

CENTENARY of WORLD WAR 1

Australia ✦ France ✦ Belgium



A. Henry Fullwood, Town crier at Coisy, 1918. AWM ART02463

HANDBOOK



To the Teacher

Project Overview

The Centenary School Link Project (CSLP) is a pilot program inspired by the creation of the Australian Remembrance Trail in France and Belgium.

Part of this program comprises a classroom-based bilingual resource (English and French) that will enable secondary students in Australia, France and Belgium to link together in paired schools to explore the connection that was made between their soldiers, nurses and communities 100 years ago.

The pilot project involves these 20 schools:

IN AUSTRALIA

List to come

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- 10

IN FRANCE AND BELGIUM

List to come

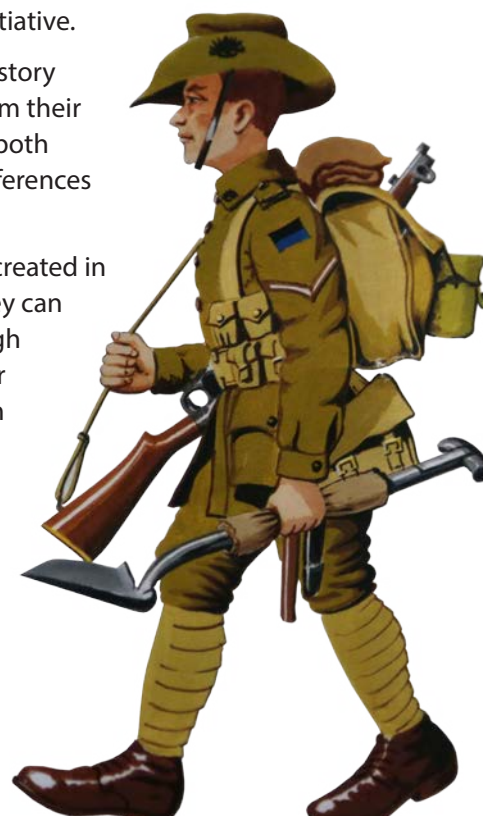
This resource provides practical advice on classroom strategies for teachers, and ways of setting up the international classroom link. The resource is free and available online to the participating schools, and, eventually, will be accessible by every student in Australia, France and Belgium as the pilot program develops into a wider community education initiative.

Schools use the common resource materials in this handbook to find out the story of their own soldiers' and community's experience of the war, and to learn from their partner or link school about that other community's experiences. In this way both schools learn about each other's past, and can explore the similarities and differences between the experiences of the two communities in the different nations.

A series of short, practical and self-contained classroom activities have been created in a variety of curriculum areas to help students work on common activities. They can share the knowledge, understanding, skills and empathy they develop through social media links with their partner school. They can choose to combine their talents for one learning activity, or several, or for all the activities suggested in this handbook.

At a time when commemorative programs around the world are focusing on the events and lessons of 100 years ago, this program will engage and challenge the young people of the three nations to investigate, learn, understand, connect, share findings and to renew the links that bound their families 100 years ago.

It is an exciting and innovative way to explore myriad impacts of the tragedy of war, and to use student learnings to better forge global bonds to help unite young people today.



Why have such a program?

Between 1916 and 1918 nearly 300,000 Australian soldiers and about 3000 nurses served on the Western Front. This means that they met and interacted with local families, were often billeted in farmhouses and barns, visited Paris as tourists, and walked or were driven through much of the French countryside and farmlands.

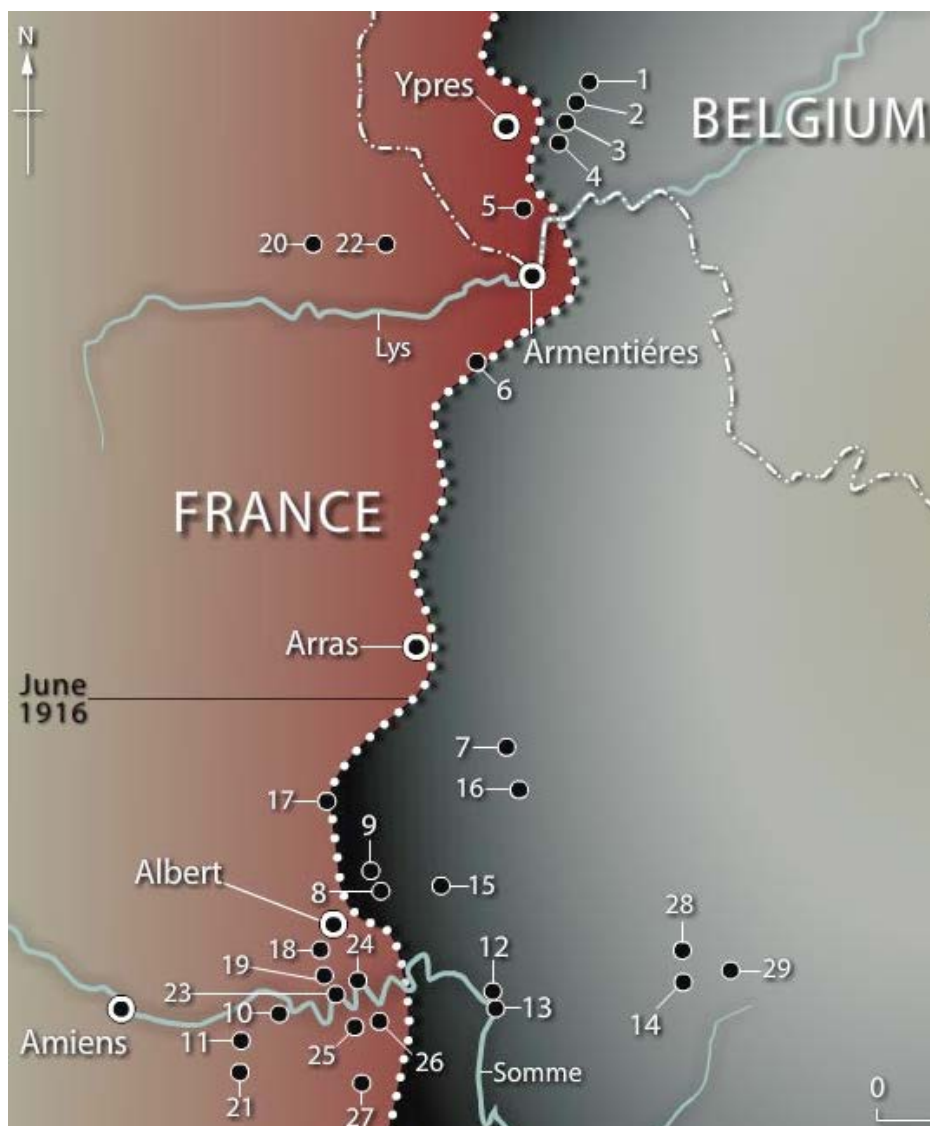
46,000 of them died and 132,000 were wounded. The dead are still there – most of them in marked or unmarked graves in local war cemeteries, or in about 11 000 cases still buried beneath the soil in unknown places where they fell.

This connection, made nearly 100 years ago, creates a unique way for today's young people of Australia, France and Belgium to help each other find out about that shared experience from the past. They can find out about those men and women of the three nations who served, and also the way in which communities were affected in each country by the war.

There is now an **Australian Remembrance Trail** along the Western Front, commemorating twelve sites in Belgium and France that featured in the Australian military experience of the war.



Australian soldiers in a Western Front trench



NO.	BATTLE LOCATION
1.	Passchendaele
2.	Broodseinde
3.	Polygon Wood
4.	Menin Road
5.	Messines
6.	Fromelles
7.	Bullecourt
8.	Pozières
9.	Mouquet Farm
10.	Le Hamel
11.	Villers-Bretonneux
12.	Mont St Quentin
13.	Péronne
14.	Bellenglise
15.	Gueudecourt
16.	Lagnicourt
17.	Hébuterne
18.	Dernancourt
19.	Morlancourt
20.	Hazebrouck
21.	Hangard Wood
22.	Merris
23.	Etinehem
24.	Bray
25.	Proyart
26.	Chuignes
27.	Lihons
28.	Bellicourt
29.	Montbrehain

That is important, but the main rationale of this Centenary School Link Project (CSLP) is the proposition that young citizens in one country can work in parallel with young citizens in another country, with each group investigating their own community's experience of the war, and sharing that with the other. In this way both groups benefit from a broader view than they are likely to gain separately.

This knowledge and sharing of the past will also create living links today. Every community affected by the war 100 years ago still has some traces of the war visible – whether through memorials, cemeteries, place names, municipal offices, library collections, local history records, museums. So our communities can still speak to each other about the war and we can still listen and share what they have to say.

But the strongest link is people. By using that link, that connection, forged 100 years ago, to talk to each other now, to share our knowledge of who we are and how we live today, and how we remember the past, we can help create 'living links' that break down our national focus and help us to be good world citizens.

We hope that this resource will inform your students about their community's war, as well as that of others, and will excite and engage them in seeking to know more by linking across the world.

This linking can be done in schools by focusing on these four key enquiry questions:

Four Key Enquiry Questions

MY SCHOOL – What I can find out and share with my partner school	MY PARTNER SCHOOL – What students there can find out and help me understand
1 What was my community like when it went to war?	1 What was this community like when it went to war?
2 What were the experiences of the soldiers and nurses from my community during the war?	2 What were the experiences of the soldiers and nurses from this community during the war?
3 What was the impact of the war on my community	3 What was the impact of the war on this community?
4 How does my community continue to tell me about the war today?	4 How does this community continue to tell me about the war today?

This CSLP resource provides students with information, evidence and activities to enable them to explore these four enquiry questions, to learn about their own communities, to share that knowledge with others, and in turn learn from those other communities in other nations about the common and shared experience of the soldiers and civilians during the First World War.



Content and Curriculum Connections

The resource contains 10 separate but connected classroom activities that may be run in parallel between the linked schools.

Each activity is self-contained — except that in some cases students are required to explore their own community to provide information for the other school.

Different countries have different curriculum requirements.

The activities have been designed as excellent educational activities that will suit the requirements of any of the three country's curriculum needs. The deliberately brief nature of the activities ensures that teachers will not feel that they are neglecting students' formal curriculum requirements if they choose to use any of the activities. Each activity will increase students' knowledge and understanding of the war, increase their empathy with the individuals and communities involved, and develop students' investigative, analytical and communication skills. In short, **this program is designed to complement the existing school curriculum.**

CURRICULUM AREA	ASPECTS INVESTIGATED
History	The nature of the war, the individual experiences of the soldiers and nurses, and the impacts and involvement of local communities.
Geography	The location of the Western Front, and impacts on towns and the natural environment.
Languages	Communication in a native language, analysing ways of presenting information, and learning and using a second language.
Civics	Key concepts of citizenship in wartime.
Arts and Media	Ways of expressing and communicating ideas visually, analysing visual representations of the war.
Music	Ways of expressing ideas and emotions through music.



		History	Geography	Language	Civics	Art & media	Music
ACTIVITY	OUTLINE	CURRICULUM CONNECTION					
1	Introductory Video: <i>Walking in the Footsteps of the Condah Anzacs</i>	★	★	★	★	★	★
2	Two communities meet		★		★		
3	'Interrogating' a war memorial	★		★	★	★	★
4	Evidence from a community	★	★	★	★	★	
5	War poetry	★		★	★		
6	Soldiers' testimonies	★		★			
7	Music	★		★	★		★
8	Art and propaganda	★		★	★	★	
9	War graves	★	★	★	★	★	
10	Reconstructing a life	★	★	★	★	★	★

Suggested Classroom Strategies

ACTIVITY	SUGGESTED CLASSROOM STRATEGIES
<p>Introducing the program</p>	<p>The arrangements for linking with another school should already be in place at the start of the activity. Students will normally read the material in their own language, but where a class is learning the other nation's language the 'foreign' version could be used, with the 'native' version available for them to check their translation and understanding.</p>
<p>1</p> <p>Film: <i>Walking in the Footsteps of the Condah Anzacs</i></p>	<p>Screen the film to create a context for the program that they are part of. The introductory page, <i>What does World War 1 have to do with you today?</i> will explain this program.</p> <p>Teachers can then decide for themselves, or with their students, which of the resources and how many of the activities they will use in their classroom.</p>
<p>2</p> <p>Two communities meet</p>	<p>This is the 'get to know you' activity for the link schools. Students can research their own area and send their results to their partner school, and receive the other school's information in return.</p> <p>The students might do some research of their own or in class on their partner community — see what they can find out for themselves. This will raise questions in their minds about the other community, and it will be interesting to see how their research compares with the reality as the other students present it to them.</p>
<p>3</p> <p>'Interrogating' a war memorial</p>	<p>A local war memorial is the most powerful reminder of the connection between each community and the war. Students should do the War Memorial analysis themselves, and then discuss their findings in class.</p> <p>They can then read the background information about the other country's war, and this may help explain some of the features or questions that the class discussion has raised.</p>
<p>4</p> <p>Evidence from a community</p>	<p>This can be done as an individual or group activity. Students should be encouraged to talk to their families to gain information about their own family connections to the war. The annotated map of the community can be shared with the partner school.</p>
<p>5</p> <p>War poetry</p>	<p>The most common modern theme or emphasis theme of World War 1 poetry as it is presented today is of the horrific experience of the soldier in war. Most poems in anthologies stress this. At the time it was quite different — much popular poetry was patriotic rather than personal.</p> <p>The poems selected for study here include the elements / themes of suffering, impact on the broader community, patriotic remembrance of loss, development of pride in a national identity and anti war propaganda.</p> <p>This lesson could lead to several tasks: have students create their own war poem that reflects one of more of these four aspects, and carry out an analytical research activity on other war poets.</p>
<p>6</p> <p>Soldiers' testimonies</p>	<p>These are the key evidence for exploring the nature of the soldiers' war, and its impact on them. The extracts are all from Australia soldiers and nurses, but they are universal in their relevance to all soldiers.</p> <p>Students will create a summary of the experiences, using the table provided. Students could be allocated specific sources to read and report on to the rest of the class, or each student could be asked to read them all.</p> <p>They should discuss their findings, and consider if there are aspects that are not covered by the selected evidence. For example, there is nothing in the evidence about desertion, which happened with all armies, and mutiny, which also happened with both the Australian and French armies.</p> <p>This study of primary source evidence could lead to a research task, with students reading a war novel, and comparing the way fiction can be used to explore truths of the war experience.</p>

<p>7 Music</p>	<p>Music like art, poetry and some elements of photography is an interpretation of events. The composer shares his or her views, values and intentions with the listener. Therefore music too needs to be interpreted carefully.</p> <p>Four songs have been included for student interpretation. Two of the French and one of the Australian songs were written during the war. The second Australian song was recently written especially for the film <i>Walking in the Footsteps of the Condah Anzacs</i>.</p> <p>Encourage your students to write a song about World War 1. How will they interpret the experience? What values, emotions and messages will their song present? How does their interpretation compare with the songs of yesteryear?</p>
<p>8 Art and propaganda</p>	<p>As with war poetry, the most commonly seen image of the war through art is of the destruction of the landscape, and the horrific physical conditions that the troops fought in.</p> <p>This is included in the selection of art presented in this activity, but a far more common type of art experienced at the time was the propaganda poster.</p> <p>These are an excellent way of exploring a significant aspect of the experience of a local community at war, the way in which authorities sought to win the 'hearts and minds' of the people and keep their commitment to the war strong in the face of the harm that it was causing.</p> <p>Students will find that, while the war did not physically affect Australia, there were powerful and divisive forces at work through recruiting posters and the conscription issue of 1916 and 1917, when all Australian adults were asked to vote on whether there should be conscription.</p>
<p>9 War graves</p>	<p>Only one Australian body was sent back to Australia from the war.</p> <p>For virtually all Australians it was too far and too expensive for them to visit the Western Front to see the grave of their loved one. This is why local war memorials were so important in Australia, and also why the Australian Government paid the cost of adding an inscription of the family's choice on their loved ones' headstones. These inscriptions are today an invaluable source of information on the attitudes of the families towards their loss.</p> <p>A study of the inscriptions could lead to a war cemetery visit, especially valuable if the partner Australian school can provide specific names of their soldiers who are buried in a cemetery near the partner French or Belgian school.</p>
<p>10 Reconstructing a life</p>	<p>This is the culminating activity of the resource. All that the students have learned can now be brought together and a soldier's life on the Western Front imaginatively recreated, based on evidence.</p> <p>The recreation should include the knowledge and understanding they have gained of the experience of the soldiers and the nearby community, and include the empathetic awareness that a study of the primary sources has developed.</p> <p>The activity might be presented as a ceremony by a grave or memorial or in school during a commemorative day, or as a live link-up between classes, or as a display in the school, or in any other way that students feel is most appropriate.</p> <p>The key element will be the awareness of the shared experience of the events of 100 years ago, and the realisation that the links made then can still be meaningful today.</p>



Grave of the unknown Australian soldier Adelaide Cemetery France

Linking With a Partner School

The Australian Remembrance Trail spans much of the nearly 200 kilometres of the Western Front where Australians served from the Channel coast of Belgium to Montebrehain in France.

The Centenary School Link Program (CSLP) is a pilot program designed to provide strategies and support to assist some 12 secondary schools in France and Belgium to work with an equivalent number of schools in Australia to commemorate the Centenary of World War 1 in a variety of exciting and meaningful ways, and to share these experiences via social media.

For example joint activities might include:

- ✦ Adopting a soldier or nurse
- ✦ Sharing resources and information about the impact of war on their local communities
- ✦ Creating a personal cemetery register after visits by French and Belgian students to Australian graves
- ✦ Using social media and a special website to share stories, memorabilia and community commemorative activities about the 'war to end all wars' along this trail of death and destruction
- ✦ Creating an international photo exhibition of the 'memories of war' – local monuments, gravesites, street names, buildings, memorial parks, the changed landscape
- ✦ Fostering school exchange programs, and much more.

Those schools participating in the pilot program have especially been chosen because of the strong links that they have with their partner communities e.g. Villers-Bretonneux and Robinvale, Pozieres and the western district of Victoria.

The program will be available to all interested schools once the pilot program has been evaluated.

This **handbook** outlines the program structure, provides information for teachers and participating communities and a series of student activities that will encourage student exchange both in the classroom and within their wider communities.

CSLP Partner Schools website – to come

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