. However, in 1914 the German fleet was trapped in its ports, so the British navy's main role was maintaining a **blockade** to prevent Germany from importing war materials. Germany retaliated by sending out **U-boats** to sink allied shipping. In January 1917 U-boats began to attack ships of neutral countries trading with the Allies. This led to the United States joining the Allies in April 1917.

**SOURCE 2** Major battlefronts of World War I



Source: Spatial Vision

## Other European fronts

When Italy joined the Allies a new front was opened along its mountainous frontier with Austria. Fighting continued there throughout the war. In 1916 Austrian and German troops overran Romania soon after it joined the Allies. After Russian forces captured Armenia from Turkey in 1915, Turkish soldiers rounded up hundreds of thousands of Armenians living within Turkish territory. They were sent on a death march and massacred. In the same year, the Allies failed in their attempt to invade Turkey via the Gallipoli Peninsula (see [subtopic 22.6](#)).

## War in the colonies

With most of its navy bottled up in port, Germany was unable to defend its colonies. In 1914 South Africa took German South-west Africa, Australia took German New Guinea, and Japan seized Germany's Pacific islands colonies and territory in China. Turkey's Middle Eastern colonies became a theatre of war from 1915, when Britain encouraged Arab leaders to revolt against the Turks with promises of independent kingdoms. These promises were later dishonoured. Germany, in turn, created colonial problems for Britain by shipping arms to Irish rebels, who staged an unsuccessful revolt against British rule in Ireland in 1916.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• World War One

### 22.4.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Explain the effect of Britain's naval blockade on Germany's ability to import war materials and to defend its colonies.
2. What were the effects of Germany's retaliation against the blockade?

#### Using historical sources as evidence

3. Examine [Source 2](#). Identify the locations of:
  - (a) the Western Front and the Eastern Front
  - (b) other theatres of war in Europe and the Middle East.
4. Use the internet to research the massacre of Armenians in 1915 and explain why this issue is still controversial.

## 22.4 Putting it all together

### Analysing cause and effect

1. Identify three developments that could be regarded as turning points in the war during 1914 and 1915.

### Determining historical significance

2. Explain the significance of these three turning points in giving advantages to the Allies. Consider what effect each turning point had on the Allies.

# 22.5 Australians in the Great War

## 22.5.1 Australia's response to the outbreak of war

Why were many Australians willing to fight in World War I, and where did they serve? You have already learned about how World War I began and the main developments that shaped the course of the war. Now we will try to understand why Australians took part and the ways in which they contributed.

When Britain declared war on Germany on 4 August 1914, Australia was part of the British Empire and therefore was also at war. The Australian Labor Party leader, Andrew Fisher, expressed a popular view when he pledged that Australia would back Britain 'to the last man and the last shilling'. Australia was the only combatant that did not impose conscription, so individual Australians still had the choice of whether or not they would fight. But enthusiastic volunteers from all over the country rushed to **enlist**.

Why did they do this? Soldiers' letters and diaries reveal that some went for personal reasons such as to escape unemployment, to travel or to seek adventure. Many imagined war as exciting and thought that this one would be over in weeks. But most joined believing that Britain's cause was right. They had been brought up to believe that men should be willing to die for their country and the empire, and that Australia needed to prove to Britain that Australians were heroic and worthy of being regarded as true Britons.

**SOURCE 1** Private A. J. McSparrow, in a letter dated 18 March 1915. Private McSparrow died of wounds in August 1916.

I have [enlisted] ... and I don't regret it in the very least. I believe it is every young fellow's duty ... besides every paper one lifts it has something to say about young fellows being so slow in coming forward ... we are the sort of men who should go.

**SOURCE 2** Corporal R. E. Antill, in a letter to his parents dated 23 April 1915. Corporal Antill was killed in action in July 1917. ('4/-' means four shillings.)

... things were so [economically] bad in Melbourne ... and they are a jolly site worse now ... every day that passes 4/- goes down to me and this war is bound to last a good while yet ... if I am killed you will get what is due to me just the same, as it goes to the next of kin.

### 22.5.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Explain what Andrew Fisher meant when he said that Australia would back Britain 'to the last man and the last shilling'.
2. What indicates that Fisher's view was a popular one?
3. In what way was enlistment in Australia different to that in other combatant countries?

#### Using historical sources as evidence

4. Compare and contrast **Sources 1 and 2**.
  - (a) Identify Private McSparrow's motives for enlisting in **Sources 1**.
  - (b) Identify Corporal Antill's motives for enlisting in **Sources 2**.
  - (c) Explain how these sources represent different perspectives.
  - (d) Form a hypothesis about motives for enlisting that could be supported by evidence from these two sources.

## 22.5.2 Where did they fight?

Australia quickly recruited a volunteer army it called the Australian Imperial Force (AIF). By September 1914, 20 000 soldiers had been selected and organised into the 1st Infantry Division and a Light Horse (mounted) Brigade. By December they were training in Egypt. There the AIF was joined by 10 000 New Zealand troops to form the Australian and New Zealand Army Corps (ANZAC).

Australians took part in several theatres of the war on land, at sea and in the air.

### SOURCE 3

#### Gallipoli

In 1915 Australians played a major role in the Allies' failed attempt to invade Turkey through an attack on the Gallipoli Peninsula (see [subtopic 22.6](#)).

#### Where Australians fought in World War I

#### War at sea

In Australia's first action in the war, the small Royal Australian Navy (RAN) sent its only battle cruiser *Australia* with the Australian Naval and Military Force to capture German New Guinea in September 1914. The RAN also escorted convoys of transport ships carrying troops to the war. It drove the Germans out of the Pacific. It also served in the Atlantic and Indian oceans, the Mediterranean and the North Sea.

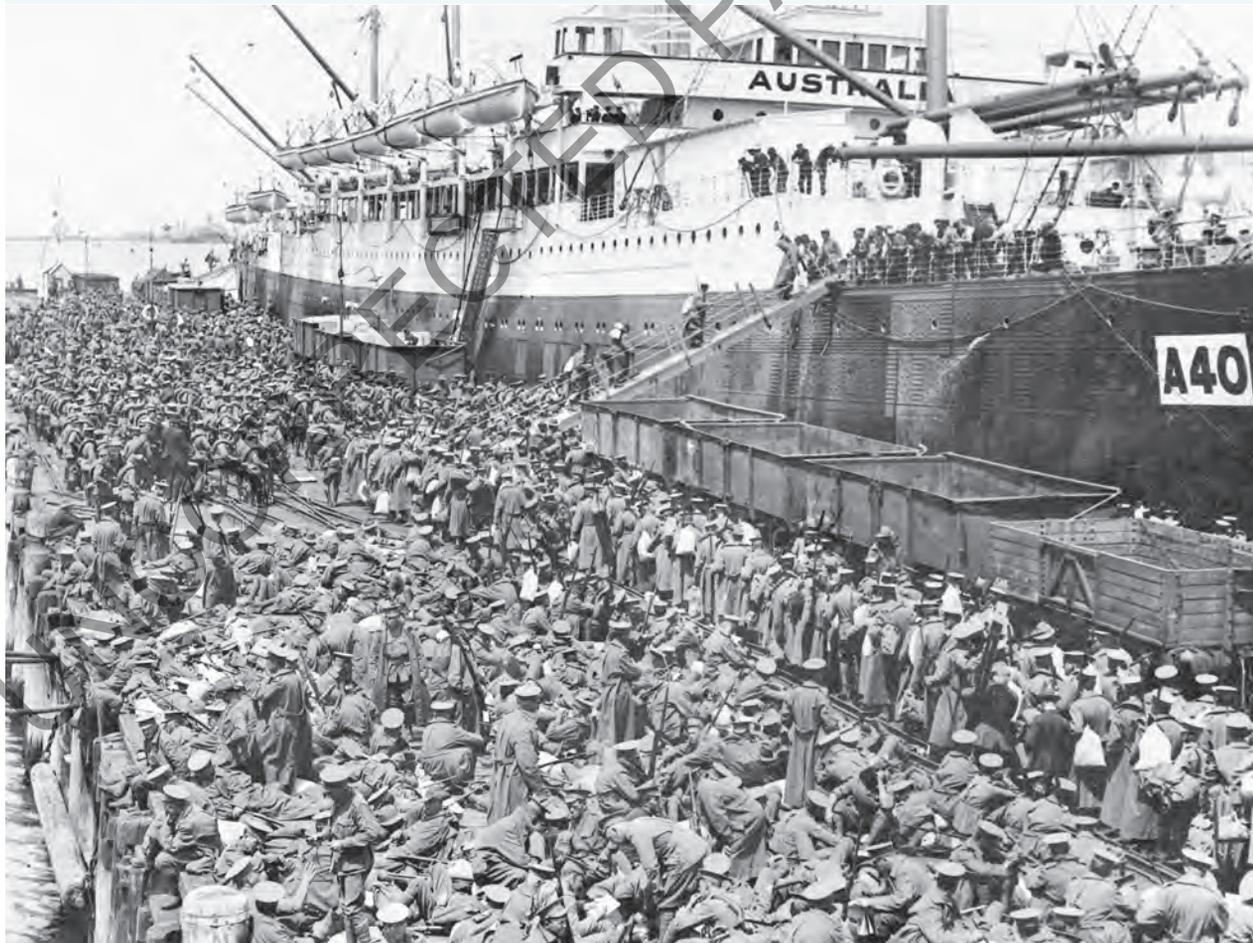
#### The western front

By September 1914 French and British forces had halted the German advance on the fields of northern France and Belgium. Between 1916 and 1918, all five Australian Divisions took part in the terrible fighting on the Western Front (see [subtopic 22.9](#)).

#### The Middle East

The Australian Flying Corps, the Australia Light Horse and Australians in the Imperial Camel Corps played a big role in battles against Turkish forces in Egypt and Palestine between 1916 and 1918.

### SOURCE 4 Troops embarking at Port Melbourne in 1915



AWM H19500

**SOURCE 5** *Emden beached and done for*, 9 November 1914, painted by Arthur Burgess in 1920



Burgess, Arthur *'Emden beached and done for', 9 November 1914* (1920) Oil on canvas 168.5 x 254.5 cm  
Australian War Memorial ART00191

### DID YOU KNOW?

The light cruiser *Sydney* sank the German raider *Emden* near the Cocos-Keeling group of islands in the Indian Ocean on 9 November 1914. This was considered a great feat because the *Emden* had already sunk 25 Allied steamers and two warships and raided Allied bases in the Pacific.

## 22.5.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Explain the meanings of AIF and ANZAC.
2. Make a list of places where Australians fought during World War I and when they fought there. Refer to **Source 3**.

### Using historical sources as evidence

3. Write an imaginary conversation between two of the men in **Source 4** in which they discuss the beliefs and feelings that led them to sign up for the war, and what they expect war to be like.
4. Working in small groups, use the website of the Australian War Memorial to find out more about the incident shown in **Source 5**. Use this information to create a newspaper headline and the kind of news article that might have told of the incident in 1914.

## 22.5 Putting it all together

### Analysing cause and effect

1. Identify beliefs about the British Empire that encouraged Australians to enlist for World War I.
2. Create a concept map to show how those beliefs and other values contributed to enlistment.

### Determining historical significance

3. Australians had fought for the British Empire in previous conflicts, so why was their involvement in World War I of much greater historical significance?

# 22.6 Gallipoli

## 22.6.1 Why Gallipoli?

Between 25 April and 18 December 1915 thousands of young Australian and New Zealand soldiers died on the beaches and cliffs and in the gullies of Turkey's Gallipoli Peninsula during Australia's first land campaign of World War I. Although the expedition was a failure, the courage and endurance of these men created the Anzac legend.

The soldiers of the AIF had expected to sail to England to complete their training and then go to the Western Front in France and Belgium, where most British troops were fighting the Germans. Instead the Anzacs were trained in Egypt to form a crucial part of a campaign against Germany's ally Turkey.

The strategy for an Allied attack on Gallipoli was based on the idea of Winston Churchill, who, as First Lord of the Admiralty, controlled Britain's Royal Navy. Churchill thought that an attack on Turkey would shorten the war because:



Turkey could be defeated and Austria–Hungary would be threatened Greece, Bulgaria and Romania would be persuaded join the Allies supplies could be shipped through the Dardanelles (a narrow strait between the Aegean Sea and the Black Sea) to Russian troops, who were fighting Germany on the Eastern Front.

The first aim was to capture the Dardanelles (see **Source 1**), opening the heavily fortified strait to Allied shipping. A landing of British, French, Anzac and other British Empire troops was planned after a failed naval attack. The Allied forces were to land on the Gallipoli Peninsula.

### 22.6.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Who was Winston Churchill?
2. Identify the strategic advantages that Churchill thought would be gained by capturing the Dardanelles.

#### Using historical sources as evidence

3. Study **Source 1**. Note that the Black Sea lies to the north of the Sea of Marmara.
  - (a) Identify where Turkish mines were located in the Dardanelles.
  - (b) Four Allied ships struck mines on 18 March 1915. Was it ever likely that they would get past such a minefield?
  - (c) Explain why it might have been assumed that landing troops on the Gallipoli Peninsula might have more success than ships trying to get through the Dardanelles.

### 22.6.2 The landing at Gallipoli

The first landing of soldiers on the beaches of Gallipoli took place on the morning of 25 April 1915. British and French troops landed around Cape Helles. Australians and New Zealanders landed before dawn north of Gaba Tepe. The Anzacs had to reach the shore in landing craft and claw their way up steep cliffs under Turkish fire. Throughout the first day there was confusion and ferocious fighting, much of it hand-to-hand. The battle ebbed and flowed and at last the Turks, fighting courageously, won back control of the high ridges that had been reached by scattered groups of Anzacs. As night fell, the Anzacs found themselves holding only a few square kilometres of beach, cliffs and gullies, and they were ordered to dig in.

Through the night the Turks launched waves of fierce counterattacks. Both sides suffered heavy losses but the Anzac lines held. Strategically, the landing had failed, because the Turks still held the high positions. For the Anzacs it was a triumph of courage over inexperience, but they paid a high price. At least 2300 died that day.

**SOURCE 2** *Anzac, the landing 1915*, by George Lambert. Completed between 1920 and 1922, the painting shows men of the 3rd Brigade struggling under fire up the slopes of Ari Burnu shortly after 4.30 am on 25 April 1915.



Lambert, George *Anzac, the landing 1915* (1920–1922)  
Oil on canvas, 190.5 × 350.5 cm  
Australian War Memorial ART02873

**SOURCE 3** From the diary of Sergeant W. E. Turnley, who took part in the initial landing at Anzac Cove

There are a couple of lights flashing about — they must have seen us ... Crack! Swish! Ping! At last ... the suspense is over! ... some get ashore safely, some are hit slightly, others are drowned in only a couple of feet of water because in the excitement nobody notices their plight. [One] fellow remains in the boat after all the others have disembarked ... he ... looks at us dazedly, leaning forward on his rifle ... the soldier falls forward into the bottom of the boat, dead.

**SOURCE 4** From a description of the landing by British general Sir Ian Hamilton, commander of the 80 000 Allied troops at Gallipoli

Like lightning they leapt ashore ... so vigorous was the onslaught that the Turks made no attempt to withstand it and fled from ridge to ridge pursued by Australian infantry.

### DID YOU KNOW?

In the days after the landing, Private John Simpson (Kirkpatrick), stretcher-bearer of the 3rd Australian Field Ambulance, calmly led his donkey up and down the gully from the front line to the beach, evacuating many wounded men, until he was killed on 19 May.

## 22.6.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Identify the locations of the landings on the Gallipoli Peninsula and describe how the Anzacs reached the shore on the morning of 25 April 1915. You can refer back to **Source 1** to find these locations.
2. What was the strategic situation by the following day?

### Using historical sources as evidence

3. Describe the details visible in **Source 2**.
4. **Source 2** was painted by an official Australian war artist.
  - (a) Would that fact guarantee its accuracy?
  - (b) What kinds of sources could be used to corroborate it and evaluate its accuracy?

## 22.6.3 The long and tragic months on Gallipoli

The Gallipoli campaign was not to be the quick, glorious victory Australians had expected. It was a long, agonising ordeal in which the death toll mounted on both sides. During the first week the fighting hardly stopped. By early May most Anzac officers and about half the men in each battalion had been killed or wounded. Despite such casualties, many wounded men who had been evacuated were anxious to return to the front.

### The Turkish counterattack

On the night of 18–19 May the Anzacs withstood a massive counterattack as 42 000 Turks were ordered to drive them from their positions and back into the sea. In courageous but suicidal charges, the Turks lost 10 000 men, half of whom lay dead or wounded in **no man's land**. Around midday a truce was arranged so both sides could bury their dead before the battle resumed.

**SOURCE 5** The Australian 22nd Battalion, newly arrived from Egypt, going into the line at the southern part of Lone Pine, Gallipoli Peninsula



AWM A00847

### Life on Gallipoli

These were weeks of tragic waste, terror and extraordinary courage. With the Turks occupying much of the high ground above them, none of the Anzacs were ever free from danger. Yet they were forced to adapt to life on Gallipoli. Soldiers made grenades from jam tins filled with explosives, nails, stones and shrapnel. Some men learned to catch Turkish grenades and throw them back before they detonated. Mass bayonet charges were frequent but were doomed as, once in open ground, the men were cut down by machine-gun fire. Increasingly they turned to the tactic of mining under enemy trenches and blowing them up from below.

The heat of summer and the many rotting corpses in no man's land brought such incessant swarms of flies that soldiers wrote of their mouths filling with flies when they tried to eat a biscuit with jam. With the flies came diseases such as typhoid and dysentery.

Despite the fact that both sides often killed men rather than take prisoners, the Anzacs and the Turks came to respect each other's courage. The Australians affectionately called their adversaries 'Jacko', 'Abdul' or 'Johnnie Turk'. In between the bombs and bullets, gifts, jokes and greetings were exchanged.

### Lone Pine

In August, operations aimed at breaking the deadlock and seizing the high ground began. Australian troops had the task of diverting Turkish forces while another force of Anzac, British and Indian troops landed at Suvla Bay and advanced to capture the high ridges. The Lone Pine diversion was among the most savage battles of the Gallipoli campaign. The Australians charged the Turkish positions and lost more than 2300 killed or wounded in four days and nights of hand-to-hand fighting. The Turks lost about 6000 men. New Zealand troops also suffered very heavy casualties in the August operations. As part of the main offensive, they had the task of clearing the foothills to the left of Anzac Cove and taking the high ridges at Chunuk Bair. They succeeded in holding Chunuk Bair for just a few hours on 8–9 August before the Turks won it back.

### The Nek

On 7 August, in another attack whose aim was to divert the Turks, troops of the Australian Light Horse were ordered to make bayonet charges up a narrow strip of open ground called the Nek. The attacks proceeded even though the plan to capture the ridges had failed. The naval bombardment of the Turkish trenches stopped several minutes too soon. This allowed the Turks to return to their firing positions. Four successive lines of Light Horsemen, each of about 150 men, charged from their trenches towards the Turkish lines.

Cut down by machine-gun fire, nearly all fell dead or wounded within a few metres of their own trenches. Their bravery was extraordinary but their deaths achieved nothing.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

▶ Gallipoli Campaign

### 22.6.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Describe the scale of Anzac casualties in the first week of the Gallipoli campaign and the scale of Turkish casualties on 18–19 May.
2. Make a list of some of the hardships faced by the Anzacs during the campaign and ways in which the Anzacs adapted and coped with such hardships.
3. Describe the purposes and consequences of the attacks at Lone Pine and the Nek in August.

#### Using historical sources as evidence

4. Study **Source 5** and identify reasons why it would have been very difficult for these men to attack the Turkish trenches at Lone Pine.

### 22.6.4 Withdrawal from Gallipoli

After seven months, the British command finally accepted that victory would not be possible. Ironically, the best-managed part of the entire campaign proved to be the withdrawal of all Allied soldiers during December. The soldiers and war materials were evacuated secretly at night. Throughout the operation every effort was made to convince the Turks that nothing out of the ordinary was going on. Cricket matches were played on the beach, and empty crates were brought ashore each day. When the Turks charged down from the hills on 20 December they found that the enemy had vanished.

**SOURCE 6** During the evacuation, the Allied troops needed to make the Turks think they were still in their trenches. One trick was to rig rifles to fire automatically. Once enough water had dripped from the top tin into the bottom tin, its weight pulled the trigger.



AWM G01291

## DID YOU KNOW?

When they abandoned Gallipoli, the Anzacs left behind 7591 Australian and 2431 New Zealand dead. Many thousands of other British Empire soldiers and French and Turkish troops also died during the campaign.

### 22.6.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. How long did it take the British command to accept that victory at Gallipoli was impossible?
2. Explain how the Allies kept the withdrawal secret from the Turks and why it is ironic that the withdrawal was the best-managed part of the campaign.

#### Using historical sources as evidence

3. Look closely at **Source 6** and describe how this device worked and why it was used.

## 22.6 Putting it all together

### Using historical sources as evidence

1. Compare and contrast **Sources 3 and 4**.
  - (a) Describe the difference in their perspectives.
  - (b) Explain which source you would consider to be more reliable and give reasons for your choice.
2. Find at least three more photographs of the Gallipoli campaign on the Australian War Memorial website. Use them to present a data show on Gallipoli. Explain why each photograph was chosen and what each tells us about soldiers' experiences.

### Determining historical significance

3. Evaluate the significance of the Gallipoli campaign for Australia. In your evaluation, consider:
  - (a) how important it was to people living at the time
  - (b) how many people were affected directly and indirectly
  - (c) whose lives were changed and how they were changed
  - (d) how long-lasting the consequences were
  - (e) what has been the legacy of Gallipoli
  - (f) why Gallipoli was considered a triumph as well as a tragedy.

## 22.7 Gallipoli: the historical debate

### 22.7.1 What is a historical debate and why has the Anzac landing been debated?

One of the most important concepts in history is contestability. It means that interpretations of the past are open to debate. Sometimes this is because of a lack of evidence or the discovery of new evidence. It can also be because historians bring different perspectives to an investigation. Very often one interpretation of an event comes to be popularly accepted as the truth, and is thought to be the only possible interpretation. But then it is challenged and a new debate begins.

#### A long accepted interpretation

For much of the twentieth century, most Australians believed that the terrible losses Australian troops suffered during the landing at Gallipoli and, to an extent, the failure of the entire Gallipoli campaign, resulted from the troops being landed at Ari Burnu, north of their intended landing place below Gaba Tepe. Charles Bean, Australia's official war historian during World War I, stated that the Anzacs were put ashore at the

wrong place. He wrote, 'The carefully laid plans had been torn to shreds by the current that had carried the tows [landing craft] too far northward ...' Other historians and most people in general accepted this view, believing that the soldiers failed to gain the territory needed for the campaign's success at least partly because of the landing error.

**SOURCE 1** *The beach at Anzac*, painted by war artist Frank Crozier in 1919. This source shows the terrain at Ari Burnu, where the Anzacs landed and established their hold on a small piece of the Gallipoli Peninsula.



Crozier, Frank  
*The beach at Anzac* (1919)  
Oil on canvas, 123.4 × 184.6 cm  
Australian War Memorial ART02161

### Challenging the accepted interpretation

More recently, several historians have challenged that view. This is common in historical work, partly because historians writing soon after events do not always have all the evidence they need. For example, Bean could not have used the military intelligence that went into planning the Gallipoli campaign because it was kept secret for fifty years.

#### How to understand the historical debate

To understand this debate or any historical debate, we need to recognise how a new interpretation challenges an earlier argument. To do this we:

- identify the main argument of the earlier interpretation
- identify the main argument of the later interpretation and how it differs from the earlier interpretation
- analyse the detailed evidence used to support the argument of the later interpretation.

**SOURCE 2** From Denis Winter, 'The Anzac landing: the great gamble?' in *Journal of the Australian War Memorial*, April 1984, pp. 15, 18

The problem to be resolved is whether the landing at Anzac was a simple piece of bad luck or whether it was part of Birdwood's plan ... An unsuspected sea current provides the strongest point in favour of failure being due to factors beyond human control ... But the case against the current is a strong one. Earlier work around the peninsula with submarines meant that the navy was well aware of swift currents around the landing point ... the possibility of an unsuspected or unmeasurable current may be discounted ...

Colonel W. R. McNicol ... gave an address ... on the anniversary of the landing, saying that the position attacked was identical with orders ...

**SOURCE 3** From Chris Roberts, 'The Landing at Anzac: a reassessment', in *Journal of the Australian War Memorial*, April 1993, pp. 27–29

Birdwood's aim of taking the Turkish defenders by surprise was achieved. A landing north of Gaba Tepe had not been expected and the small garrison defending Anzac Cove put up a brief resistance before fleeing inland ... By about 5.00 a.m. the high ground overlooking Anzac Cove had been captured ...

Therefore, there is little ground for claiming, as Bean concludes, that the misplaced landing was a major reason for the failure of the ANZAC assault to achieve its intended objective.

Indeed, there is strong evidence that the error was fortunate. Birdwood himself believed so. The strongest Turkish defences were at Gaba Tepe and these covered the original landing beach and its seaward approaches ... Birdwood and others believed that heavy casualties would have been experienced had the landing gone as planned.

## 22.7.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Where, according to Charles Bean, were the Anzacs meant to have landed?
2. Why, according to Bean, were they landed in the wrong place?
3. What, according to Bean's long-accepted interpretation of the Gallipoli landing, was the consequence of landing 'too far northward'?

### Using historical sources as evidence

4. Using **Source 1** as your evidence, what would appear to be the advantages and disadvantages for the Anzacs of landing at Ari Burnu instead of at Gaba Tepe?
5. In **Source 2**, Denis Winter argues that Bean's interpretation is wrong because the Anzacs were landed where they were intended to be landed, at Ari Burnu. Explain what evidence Winter gives to support his interpretation.
6. Read **Source 3**. Identify Roberts' main argument and the evidence used to support his interpretation.

## 22.7 Putting it all together

### Using historical sources as evidence

1. Identify the significant differences between the interpretations of Winter and Roberts.

### Determining historical significance

2. In small groups, discuss why there will probably be ongoing historical debate on the issue of the Anzac landing at Gallipoli on 25 April 1915.

## 22.8 Trench warfare

### 22.8.1 The trenches of the Western Front

The main fighting of World War I took place in and around the trenches of the Western Front. By 1915 these stretched over 500 kilometres, from the Belgian coast through to the Swiss Alps, and were home to millions of troops. Trench warfare produced no winners; rather, it was a defensive tactic that led to continual 'stalemate'. Over four years the armies of both sides lived and died in them. When the fighting was at its heaviest, tens of thousands of men could be killed or wounded in a single day.

Most battlefield trenches contained many defensive structures. The most commonly used arrangement was the three-line trench system. This allowed front-line trenches for firing at the enemy, support trenches where troops could be rested, and reserve trenches to hold reinforcements and supplies. Communication trenches linked all three trench lines, allowing for easier movement of troops and information. Some German trenches extended up to ten metres underground.

**SOURCE 1** Modern artist's interpretation of a typical trench system

**A** Trenches were generally designed in a zigzag pattern; this helped to protect the trench against enemy attack. Each bend could be defended separately if necessary and explosions could be contained.

**B** Trench toilets were called latrines. They were usually pits 1.5 metres deep, dug at the end of a short gangway. Each company had two sanitary personnel whose job it was to keep the latrines in good condition. Officers gave out sanitary duty as a punishment for breaking army regulations.

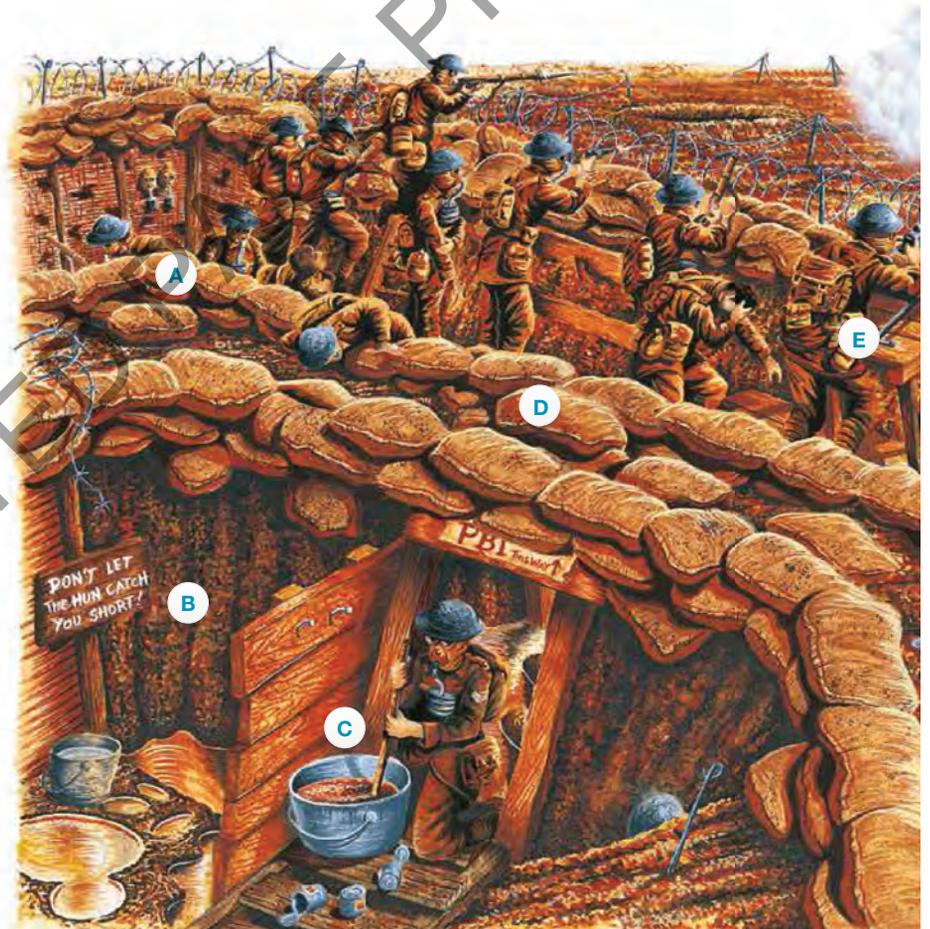
**C** The British army employed 300 000 field workers to cook and supply the food for the troops. However, in many instances there was not enough food for the workers to cook. Rations were regularly cut and of a poor standard. The bulk of the diet in the trenches was bully beef (canned corned beef), bread and biscuits.

**D** Sandbags filled with earth were used to shore up the edges of the trenches; they also helped to absorb bullets and shell fragments. The men packing and then stacking the filled bags worked in pairs and were expected to move 60 bags an hour.

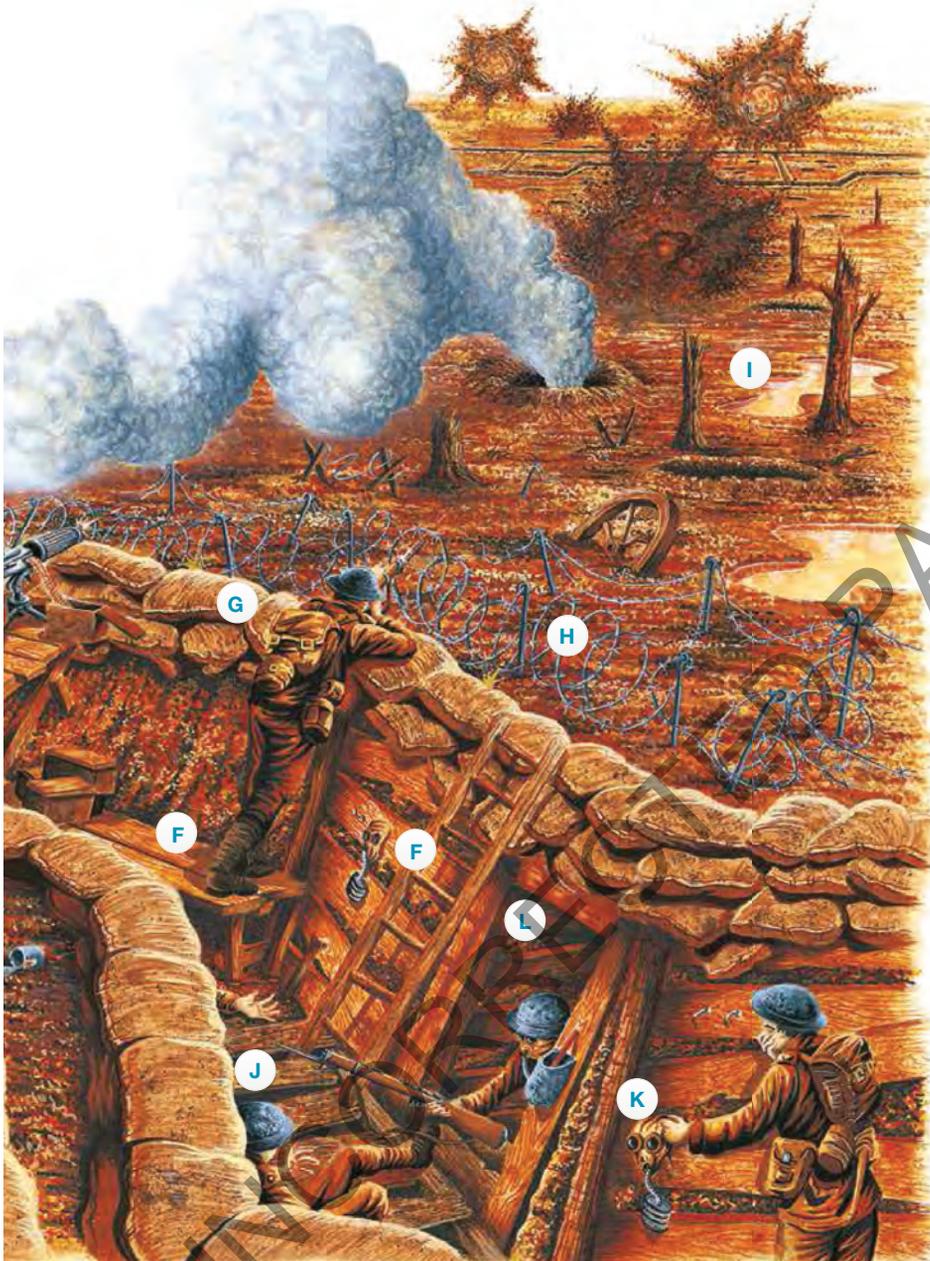
**E** Machine guns were one of the most deadly weapons. They were able to fire 400–500 bullets every minute.

**F** Fire steps and scaling ladders were needed to enable the troops to go 'over the top' of the trenches. Going 'over the top' refers to the orders given to troops to leave the trenches and head out into no man's land in an attempt to attack the enemy trenches.

**G** Each soldier was issued with a kit containing nearly 30 kilograms of equipment. This included a rifle, two grenades, 220 rounds of ammunition, a steel helmet, wire cutters, field dressing, entrenching tool (a spade), a heavy coat, two sandbags, rolled ground sheet, water bottle, haversack, mess tin, towel, shaving kit, extra socks and preserved food rations. The weight made it very difficult to move quickly, and many men chose to share gear to minimise their load.



**H** Barbed wire was used extensively throughout the trench system. While it helped to protect the trenches, it made it very difficult to attack the opposing trench. In the dark of night, soldiers were sent out to cut sections of wire to make it easier for the attacking soldiers in morning raids. Minor cuts and grazes caused by the barbed wire often became infected in the unsanitary conditions of the trenches.



**I** No man's land was the space between the two opposing trenches; it was protected by rows of barbed wire. It could be anywhere from 50 metres to one kilometre wide.

**J** Duckboards were wooden planks placed across the bottom of trenches and other areas of muddy ground. They enabled soldiers to stand out of the mud. The trench system was constantly waterlogged, particularly during the winter months. Duckboards were the only way of protecting the men from contracting the dreaded **trench foot** and from sinking deep into the mud.

**K** The use of mustard gas and other chemical weapons meant that all soldiers needed to have gas masks near at hand. Until all troops could be issued with masks, many soldiers used urine-soaked material to help keep out the deadly gas. Mustard gas was almost odourless and took 12 hours to take effect. It was so powerful that small amounts, added to high-explosive shells, were effective. Once in the soil, mustard gas remained active for several weeks.

**L** Long, cold, wet winters and hot, dry summers would have made life in the trenches horrendous. Snow, rain and freezing temperatures drastically slowed combat during the winter months. Lack of fresh water, scorching sun with limited coverage, and the stench of dead bodies and rubbish would have made the hotter months unbearable.

## 22.8.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Why did the armies build a three-line trench system, often in a zigzag pattern?
2. Suggest why the trench system was ultimately unsuccessful as a military tactic.

### Using historical sources as evidence

3. Study **Source 1**. Identify and describe the features of trench systems that made attacks upon them so deadly.
4. Discuss as a class some of the problems you think the soldiers in the trenches would have faced each day.
5. Imagine you are a soldier who has been blinded in the trenches. Describe what you would hear, smell and feel.

## 22.8 Putting it all together

### Using historical sources as evidence

1. Create a concept map to represent the hazards and hardships of trench warfare.
2. Working in small groups, and referring to **Source 1** (a secondary source), construct a trench diorama. Elect a group spokesperson to talk to the class about one aspect of your model (e.g. its advantages or disadvantages).

# 22.9 The Western Front

## 22.9.1 From Gallipoli to Fromelles and Pozières

After Gallipoli, the Anzacs returned to Egypt to be joined by fresh troops. The Light Horse remained in the Middle East along with Australians serving in the Imperial Camel Corps and the Australian Flying Corps. For the remainder of the war, these soldiers took part in desert warfare against Turkish forces. Most Australian troops left for France in 1916, where for three years they experienced the horrors and savagery of the war on the Western Front.

On 1 July 1916, the First Battle of the Somme began. The British and French attack on the Somme was intended to draw German troops away from their massive attack on French positions at Verdun. On that first day of the Somme offensive, the British army suffered the worst day in its history with 57 470 casualties (troops killed or wounded).

The Australian 5th Division suffered over 5000 casualties on 19 July in a **feint** at Fromelles, north of the Somme, which was meant to divert German reserve troops. On the Somme, the AIF suffered almost 23 000 casualties taking and holding the town of Pozières in a battle that began on 23 July. For seven weeks Australian soldiers were blown apart or buried alive as they fought to hold the captured town under a German **artillery** bombardment that pounded Pozières into a wasteland of rubble.

When the Battle of the Somme ended as the autumn rains filled the trenches, neither side had been able to break the stalemate. Nothing had been gained but Germany had lost 450 000 men, France 200 000 and Britain 420 000.

**SOURCE 1** Major W. G. M. Claridge, writing from hospital after the Battle of Pozières, quoted in Bill Gammage, *The Broken Years*, 1975, p. 164

... God knows what we went through, was Hell itself. We just had to grit our teeth and go ahead and do our job. I am not going to tell a lie and say I wasn't afraid because I was and who wouldn't be with Death grinning at you from all round and hellish 5.9 shells shrieking through the air and shrapnel dealing death all round. I don't know how I stood it for so long without breaking.

## 22.9.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Identify the aim of the First Battle of the Somme.
2. What were the consequences for the British army of their offensive on 1 July 1916?
3. Describe the aim and the result of the Australian attack at Fromelles.
4. How many casualties did the AIF suffer at Pozières and why were they so high?
5. Describe the overall consequences of the Battle of the Somme for both sides.

### Using historical sources as evidence

6. Analyse **Source 1** using the following questions.
  - (a) Who wrote this source, where was he when he wrote it and around when would it have been written?
  - (b) Why and for whom might the source have been written?
  - (c) How does the writer describe the Battle of Pozières?
  - (d) What details does he give to support that description?
  - (e) What aspects of this source would enable a historian to assess its reliability?

## 22.9.2 From Bullecourt to the Armistice

### Bullecourt and Ypres

The spring offensive of 1917 followed the coldest winter in forty years. In April the United States of America joined the war on the Allied side, although it would be many months before its troops would be ready to play a role. The Germans had pulled back to the strongly fortified **Hindenburg line** and most soldiers on both sides were war-weary with little enthusiasm left for fighting.

In April, Australians were sent to attack the German trenches near Bullecourt but the tanks that were meant to spearhead the attack broke down, the Australians were struck by a misdirected British artillery barrage as well as German counter-attacks, and the attacking force suffered 80 percent casualties. Despite this, in May the Australians captured and held Bullecourt. In Belgium in September and October, the AIF suffered 38 000 casualties in the terrible Third Battle of Ypres, in which each side lost about half a million men.

### Victory in 1918

In 1918 the end of fighting on the Eastern Front (see **subtopic 22.12**) enabled Germany to move many more troops to the Western Front. In March, the Germans threw everything they had into a last offensive aimed at gaining victory

**SOURCE 2** Trench warfare on the Western Front



Source: © Robert Darlington. Map redrawn by Spatial Vision.

before US troops could arrive in sufficient numbers to make a German victory impossible. Australians played a key role in turning back this offensive through their fierce resistance at the French village of Villers-Bretonneux. Then, in July, Australians made the first large Allied attack of 1918. The AIF fought its last battles in October and when the fighting was ended with the Armistice of 11 November 1918 it was recognised that they had achieved more than any other British Empire troops and had suffered more casualties in proportion to their numbers.

**SOURCE 3** This painting depicts an attack, during the Third Battle of Ypres, in which Australian troops were trying to capture a German pillbox, a fortified concrete blockhouse with machine guns firing from loopholes. Pillboxes could be taken only by infantry attacking closely behind their own artillery barrage.



Leist, Fred  
*Australian infantry attack in Polygon Wood (1919)*  
Oil on canvas, 122.5 × 245 cm  
Australian War Memorial ART02927

### The human cost

Of the 417 000 men who enlisted in the AIF, about 324 000 served overseas and approximately 295 000 of these served on the Western Front. Nearly 65 per cent became casualties and around 60 000 Australians died on active service. It was a terrible sacrifice for the nation.

### 22.9.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Describe what went wrong during the Australian attack at Bullecourt.
2. What casualties did Australian troops suffer in the Third Battle of Ypres?
3. Why did the Germans try one last big offensive from March 1918?
4. When was the armistice that ended the fighting?

#### Using historical sources as evidence

5. Using **Source 2**, identify the purpose of the Allied offensives at Bullecourt and Ypres.
6. Visit the website of the Australian War Memorial. Use its resources to prepare a brief description of the role of the Australian soldiers who remained in the Middle East from 1916 to 1918.

## 22.9 Putting it all together

### Using historical sources as evidence

1. Look closely at **Source 3**. Imagine you are one of the survivors of this attack on a German pillbox. Write a letter to your family, describing the conditions, dangers and difficulties of such fighting and your own feelings during the attack.

### Analysing cause and effect

2. Using what you have learned about individual battles from 1916 to 1918, explain why Australians suffered such heavy casualties on the Western Front.
3. Drawing on developments you have explored so far in this topic, identify the turning points that led to the Allied victory in 1918.

## 22.10 The home front

### 22.10.1 The war divides Australia

During the first years of fighting most Australians believed that the war was just and was worth the sacrifice that was being made. Australians proudly hailed the achievements of the Anzacs as proof of their country's standing among nations. However, as the conflict dragged on, and demanded ever greater sacrifices, Australian society became increasingly divided.

#### Growing government controls

The Commonwealth Government gained new powers to manage Australia's war effort. The war was expensive, in both money and lives, and from 1915 a federal income tax and other taxes were introduced to help pay the interest on growing war debts. The government also took away many democratic rights. The War Precautions Act of 1915 and other Acts of Parliament allowed the government to restrict freedom of speech, freedom of association and freedom of the press. It became a crime to say anything that might discourage people from enlisting or to show disloyalty to the British Empire.

According to the government,  **censorship** was needed to keep morale high and to keep information from the enemy. However, it was also used to silence people who criticised the war. Tom Barker was sentenced to 12 months in prison for publishing a cartoon that the government considered might harm recruiting. Barker was the editor of *Direct Action*, the newspaper of a revolutionary group called the Industrial Workers of the World (IWW). The IWW argued that the war was wrong because the workers' only real enemies were the wealthy capitalists who profited from the conflict.

**SOURCE 1** 'The Greater Patriot', by Claude Marquet, in *The Worker*, 1916.



### DID YOU KNOW?

In Australia during World War I there were 33 000 people of German descent. Many were interned in prison camps. If they had become Australian citizens they could remain free, but they were often bullied and humiliated. Some were sacked from their jobs. German-owned businesses were boycotted and harassed, and German place names were changed. There are even reports of dachshund dogs being kicked and stoned.

### Growing opposition

Most Australians believed wartime **propaganda** that portrayed German soldiers as monsters who raped nuns, murdered civilians and impaled babies on bayonets. Through newspapers and public meetings, people were continually told that the war was a simple struggle between good and evil, between British civilisation and German barbarism.

At first, opponents of the war were a tiny minority. **Pacifists** opposed it, as did some Irish Australians who resented British rule in Ireland. Some socialists saw it as a clash between capitalist empires for the right to exploit the workers of the world. Gradually opposition to the war became more widespread. Increased inequality played a part. While prices rose by almost 50 per cent, wages were frozen. At the same time, big profits were made by owners of woollen mills and others who supplied war materials. Growing inequality caused serious strikes in 1916 and a general strike in 1917 involving waterside workers, seamen, transport workers and miners. The use of strikebreakers to defeat the strikes caused great bitterness and deepened divisions.

### Patriotic rallies and funds

Many people, possibly a majority, continued to support the war. At patriotic gatherings such as Empire Day, Allies Day and Anzac Day rallies, speakers encouraged Australians to stay loyal to Britain, to hate Germany and to make still greater sacrifices. Governments, churches and citizens organised and supported patriotic funds to help the war effort. They included the National Belgian Relief Fund, the Travelling Kitchen Fund and the Blind Heroes Fund. Local 'win-the-war' leagues donated food and labour to help soldiers' families.

**SOURCE 2** Students at Woy Woy Public School during a patriotic pageant in 1916 gather around a roll of honour erected by residents of the district.



## The children's war effort

Schools and community organisations involved children in patriotic activities including raising money and making clothes and equipment for war victims and troops. In particular, schools were used to inspire patriotism in children. At the age of 12, schoolboys became junior cadets. Girls made clothes for the troops and war victims. Children grew vegetables for soldiers' families, read stories of heroes of the British and Australian forces and recited loyalty pledges. School rolls of honour listed the names of former pupils and teachers who had gone to the war. Children were taught that all Allied countries were good while the Central Powers were monsters.

### 22.10.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. How did most Australians regard the war during the first two years of the conflict?
2. What democratic rights did the Australian government restrict?
3. Describe how Australians of German descent were treated.
4. Outline the reasons for growing opposition to the war.

#### Using historical sources as evidence

5. Analyse **Source 1** using the following questions.
  - (a) Who created this cartoon and when was it created?
  - (b) *The Worker* was a trade union newspaper. In the context of growing inequality and the 1916 strikes, what position would you expect a trade union newspaper to take?
  - (c) Identify the social groups that are represented by the two figures in the cartoon.
  - (d) Explain the message of the cartoon.
  - (e) Which groups of Australians were most likely to have agreed with that message?
6. Explain how schoolchildren in **Source 2** are contributing to the war effort and why governments would have involved children in such activities.
7. Use the internet to locate a World War I propaganda poster portraying German soldiers as monsters.
  - (a) Describe the poster.
  - (b) Analyse the poster to explain how it achieves that effect.
  - (c) Explain the purpose of such posters.

### 22.10.2 Recruiting campaigns

In 1914 there were many more volunteers than the army could accommodate. But as the casualty lists grew, fewer men volunteered than were needed. As Britain requested ever more Australian troops, recruiting campaigns were used to encourage or shame men into enlisting. In some of these campaigns, people marched long distances, calling on others to join them and to enlist. By mid 1916 the campaigns were failing to attract the numbers the government wanted. In 1918 recruiting officers even visited schools in order to urge children to encourage their family members to enlist.

**SOURCE 3** From 'Instructions for the Guidance of Enlisting Officers at Approved Military Recruiting Depots', Brisbane, April 1916

Aboriginals, **half-castes**, or men with Asiatic blood are not to be enlisted. This applies to all coloured men.

**SOURCE 4** From 'Instructions to Enlisting and Recruiting Officers', December 1916

Half-castes may be enlisted when, in the opinion of the District Commandant, they are suitable ... As a guide in this matter it is to be borne in mind that these men will be required to live with white men and share their accommodation, and their selection is to be judged from this standpoint ...

**SOURCE 5** *An appeal from the Dardanelles: Will they ever come?* Produced by the State Parliamentary Recruiting Committee in Victoria, this was the first recruiting poster used in Australia.



Hannan, Jim  
*An appeal from the Dardanelles: Will they ever come?* (1915)  
 Offset lithograph on paper, 225 × 200 cm  
 Australian War Memorial ARTV07583

**SOURCE 6** Australian artist Norman Lindsay produced this poster for the Australian government in 1918.



Lindsay, Norman  
*God bless dear Daddy* (1918)  
 Chromolithograph on paper, 46.8 × 38.4 cm  
 Australian War Memorial ART00040

### The racial barrier to recruiting

When World War I broke out, Indigenous Australians were an oppressed minority whose numbers over the previous century had been reduced by possibly 75 per cent through massacres, disease and dispossession. They had no reason to feel any loyalty to Australia or to the British Empire. The Australian government required recruits for the AIF to be 'substantially of European origin or descent'. Despite this, many Indigenous Australians enlisted. Recent estimates put the total at around 1000 but the actual figure may have been higher. We have no evidence for their motives for enlisting because such information was neither sought nor recorded.

## 22.10.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Why were recruiting campaigns needed by 1915?
2. Around how many Indigenous Australians enlisted to fight in World War I?

### Using historical sources as evidence

3. Compare and contrast **Sources 3 and 4**.
  - (a) Use evidence from these sources to describe discrimination against Indigenous and Asian men wishing to enlist for World War I.

- (b) Explain to what extent this policy was changed between April and December 1916 and the probable reasons for this change.
4. Look carefully at **Sources 5 and 6**. Analyse each of these posters, identifying:
- the aim of the propaganda
  - the beliefs and emotions to which it appeals
  - the probable effectiveness of the propaganda at the time.

### 22.10.3 Women and the war effort

Some 3000 Australian women travelled overseas with the Australian Army Nursing Service. They served in all theatres of the war and on transport and hospital ships. These nurses worked under extreme conditions tending the wounded after battles. Several nurses were wounded and 13 were killed. However, the Australian government refused to allow women to serve in any direct roles in the armed forces. As the men went off to war, many women entered the paid workforce. Thousands more helped with recruiting campaigns, fund-raising and charity work. A few women were able to replace enlisted men in fields such as banking, bookkeeping and typing. For many women, this was not enough. Recognising that the government and military were hostile to the idea of women taking on 'men's roles', women applied for clerical and cooking jobs in the military. However, they were not accepted and this greatly disappointed many who were aware of how different the situation was in Britain. There, women were employed as munitions workers, drivers, and in factories and on farms. Some British women actually gained military roles as drivers and radio operators when the Women's Army Auxiliary Corps was founded in Britain in 1917.

#### Voluntary work

Thousands of women helped troops by providing extra clothing, tobacco, medicines and other comforts that the army failed to provide. They also made clothes for Allied refugees. Many other women cared for returning invalids through the Red Cross, including in the Australian Red Cross Voluntary Aid Detachment (see **Source 7**). They met returning hospital ships and provided kitchens and rest homes. The Red Cross raised 12 million pounds during the war to pay for this work.

#### Women for and against the war

Women were among the war's fiercest supporters. They helped in recruiting campaigns, issuing posters and pamphlets and speaking at rallies. Some women shamed men into enlisting by handing out white feathers — a symbol of cowardice — to those who had not volunteered. The Australian Women's National League campaigned for conscription. Women were also among the war's strongest critics. Vida Goldstein was among those who formed peace organisations and campaigned against conscription.

The greatest contribution of women, however, would hardly ever be spoken of. It was the lifelong care thousands gave to their fathers,

**SOURCE 7** Four women members of the Australian Red Cross packing comforts to be sent to servicemen overseas



husbands, sons and brothers who returned with terrible physical, emotional and mental wounds from the horrors of war.

**SOURCE 8** The arrival of the first Australian wounded from Gallipoli at the Third London General Hospital, by George Coates, 1915.



### 22.10.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Approximately how many Australian women served overseas as nurses during World War I?
2. Describe other ways in which Australian women contributed to the war effort.

#### Using historical sources as evidence

3. Look closely at **Source 8**. The nurses depicted in this artwork were members of the Australian Army Nursing Service. Use the details, your knowledge and imagination to describe what they would have thought about their work and the suffering of their patients.

## 22.10 Putting it all together

### Identifying continuity and change

1. Using the sources and other information in this subtopic, and your answers to activities, identify what appears to have remained the same and what appears to have changed in Australia during World War I in each of the following areas:
  - (a) attitudes to the war
  - (b) racial attitudes
  - (c) roles of women.

### Analysing cause and effect

2. Explain how the war contributed to social conflict in Australia.

# 22.11 The conscription issue

## 22.11.1 Support for conscription

Of all the armies fighting in World War I, only the AIF was formed entirely from volunteers. But by mid 1916 recruiting campaigns were no longer convincing enough men to enlist. When Labor prime minister William Morris ('Billy') Hughes decided that Australia should follow Britain's example by introducing conscription, divisions in Australian society became very bitter. The Australian Labor Party (ALP) was against conscription, but Hughes went against party policy and tried to win public support for conscription through two bitterly fought **referendum** campaigns in 1916 and 1917.

### A divisive issue

Conscription was among the most divisive issues in Australia's history. Divisions between social classes and between those holding different religious and political beliefs became more intense. Supporters of conscription argued that Britain was in peril and many Australians were already fighting and dying, so others who had not stepped forward should be forced to do their duty. They called those who had not volunteered traitors and cowards or accused them of being supporters of **Sinn Fein** or the IWW, or even of Germany.

#### SOURCE 1 Conscription — for and against

##### YES!

##### Those supporting conscription:

- representatives of every political party except the Labor Party
- business organisations
- major newspapers such as *The Argus*, *The Age* and *The Bulletin*
- Protestant churches
- some returned soldiers.

##### Pro-conscription arguments:

- It was Australia's duty to support Great Britain.
- Conscription meant 'equality of sacrifice'.
- Voluntary recruitment had failed.
- Australia had a good reputation that had to be protected.
- Other Allied countries, such as Great Britain, New Zealand and Canada, had already introduced conscription.

##### NO!

##### Those opposing conscription:

- trade unions
- most of the Labor Party
- the Catholic Church (Melbourne's Archbishop, Daniel Mannix, led the fight against conscription) – Britain had suppressed the Irish uprising of Easter 1916 and executed its leaders; most Australian Catholics were of Irish descent and many resented Britain's treatment of Ireland
- the Women's Peace Army
- most working-class people
- some returned soldiers.

##### Anti-conscription arguments:

- No person had the right to send another to be killed or wounded.
- There would not be enough hands to farm if men were conscripted.
- The working class would unfairly bear the burden of the fight.
- Too many Australian men had already died or been wounded.
- Conscription would harm and divide Australia.

#### SOURCE 2 *The Anti's Creed*, a leaflet supporting conscription in the 1917 referendum

## THE ANTI'S CREED

I believe the men at the Front should be sacrificed.  
 I believe we should turn dog on them.  
 I believe that our women should betray the men who are fighting for them.  
 I believe in the sanctity of my own life.  
 I believe in taking all the benefit and none of the risks.  
 I believe it was right to sink the *Lusitania*.  
 I believe in murder on the high seas.  
 I believe in the I.W.W.  
 I believe in Sinn Fein.  
 I believe that Britain should be crushed and humiliated.  
 I believe in the massacre of Belgian priests.  
 I believe in the murder of women, and baby-killing.  
 I believe that Nurse Cavell got her deserts.  
 I believe that treachery is a virtue.  
 I believe that disloyalty is true citizenship.  
 I believe that desertion is ennobling.  
 I believe in Considine, Fihelly, Ryan, Blackburn, Brookfield, Mannix, and all their works.  
 I believe in egg power rather than man power.  
 I believe in holding up transports and hospital ships.  
 I believe in general strikes.  
 I believe in burning Australian haystacks.  
 I believe in mine-laying in Australian waters.  
 I believe in handing Australia over to Germany.  
 I believe I'm worm enough to vote No.

*Those who DON'T Believe in the above Creed*

**will VOTE YES**

Authorized by the Referendums Referendum Council. Charles McEwen, Publicity Secretary.  
 368 Collins Street, Melbourne.  
 D. W. Farnham Co. Pty. Ltd., Printers, 480 Collins Street, Melbourne.

*The Anti's Creed*, a poster outlining the supposed characteristics of the anti-conscriptionists RC00317

## 22.11.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. What was unique about Australia's army in World War I?
2. Why did Australian Prime Minister 'Billy' Hughes decide in mid 1916 that Australia should introduce conscription?

### Using historical sources as evidence

3. Using **Source 1:**
  - (a) list the main supporters of conscription
  - (b) outline the main arguments for conscription.
4. Read **Source 2.**
  - (a) The IWW was an organisation called the Industrial Workers of the World, which campaigned against war and the exploitation of workers. Sinn Fein was a movement fighting for Irish independence from British rule. Nurse Cavell was shot by the Germans as a British spy. Explain why a pro-conscription leaflet would refer to these people?
  - (b) Identify the technique this leaflet uses to influence voters.

## 22.11.2 Opposing conscription

Opponents argued that there should be no conscription of working men when there was no conscription of the wealth of the privileged classes. Many feared that conscription would be used by employers to destroy rights won by Australian workers. In May 1916, conscription was used in Germany to destroy German workers' rights when striking munitions workers were conscripted and sent to the battlefield. Australian unions believed that conscription could be used for the same purpose here. They described supporters of conscription as destroyers of democracy, murderers and war profiteers. Most Australian Catholics were of Irish descent, and many became bitterly resentful when Britain executed several Irish rebel leaders after crushing the Irish uprising of Easter 1916. Melbourne's Catholic Archbishop, Daniel Mannix, quickly became the most outspoken leader of the anti-conscription movement.

### DID YOU KNOW?

Billy Hughes' supporters, including many AIF soldiers, called him the 'Little Digger'. From November 1916 the labour movement, on the other hand, called him 'the Rat' and 'Judas'

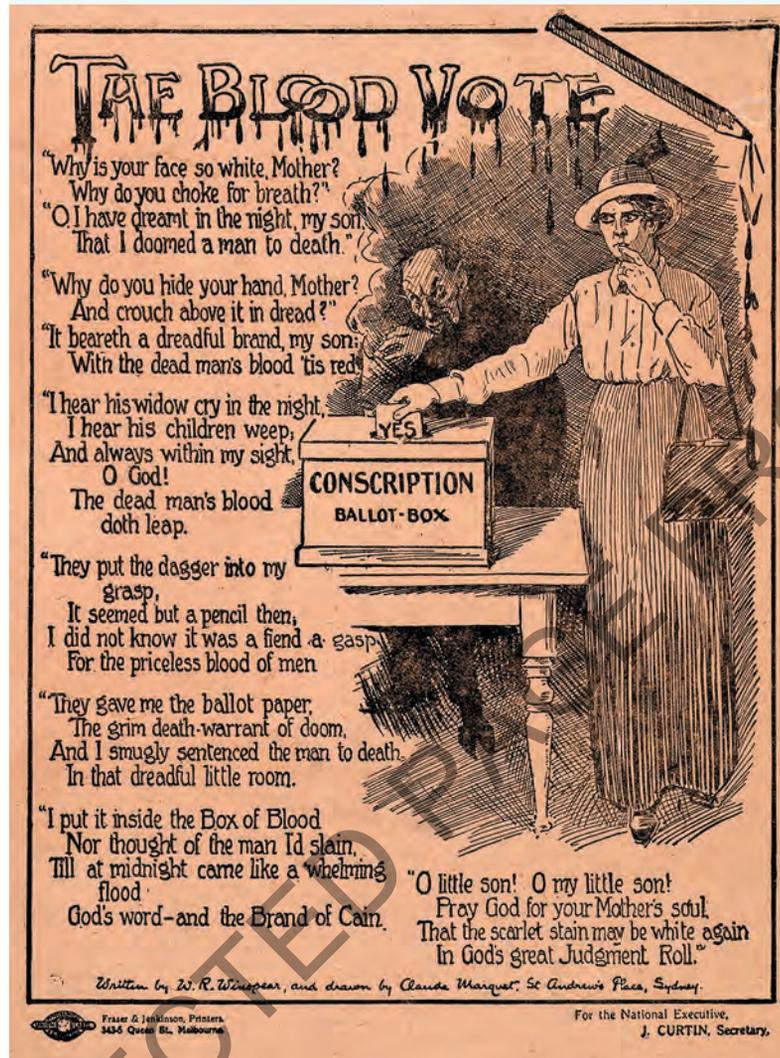
### The people decide

Conscription was defeated in the referendum of October 1916 (1 087 557 Australians voted in favour of conscription but 1 160 033 voted against it). 'Patriots' blamed Catholics and Australian Germans and demanded that Mannix be deported. The Labor Party was split. Hughes and his supporters left the party in November 1916, before it could expel them, and merged with the Liberal Party to form the Nationalist Party. Led by Hughes, the Nationalists won the federal election of May 1917. However, at a second referendum of December 1917, conscription was again defeated, this time by 1 181 747 against to 1 015 159 in favour.

**SOURCE 3** From speeches by Archbishop Daniel Mannix, reported in the *Advocate*: (1) 3 February 1917 and (2) 8 December 1917

1. The war was like most wars — just an ordinary trade war ... Even now, people were arranging how the vanquished nations — when they are vanquished — are to be crippled in their future trade.
2. [In] the daily papers of Australia ... there is no opening in their columns for those who want the answer on December 20 to be an emphatic NO ... [The] papers give plenty of space to any sort of silly twaddle on the other side ... The wealthy classes would be very glad to send the last man, but they have no notion of sending the last shilling, nor even the first ... the burden in the end will be borne by the toiling masses in Australia.

**SOURCE 4** *The Blood Vote*, an anti-conscription leaflet



AWM RC00337

## 22.11.2 Activities

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### Check your understanding

1. What reasons did Australian workers have for opposing conscription?
2. Explain why many Australian Irish Catholics would have opposed conscription.
3. What event prompted Melbourne's Archbishop Daniel Mannix to become the most outspoken opponent of conscription?
4. What were the results of the two referenda on conscription in 1916 and 1917?
5. Describe the impact of the conscription referenda on the Labor Party.

### Using historical sources as evidence

6. Using **Source 1**, identify the main groups opposed to conscription.
7. What arguments did Mannix make against conscription in **Source 3**?
8. Analyse the technique used in **Source 4** to argue against conscription.

## 22.11 Putting it all together

### Using historical sources as evidence

1. Working in small groups, use Sources 2 and 4 as models to design a 'Yes' or 'No' poster or leaflet for either of the conscription referenda.
2. Conduct research to investigate the contribution of Vida Goldstein to the anti-war movement (see topic 5 for some introductory information).

### Determining historical significance

3. Daniel Mannix was regarded by many Australians as a villain and by many others as a hero for his role in defeating conscription. Conduct research to produce an assessment of his role in the struggle against conscription and evaluate his historical significance, using sources to support your argument.

## 22.12 The Eastern Front: collapse and revolution

### 22.12.1 Tsarist Russia collapses

By 1917 the war weariness, social divisions and disillusionment that led to a general strike and bitter opposition to conscription in Australia were also being experienced in other combatant nations.

Between April and June there were mutinies in the French army involving 27 000 men. Forty-nine mutineers were executed. In Germany in 1916 there had been huge strikes. The government broke them by conscripting strikers, but even bigger strikes took place in 1917. In Britain half a million people had joined anti-war organisations by 1917. Nowhere, however, was war weariness more widespread than in Russia. What happened there would change the world.

At the beginning of World War I the Russian Army was referred to as 'the Russian Steamroller', because it was so big that many people thought it could defeat the Germans and Austrians through sheer weight of numbers. However, most Russian soldiers were conscripted peasants who were poorly trained and so poorly equipped that some did not even have boots or guns. Some Russian officers refused to lead their troops into battle, fearing that they would be shot by their own men.

When Russia entered the war it was ruled by Tsar Nicholas II, who held enormous power. Russia was ruled in the interests of its aristocratic landowners and wealthy industrialists, and there was great discontent among the peasants and workers who made up more than 90 per cent of its people. At first many Russians supported the war, but they suffered heavy losses against the Germans in 1914–15. In 1916 they launched attacks to prevent the Germans shifting troops to the Western Front. By 1917, after a series of crippling defeats, Russian soldiers and sailors were becoming mutinous, while at home starving workers were demanding bread and peasants were demanding land.

### Revolution

Revolution broke out in March 1917 in the Russian capital, Petrograd (now St Petersburg) after soldiers refused orders to shoot striking workers. When he lost the support of his generals, the Tsar **abdicated** in favour of his brother Michael. But Michael refused to be Tsar and instead handed power to a provisional government, formed by members of the **Duma**. The Provisional Government kept Russia in the war, but its authority was weakened by the rise of an alternative centre of power — the Petrograd **Soviet**. This council was made up of elected delegates from soviets of workers, soldiers, sailors and peasants from throughout Russia.

**SOURCE 1** A description of support for the war in Russia in August 1914, from R. H. Bruce Lockhart, *Memoirs of a British Agent*, 1932

I recall the enthusiasm of those early days ... those moving scenes at the station; the troops, grey with dust and closely packed in cattle trucks; the vast crowd on the platform to wish them God-speed ... Revolution was not even a distant probability.

**SOURCE 2** From a letter sent home by a Russian general in 1915

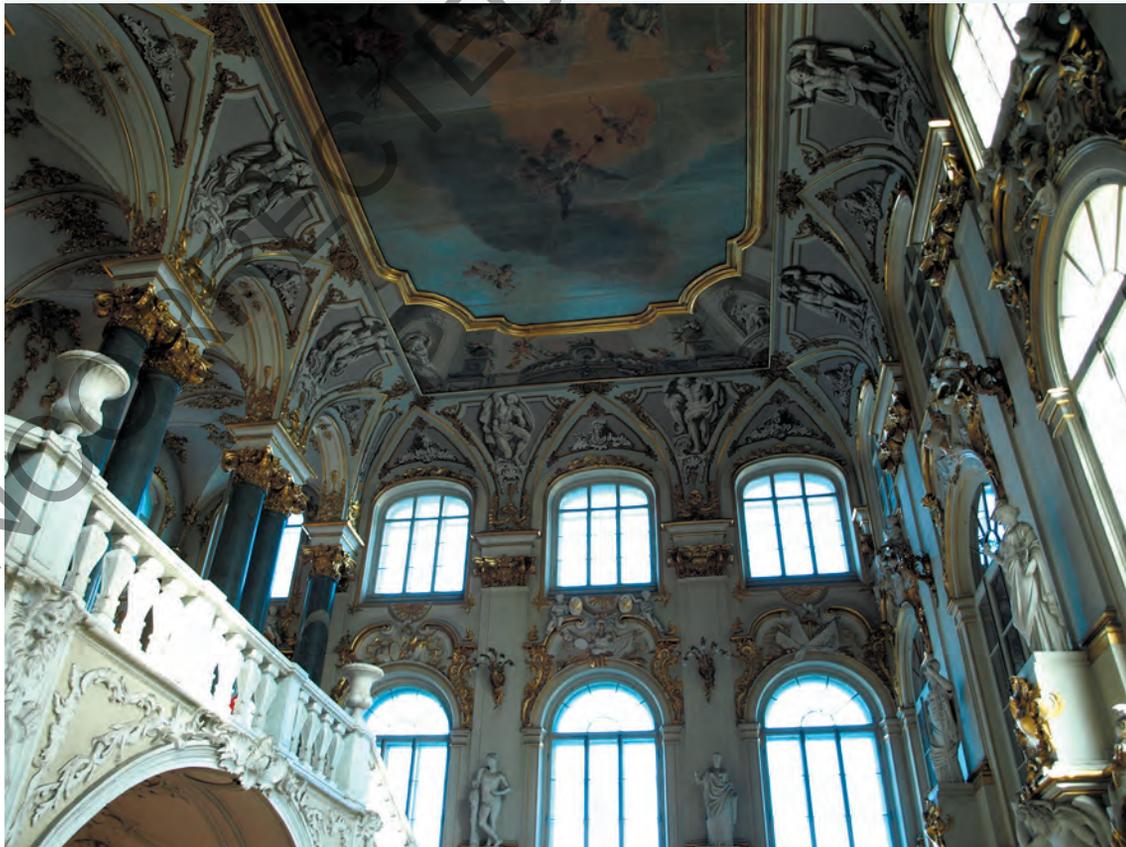
In recent battles a third of the men had no rifles. These poor devils had to wait patiently until their comrades fell before their eyes and they could pick up weapons.

**SOURCE 3** From P. I. Lyashchenko, *Economic and Social Consequences of the War*, 1949

... by 1916 the country began to experience a critical food shortage ... By directing all industrial production into war channels, the government policy deprived the villages of their supplies of goods ...

The Provisional Government lacked support from any part of Russian society. The old ruling classes wanted to restore the rule of the Tsar. Peasants wanted the aristocrats' land to be redistributed to them. Many soldiers, sailors and workers wanted Russia to withdraw from the war. The government could hold power only so long as the Petrograd Soviet gave it support.

**SOURCE 4** Looking towards the ceiling from the grand staircase at the Tsar's Winter Palace in St Petersburg



**SOURCE 5** The Winter Palace has hundreds of luxurious rooms and is thousands of times bigger than the homes of Russian workers and peasants in 1917. The royal family also had other magnificent palaces.



### 22.12.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. Why was the Russian army weak despite its size?
2. Describe the reasons for widespread discontent among workers, peasants and soldiers.

#### Using historical sources as evidence

3. Study **Sources 1, 2, 3, 4 and 5** and explain how these sources provide evidence for the growing opposition of Russian troops, workers and peasants to the Tsarist regime that led to the Tsar's abdication and the formation of the Provisional Government in March 1917.

### 22.12.2 The second revolution

Russia's small but disciplined Bolshevik Party was led by Vladimir Ilyich Ulyanov, known as Lenin. The party's ideology was based on Marxism, the revolutionary socialist set of ideas developed by Karl Marx in the nineteenth century. Lenin was a Marxist but he departed from Marx's belief that socialist revolution could take place only in advanced capitalist societies in which industrial workers were the majority. Lenin came to believe that in Russia, an overwhelmingly agricultural country, a socialist revolution could be achieved through an alliance of workers and peasants.

Lenin, and his associate Trotsky, believed that socialist revolution could succeed in backward Russia but only if it received support from socialist revolutions in the more advanced industrial countries. They thought a revolution in Russia would trigger similar revolutions in those countries. In April 1917 Lenin put these views to the other Bolsheviks. At first they totally opposed him. However, he soon won majority support and the Bolsheviks prepared to seize power.

#### The Bolsheviks seize power

To gain popular support, the Bolsheviks adopted the slogans 'Peace, Bread and Land' and 'All Power to the Soviets' while they worked to build up their influence in the Petrograd Soviet. The Provisional Government tried unsuccessfully to suppress the Bolsheviks. But when the right-wing General Kornilov attempted to seize power in August, it was Bolsheviks who sabotaged Kornilov's transport and persuaded his troops to desert. This earned them widespread support. The Bolsheviks had saved the Provisional Government, but now they set out to destroy it.

**SOURCE 6** A Bolshevik painting depicting Lenin organising revolutionary workers, sailors and soldiers. The red armbands show that they are Bolsheviks. Red came to symbolise revolution.



**SOURCE 7** This Bolshevik banner of 1918 represents the alliance of workers and peasants. In the right-hand corner, the hammer represents industrial workers while the sickle represents peasants.



### DID YOU KNOW?

Many Marxists and other socialists in Russia and in other countries opposed Lenin's views, which came to be called Marxism–Leninism. They predicted, correctly, that such a revolution could not create democracy and socialism but would lead instead to oppressive dictatorship.

Trotsky had been elected Chairman of the Petrograd Soviet's Military Revolutionary Committee. Once the Bolsheviks had a majority of delegates in the Soviet, he planned the seizure of power. In November, on Trotsky's orders, the Red Guards of Petrograd workers, soldiers of the Petrograd garrison and sailors of the Kronstadt naval base stormed the Provisional Government's headquarters in the Tsar's Winter Palace. They seized power in the name of the Soviet. The new communist government promised to create a state ruled by workers and peasants.

Although the Bolsheviks failed to live up to their ideals, they would inspire many discontented workers in other lands. Significantly, their victory ended Russia's involvement in the war. In March 1918 the Bolshevik government signed a separate peace that enabled Germany to direct all its resources to the Western Front.

## 22.12.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Who was the leader of the Bolsheviks?
2. How did his ideas about socialist revolution differ from the ideas of Karl Marx?
3. Make a timeline of events from 1915 to 1918 to show how Russia's involvement in World War I led to a communist revolution.

### Using historical sources as evidence

4. Look closely at **Sources 6 and 7**. Explain how these sources provide evidence that the Bolsheviks wanted the second revolution to be seen as an uprising of Russia's workers, peasants, soldiers and sailors rather than a seizure of power by a small party of dedicated revolutionaries.

## 22.12 Putting it all together

### Analysing cause and effect

1. Most historians agree that the Bolshevik Revolution could not have succeeded without the conditions created in Russia by World War I. Explain why you agree or disagree with this view.

### Determining historical significance

2. For what reasons could the Bolshevik Revolution be regarded as a major turning point in World War I?

## 22.13 Peace and commemoration

### 22.13.1 Repatriation and memorials

War's full consequences are rarely foreseen. The Armistice of 11 November 1918 ended the fighting in World War I, but nothing could ever be quite the same again. The survivors of the great armies that had killed and maimed each other for four years with bullets, bayonets, grenades, artillery and gas emerged from their trenches to a world in ruins. The German, Austro-Hungarian, Turkish and Russian empires had been shattered. Revolutions and civil wars broke out in the defeated empires, and even the victor nations and colonies experienced widespread social unrest. In Australia, as we have seen, the war had brought deep divisions and there was scarcely a family that had not lost a brother, son, father or uncle on the battlefields.

#### Repatriation

In 1918, 260 000 Australians had to be repatriated. Some had been fighting for four years and few people at home understood how deeply the experience had affected them. A shortage of shipping meant some soldiers had to wait more than 18 months to get home. The returning troops brought with them the 'Spanish' influenza, a deadly **pandemic** that swept the world in 1918–19. It caused almost 12 000 deaths in Australia, and many men had to be quarantined before being reunited with their families. Australians agreed that the nation should try to repay returned servicemen for their sacrifices. Some were provided with training in skilled trades while others were settled on the land with the help of low-interest loans. However, these measures could not help all ex-servicemen to readjust after four years of the horrors of war.

**SOURCE 1** Crowds fill Melbourne's streets on Armistice Day, 11 November 1918.



AWM J00348

**SOURCE 2** Australian artillery units parade past Buckingham Palace in London on Anzac Day, 25 April 1919.



AWM d00556

**SOURCE 3** Bronze statue of Simpson and his donkey at the Australian War Memorial, Canberra



## Memorials

Australians were determined that their soldiers' sacrifices would not be forgotten. Across the nation, local committees built memorials in towns, cities and suburbs to display the names of the fallen. In the lands in which Australians fell, memorials and vast war cemeteries were established. Most are in northern France and Belgium, where they are maintained with great care by the Commonwealth War Graves Commission.

### 22.13.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

#### Check your understanding

1. How long did many Australian troops have to wait after the Armistice before they were repatriated?
2. Describe the effect of the 'Spanish' influenza pandemic on Australia.
3. Why would many World War I soldiers have found it difficult to settle back into civilian life?
4. Describe measures that were adopted in Australia to assist ex-servicemen and to ensure that their sacrifices were not forgotten.

#### Using historical sources as evidence

5. Describe what you think would have been the mood of the crowd in **Source 1** and the emotions that would have been felt by those who had lost close friends and family members.
6. Look at **Source 2**. Explain why these Australian soldiers were in London so long after the war's end and how they might have felt about their situation.
7. Look back at **subtopic 22.6** to explain why Private Simpson (in **Source 3**) was considered to be worthy of an individual memorial.

### 22.13.2 Anzac Day and the Anzac legend

In 1914, many Australians had seen World War I as a chance to prove that they deserved a place in Britain's great military tradition. The mateship, bravery and achievements of the Anzacs during the Gallipoli campaign were seen as representing Australian ideals and giving Australia the legendary identity it sought.

**SOURCE 4** Message from King George V to the Australian Government, in *The Age*, May 1915

I heartily congratulate you upon the splendid conduct and bravery displayed by the Australian troops in the operations at the Dardanelles, who have indeed proved themselves worthy sons of the Empire.

**SOURCE 5** From C. E. W. Bean, *The Story of Anzac*, 1941

What motive sustained them? ... It lay in the mettle of the men themselves ... life was very dear, but life was not worth living unless they could be true to their idea of Australian Manhood.

Anzac Day was first observed in 1916 to commemorate the landings at Gallipoli and the legend they created. Many people considered that Australia had only really become a nation at Gallipoli on 25 April 1915. Each year, Anzac Day has continued to be commemorated across Australia and New Zealand. For many people, it became Australia's unofficial national day. Traditionally it has been observed through dawn services, marches of veterans and gatherings of wartime comrades. It has also been observed in schools and churches.

At first the message of Anzac Day was similar to that of Empire Day — pride in their British heritage, loyalty to the empire, hatred of Germany, the need for greater sacrifice, and pride that Australia had earned an honourable place in the British military tradition. From 1920 Anzac Day became a public holiday.

What was the meaning of the Anzac legend, and has it changed over time? The legend was based on real characteristics of Anzac troops at Gallipoli and throughout the war. Many risked their lives for their mates. Some were decorated for bravery while others died unrecognised. Qualities like courage and mateship were not uniquely Australian — they were undoubtedly shared by many other soldiers. However, what the Anzacs did was remarkable. They made up less than 10 per cent of British Empire forces but on the Western Front no military force achieved more in proportion to their numbers. Anzac troops believed that they had proven themselves equal to or even better than the British.

### Did the Anzac legend change Australian nationalism?

Did the Anzac legend strengthen or weaken the spirit of national independence? In Australia of the late nineteenth and early twentieth century, radical nationalists saw Britain as the home of social inequalities. They wanted a fairer and more equal Australia that was independent of Britain. The military historian Bill Gammage has argued that the Anzac legend weakened the influence of radical nationalism because the Anzacs had fought and died for Britain, proving the strength of Australia's ties with the 'Old Country'.

**SOURCE 6** From Bill Gammage, *The Broken Years*, 1975, p. 278

But the Anzac tradition also introduced a deep division into Australian life... roughly half those eligible had joined the AIF during the war ... A great rift had opened, a rift between those who had fought in the war and those who had not.

In significant ways, this was disastrous. Before the war radical nationalists had led the drive for a social paradise in Australia, but ultimately they were least at ease with the Imperial and martial implications of the Anzac tradition, and during the war they divided over the proper conduct of Australia's war effort ...

For their part the conservatives, who before 1914 had exerted a **tenuous** influence on Australian politics and society, were united and given purpose by the war ... Naturally enough that dedication and the motives behind it appealed to the men in the trenches ...

In short, that general majority which in 1914 had sought to create a social paradise in Australia was both split and made leaderless by the war, and by 1918 no longer existed, while the conservatives had joined with those who had fought in the war to take firm possession of the spirit of Anzac ...

So the Anzac legend fitted in well with the views of Australian conservatives who wanted Australia to stay loyal to the British monarchy and the empire. Conservatives dominated celebrations of Anzac Day in the 1920s and 1930s. To them, it was a celebration of loyalty to the empire as much as an expression of national pride. To many who had fought in the war, Anzac Day was a reminder of their sacrifice and a chance to be reunited with the only people who could really understand what they had suffered. World War II and subsequent conflicts would bring new generations into the Anzac tradition. However, Anzac Day would continue to reflect divisions in Australia as much as it expressed national pride. Some Australians resented what they saw as its use by conservatives to glorify war.

**SOURCE 7** French children at Villers-Bretonneux, in the Somme Valley, tend graves of Australians killed on the Western Front.



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Perhaps today the meaning we give to Anzac Day can be shared by all Australians — pride in the courage and endurance of the Anzacs, sorrow for the terrible losses suffered by their generation and determination that such tragic waste of human lives should never be repeated.

**SOURCE 8** Some of the war graves at the Australian National Memorial at Villers-Bretonneux in France



## 22.13.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. What were the Anzacs thought to have given Australia?
2. Describe the message of Anzac Day in its first years.

### Using historical sources as evidence

3. Study **Sources 4 and 5**.
  - (a) According to **Source 4**, what had the Australian troops proved?
  - (b) Why might not all Australians have shared the same feelings about this message?
  - (c) What motives did Australia's official war historian, C. E. W. Bean, identify to account for Anzac heroism?
4. Read **Source 6**. According to Gammage:
  - (a) Why did the Anzac tradition introduce 'a deep division into Australian life'?
  - (b) Who were 'least at ease with the Imperial and martial implications of the Anzac tradition' (that is, with the idea that it was noble to fight for the British monarch and empire)?
  - (c) How did the Anzac tradition strengthen the influence of conservatives in Australia?

## 22.13 Putting it all together

### Using historical sources as evidence

1. Explain how **Sources 7 and 8** can be used as evidence of an ongoing commitment to commemorate the sacrifices of Australians in World War I.

### Identifying continuity and change

2. Based on:
  - (a) what you have learned about how the Anzac legend changed Australian nationalism and divided Australians, and
  - (b) your own experiences of Anzac Day commemorationsexplain what you believe to be the meaning of Anzac Day in modern Australia.

## 22.14 The war's impact on Australia's international relations

### 22.14.1 Australia, Britain and the United States

The Great War was not the first occasion on which Australians had fought for the British Empire. They had also fought in the Sudan Campaign in 1885, the Boer War in 1899–1902 and the suppression of the Boxer Rebellion in China in 1900. Australians had fought for Britain largely because they feared being invaded and felt that fighting for the empire would assure the British that Australia was worth defending. As you have discovered in this topic, most Australians had responded to the outbreak of World War I with unswerving loyalty to the British Empire, believing that Britain's cause was a just one. After Gallipoli, the Anzacs were believed to have given Australia the identity it sought within the British military tradition. So, after the enormous sacrifices made in the Great War, would Australia seek to broaden its international relations?

The chances of lasting peace would be strongly influenced by the terms of treaties negotiated at the Paris Peace Conference in 1919. At this conference, Australia was represented by Prime Minister W. M. 'Billy' Hughes. Australia was a dominion of the British Empire so it did not have an independent foreign policy. Nor did it seek independence. However, after the Armistice ended hostilities on 11 November 1918, Hughes and the other dominion leaders demanded the right to be represented at the conference. This demand was accepted and the representatives of the dominions, as part of the British Empire delegation, became delegates to the conference. There they were recognised as the representatives of separate nations.

What would Australia's position be at the conference? Australia had fought as part of the British Empire but her troops had been kept distinct from the British Army and their performance had been a source of national pride. Over 60 000 Australians had died. Tens of thousands were permanently disabled and many ended their lives in hospitals as a result of mustard gas and other horrors. So, although Hughes had acted during the war as a British imperialist, at the peace conference he also adopted the role of an Australian nationalist, willing to fight for what he saw as Australia's interests even if this brought him into conflict with Britain and the other great powers.

**SOURCE 1** From the diary of Corporal D. Morgan, 2nd Bn., on Armistice Day, 11/11/1918

The very flower of our manhood have paid the greatest price, not willingly, for not one of them but longed to live, return home and forget, yes just forget the horrors of the past. Most of us enlisted for ... Patriotism or Love of Adventure but not one ... had the slightest conception of the terrible price required ... Please God ... the sacrifices have not been in vain.

### Hughes clashes with the USA

Hughes quickly found himself aligned with those who demanded the harshest terms against the defeated powers. He was concerned with three main issues: reparations, German New Guinea and the White Australia Policy. On the reparations issue Hughes shared the view of the French government that Germany should be made to pay for the full cost of the war, and this brought him into conflict with the US President, Woodrow Wilson.

The peace conference produced the Treaty of Versailles (1919) with Germany, the Treaty of Neuilly (1919) with Bulgaria, the Treaty of St Germain (1920) with Austria, the Treaty of Trianon (1920) with Hungary and the Treaty of Sèvres (1920) with Turkey. Under the treaties, all of the defeated powers lost territory. Germany lost land on its frontiers and all of its colonies. The Austro-Hungarian Empire disappeared, leaving the small states of Austria and Hungary without the nationalities they had ruled over. Bulgaria lost some lands to Greece and Yugoslavia while Turkey lost all its Middle Eastern provinces. Germany, along with its allies, had to accept responsibility for all losses suffered by the Allies. Germany was forced to agree that, over time, it would pay 6.6 billion pounds in reparations (compensation) for these losses. It also had to agree to give up its navy and most of its merchant ships, limit its army to 100 000 men, and provide free coal and livestock to France and Belgium.

The US president wanted a much less vengeful treaty that would strengthen democracy in Germany and create conditions for lasting peace. Kaiser Wilhelm II had abdicated following a revolution in Germany in November 1918, and by the time the treaty was signed Germany had become a democratic republic. But the overwhelming desire of France and, to a lesser extent, Britain was to weaken Germany and make her pay. Australia's leaders shared that desire.

The aggressive independence shown by Hughes at the conference did not mean any move towards independence from the British Empire. From 1923, the dominions gained the right to make their own foreign policies. But while Canada, South Africa and Ireland took up this independence, Australia remained content to continue to follow British foreign policy.

## 22.14.1 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at [www.jacplus.com.au](http://www.jacplus.com.au). *Note:* Question numbers may vary slightly.

### Check your understanding

1. Explain how Australia was able to represent itself at the Paris Peace Conference even though it was not an independent nation.
2. With regard to the peace conference, on what issue did Australia agree strongly with France and Britain but clash with the United States?
3. What powers did Australia decline that it could have taken up from the 1920s?

### Using historical sources as evidence

4. Read **Source 1**.
  - (a) What conclusions can be drawn from this source about the legacies of World War I for Australia?
  - (b) How do these legacies help us to understand why Australia's perceived interests were pursued so strongly at the Paris Peace Conference?

## 22.14.2 Australia and the Asia–Pacific region

Hughes also clashed with the idealistic Woodrow Wilson on the issue of German New Guinea and with Japan on the issue of racial equality. To understand these disagreements, we need to look back at attitudes to Asia and the Pacific that took shape in Australia during the late nineteenth century.

The widely held belief in a white Australia was based on shared ideas of white superiority, fears of being engulfed by Asian nations to Australia's north, and fears that Asian and Pacific migration posed a threat to Australian living standards. The White Australia Policy had been expressed in two of the first laws passed by the new Commonwealth Government in 1901. These were the Immigration Restriction Act, which was used to prevent non-white migrants from coming to Australia, and the Pacific Island Labourers Act, under which most Pacific Islanders in Australia were deported.

### Australia clashes with the US president

US President Woodrow Wilson believed that former German colonies should not become simply spoils for the victors of war. Instead they should become **League of Nations** mandates, administered by countries that were on the winning side of the war, but supervised by the League in accordance with humanitarian principles.

In contrast, Hughes' view was that New Guinea and the Pacific Islands should be controlled by Britain or Australia to prevent any foreign power gaining a foothold in the region. Following pressure from Queensland, Britain had made Papua a possession of the British Empire in 1888 and the Australian government administered it from 1910. Hughes wanted the same arrangement for the former German New Guinea. Hughes' concerns were based on fears for Australia's security and were linked to the White Australia Policy. Hughes did not want New Guinea to be at risk of falling into the hands of any power that might permit the entry of Asian immigrants. He wanted the right to annex New Guinea but had to settle for a compromise. The territory became a League of Nations 'class C' mandate. This meant that in theory the League had some overall supervising authority but in practice Australia had virtually complete control of its administration, including the right to prevent Asian immigration.

### Australia clashes with Japan

Hughes also successfully opposed Japan's demands for a racial equality clause in the Covenant of the League of Nations. He believed that the principle of racial equality would amount to a threat to Australia's right to maintain the White Australia Policy. The majority of delegates voted for Japan's proposal, but it was overruled on the grounds that a major change to the Covenant required a unanimous vote.

Thus, when Hughes returned to Australia, he could claim success on all three issues. Australia had, for the first time in history, played a significant role in world affairs in her own right. Significantly, Australia's stance on all three issues had been a reactionary one that was quite out of harmony with the idealistic hopes Wilson held for the League of Nations.

**SOURCE 2** A cartoon published in *Aussie* magazine in November 1920



### 22.14.2 Activities

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#### Check your understanding

1. Describe the differences between Hughes and Wilson over the former German New Guinea.
2. On what issue did Australia clash with Japan?

## Using historical sources as evidence

3. Analyse **Source 2** using the following questions.
- Who or what is represented by the figure in the top left of the cartoon?
  - What conflicts within Australian society are represented by the other figures?
  - What is the message of the cartoon and how is it related to the White Australia Policy?
  - How does the cartoon support the position taken by Hughes on the issues of racial equality and the Asia–Pacific region?

## 22.14 Putting it all together

### Identifying continuity and change

- Identify ways in which Australia's conduct at the Paris Peace Conference represented a change in its level of independence in international relations; also identify ways in which it represented a continuation of past policies.
- Explain how Australia's stance at the Peace Conference on racial equality, Asia and the Pacific represented a continuation of policies based on racial discrimination. Use the following structure to organise your answer.
  - Explain the ideas behind the White Australia Policy.
  - Describe the purposes and effects of the Immigration Restriction Act and the Pacific Island Labourers Act.
  - Explain why Australia wanted British or Australian control of the Pacific Islands, especially the former German New Guinea.
  - Explain why Australia opposed Japan's demand for a racial equality clause in the Covenant of the League of Nations.
  - Conclude with a general statement about continuity in Australia's foreign policy position on racial equality, Asia and the Pacific.

### Determining historical significance

- Explain why Australia's stance on the terms of the Peace Conference was significant for the chances of lasting peace.

## 22.15 SkillBuilder: Analysing photos

online only

### ANALYSING WORLD WAR I PHOTOGRAPHS

Photographs can be very useful primary sources. Analysing a photograph is therefore a very important skill when studying the history of periods in which photography existed. During World War I, many tens of thousands of photographs were taken by official war photographers and ordinary soldiers.

#### Go online to access:

- An explanation of the skill (Tell me)
- A step-by-step process to develop the skill, with an example (Show me)
- An activity to allow you to practise the skill (Let me do it)
- Questions to test your application of the skill (Applying skills)



Australian War Memorial AWM E00700

## 22.16 Review

online only

This final subtopic provides a range of opportunities for you to review and respond through:

- i. revising and checking your historical knowledge
- ii. demonstrating your ability to apply historical concepts and skills.

### Go online to access:

- A key chronology of events relevant to the topic
- A summary of the key knowledge presented in the topic
- A 'Big Questions' activity
- A multiple choice topic test
- Short answer or extended writing responses



### learn on RESOURCES – ONLINE ONLY

Try out this interactivity: World War 1 timeline (int-2968)

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